

PART 3: IMPLEMENTATION GUIDE

Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice

A transformative individual behavioral change intervention for conflict-affected communities

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PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE





INTRODUCTION

PART 3: IMPLEMENTATION GUIDE

**Preventing Violence Against Women and Girls:
Engaging Men through Accountable Practice**

ACKNOWLEDGEMENTS

The International Rescue Committee's (IRC) Preventing Violence against Women and Girls: Engaging Men in Accountable Practice (EMAP) Resource Package guides humanitarian practitioners in implementing a one-year primary prevention intervention, informed by women's voices and priorities, for engaging men in transformative individual behavior change. EMAP offers an innovative model for working constructively with men to examine the gendered impact of conflict and how they have been socialized, which are crucial steps in creating a world where women and girls are valued, equal and free from violence.

This Implementation Guide is the third of the three-part EMAP resource package required for implementing the intervention. The accompanying resources are the EMAP Implementation Guide and the EMAP Training Guide. This resource package draws on 10 years of IRC prevention programming experience with men in conflict-affected settings. Therefore, special recognition goes to the numerous IRC field staff and volunteers who implemented and provided feedback for this project. In particular, we would like to recognize the Women's Protection and Empowerment teams in Cote d'Ivoire, Sierra Leone, Liberia and the Democratic Republic of Congo. These colleagues are the source of many of the tools, lessons learned, and recommended practices described in these resources. A special thank you to the IRC staff who served as part of the internal review panel: Christiana Gbondo, Gertrude Garway, Ernest Deline, and Jean-Baptiste Remera Rafiki.

I would like to thank Rachel Henes, the principal author of the EMAP guidelines. We are deeply grateful for her hard work. I would also like to acknowledge the practitioners and experts who provided valuable feedback throughout the development of the EMAP resources. A special thank you to: Lori Michau, Raising Voices; James Lang, Partners for Prevention; Debbie Rogow, consultant for Population Council; Marai Larasi, IMKAAN; Ben Atherton-Zeman, Voices of Men; Zahra Mirghani, UNHCR; Alan Berkowitz; Heather Cole, IRC; Catherine Poulton, IRC, and Abigail Erikson, IRC. Additional appreciation goes to Baku Kionga, consultant with IRC and the Sonke Gender Justice Network, whose dedication and expertise have helped in the development of both the original pilot and this intervention.

A very special thank you goes to the U.S. State Department's Bureau of Population, Refugees and Migration for making the development of these technical resources possible. The IRC would also like to thank the NoVo Foundation and Irish Aid for their generous support which allowed the IRC to develop, field test and evaluate the effectiveness of primary prevention interventions involving men.

We hope this resource provides easy-to-use and valuable guidance to practitioners in humanitarian settings for effectively engaging men in preventing violence in ways that improve the lives, and strengthen the voices, of women and girls.

Sincerely,

Heidi Lehmann

Senior Director, Women's Protection and Empowerment Technical Unit
International Rescue Committee

TABLE OF CONTENTS

INTRODUCTION	9
Using the EMAP implementation guide	9
Glossary of terms	12
SECTION 1: IMPLEMENTING EMAP	17
Overview of the EMAP phases	17
Phase 1: Staff training	20
Phase 2: Introducing EMAP to the community	31
Phase 3: Starting women’s groups	39
Phase 4: Starting men’s groups	44
Phase 5: Assessment and next steps planning	52
SECTION 2: FACILITATING THE EMAP CURRICULA	61
Overview of the EMAP curricula	61
Facilitator guidance	63
Tips for creating a safe and trusting learning environment	63
Key facilitator skills	65
SECTION 3: THE EMAP CURRICULA	81
Guide to symbols used in the curriculum	81
Key Features of the EMAP curriculum	83
PART 1: WOMEN’S CURRICULUM ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE	89
Table of contents	89
Women’s curriculum—weekly sessions	90
Additional sessions for ongoing monthly meetings	148
PART 2: MEN’S CURRICULUM	163
Table of contents	163
Weekly sessions	165
SECTION 4: MONITORING TOOLS	289
What are the monitoring tools for EMAP?	289
EMAP monitoring tools—overview	295

LIST OF ANNEXES	PAGE NO.
ANNEX 1: Agenda and talking points: introducing EMAP to the community	300
ANNEX 2: Accountability checklist: Female facilitator	304
ANNEX 3: Accountability checklist: Male facilitator	309
ANNEX 4: Accountability checklist: supervisor	314
ANNEX 5: Weekly report form—Female facilitator	319
ANNEX 6: Weekly report form—Male facilitator	321
ANNEX 7: Monthly observation report—EMAP supervisor	323
ANNEX 8: Integrating women’s voices	325
ANNEX 9: Accountable practice: Do’s and Don’ts for EMAP facilitators	328
ANNEX 10: Male allies checklist for EMAP facilitators	330
ANNEX 11: Responding to disclosures of violence	333
ANNEX 12: Steps to challenging harm in EMAP	334
ANNEX 13: Common resistance reactions: definitions and examples	336
ANNEX 14: Timeline of daily tasks	338
ANNEX 15: An ideal community, Part 1	339
ANNEX 16: An ideal community, Part 2	341
ANNEX 17: Opposite world	342
ANNEX 18: Timeline of daily tasks	344
ANNEX 19: Steps to healthy discussions	345
ANNEX 20: Personal action plans	346
ANNEX 21: Understanding root causes vs. contributing factors	347
ANNEX 22: Supporting a survivor	348
ANNEX 23: Steps that men can take to be allies to women and girls	351
ANNEX 24: Pre-questionnaire, male participants	353
ANNEX 25: Post-questionnaire, male participants	360
ANNEX 26: Women’s reflection survey	368
ANNEX 27: End of intervention report – female facilitators	370
ANNEX 28: End of intervention report – male facilitators	372
ANNEX 29: End of intervention report – curriculum (Supervisor)	374



INTRODUCTION

Welcome to Part 3 of the EMAP Resource Package: the EMAP Implementation Guide.

As described in Part 1: The EMAP Introductory Guide, Engaging Men through Accountable Practice (EMAP) is a one-year intervention created by the International Rescue Committee that provides staff in humanitarian settings with an evidence-based curriculum and field-tested approach for engaging men in individual behavior change to prevent violence against women and girls, guided by the voices of women.

EMAP was developed for organizations with a commitment to, and understanding of gender-based violence prevention, and is meant to be implemented in humanitarian settings where services for survivors exist.

GOALS OF THE EMAP INTERVENTION

- » Reduce harmful behavior and increase gender equality in the home.
- » Provide program staff with tools and skills to successfully model accountability and promote transformational change.
- » Give male participants the tools and knowledge to rethink belief systems and prevent VAWG through individual behavioral change, and provide them with programming guided by and accountable to the voices of women in the community.
- » Provide female participants with opportunities to reflect on VAWG in their lives and community.

USING THE EMAP IMPLEMENTATION GUIDE

The EMAP Implementation Guide is intended to support facilitators and supervisors of in preparing, implementing, and monitoring the EMAP intervention.



HELPFUL TIPS: The EMAP Implementation Guide is part three of a three-part resource package. Prior to using this guide, it is expected that staff will have carefully read through the EMAP Introductory Guide, which provides essential information about the key details and concepts of the EMAP intervention and framework of Accountable Practice.

This guide should be used as a reference throughout the EMAP training of trainers (TOT). Instructions and guidance for conducting the TOT can be found in Part 2: The EMAP Training Guide.

THE EMAP IMPLEMENTATION GUIDE IS DIVIDED INTO FOUR SECTIONS:

Section 1: Implementing EMAP provides detailed guidance on how to implement each phase of the EMAP intervention¹. This section also provides information on the monitoring tools that will be used during the EMAP weekly meetings.

Section 2: Facilitating the EMAP Curricula provides detailed guidance for facilitating the EMAP curricula and addressing challenges that may arise during programming.

Section 3: The EMAP Curricula:

- » The EMAP Women's curriculum provides the full 8-session curricula for female participants, as well as recommendations for additional sessions for ongoing monthly women's groups.
- » The EMAP Men's curriculum provides the full 16-session curricula for male participants.

Section 4: Monitoring Tools provides information on the monitoring tools used in the EMAP intervention and guidance on how to use them.

¹ Detailed guidance for Phase 1, EMAP Staff Training, is located in Part 2 of the EMAP Resource Package: EMAP Training Guide

Important reminders about EMAP:

1. EMAP contains three programming components: a four week training of trainers, an eight week session women's curriculum, and a 16 week session men's curriculum.
2. A minimum of three people are required to implement EMAP effectively: a female facilitator to lead the women's discussion groups; a male facilitator to lead the men's discussion groups; and a supervisor to provide ongoing support throughout the intervention. EMAP groups are intended to be separated by sex.
3. The EMAP intervention is intended to build on existing community efforts to address violence against women and girls. It is not intended for use as a stand alone intervention.
4. The main focus and goal of EMAP is to improve women's lives by encouraging changes in men's behavior. As such, each component of the EMAP intervention focuses on prioritizing the safety and wellbeing of women and girls.
5. EMAP responds to challenges that arise within male engagement activities and offers a framework of Accountable Practice to ensure that programming with men is safe, effective, and accountable to women and girls.
6. EMAP seeks to transform mens harmful beliefs, attitudes, and behaviors that support violence against women and girls. This begins with self-reflection and accountability from each of us.

GLOSSARY OF TERMS

The guide includes words and terms that you may not use often, and that might not be familiar to participants. It is important that the program staff who will be implementing EMAP understand how to explain the definition of key words and terms to participants.

The definitions of the terms below refer to how they are used in the context of this resource.

Abuse: To treat in a harmful, offensive, or injurious way.

Accountability: An active process of identifying and challenging harmful ideas and norms in order to bring about social change.

Accountable practice: The framework for the EMAP intervention. Accountable practice underscores the need to listen to the voices of women. It provides program staff with tools to reflect on and change their own attitudes, beliefs and behaviors, as well as those of others in their communities.

Ally: Someone who cares about the fair treatment of others and who practices accountability to help end discrimination and violence. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world. An ally actively works to make women feel safe and meet their full potential.

Attitudes: Opinions, feelings or positions about people, events, and/or things that are formed as a result of one's beliefs. Attitudes influence behavior.

Beliefs: Ideas that are accepted as true. They may or may not be supported by facts. Beliefs may stem from or be influenced by religion, education, culture and/or personal experience.

Child sexual abuse: Child sexual abuse is defined as any form of sexual activity with a child by an adult or by another child who has power over the child.

Confidentiality: Confidentiality means keeping information related to discussions private, and agreeing only to share information about a client or program participant with their permission. Maintaining confidentiality means program staff never discuss case details with family or friends, or with colleagues whose knowledge of the information is not necessary. The exception to maintaining confidentiality is only in the case of a disclosure of harm to oneself or to others.

Culture: The beliefs, customs and practices of society or of a group within society (such as youth culture) and the learned behavior of a society.

Division of labor: The manner in which different tasks and jobs are designated to different persons and groups (in the household, in the community, in the workplace) according to the characteristics of those persons and groups. For example, in West Africa cooking and cleaning the home are typically tasks of women, while men carry out technical tasks such as fixing electrical appliances. Historically and still in many settings today, division of labor is often gendered, meaning that men's tasks are typically paid and associated with work outside of the home, while women's tasks are often unpaid (or less paid) and associated with the domestic sphere.

Early marriage: When parents or others arrange for a minor to marry someone (a minor is anyone under the age of 18).

Emotional abuse: Any behavior that attempts to control a person by causing emotional harm to that person; this can include threats, intimidation, humiliation, coercion or bullying.

Forced marriage: A non-consensual marriage, arranged and enforced by others.

Gender: Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men.

Gender equality: When rights, responsibilities and opportunities will not depend on whether individuals are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken in consideration and equally valued.²

Gender inequality: When one gender is not treated equally to others, eg: women within the home and in society are treated as inferior and second-class citizens, and their skills, experiences and lives undervalued.

Gender-based violence: Refers to a wide range of human rights violations, including sexual abuse of children, rape, domestic violence, sexual assault and harassment, trafficking of women and girls and forced marriage. Gender based violence affects women and girls disproportionately but is experienced by men and boys to a lesser degree too.

Gender socialization: The process by which we learn and internalize expectations, roles and stereotypes that dictate how males and females should behave, what kinds of jobs they should hold, and how they are perceived and treated by others.

² Adapted from: Medica Mondiale, Training Manual: Taking Action on Violence against Women in the Afghan Context, 2008.

Intimate partner violence: Refers to behavior by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviors. Intimate partner violence may also be referred to as domestic violence.

Men's violence against women and girls: Violence against women and girls does not just happen—it occurs because of decisions made by the perpetrator, who is most often male. Conversely, violence against women will stop once men stop perpetrating violence. This phrase names the main perpetrator of VAWG and promotes awareness and accountability.

Patriarchy: Patriarchy is a social system where the male is the primary authority figure and holds a central role in the home and community.

Perpetrator: A person who directly causes or supports violence or other abuse on another against his/her will.

Physical abuse: Any behavior that attempts to control a person by causing physical harm to that person; this can include slapping, punching, shoving, kicking, threatening, attacking someone with a weapon, or refusing to help someone when he is injured or sick.

Power: The ability to exert oneself in the world and/or control or influence other people and/or resources.

Power Inequality: In terms of gender, this refers to the privileges and advantages that men have been given over women in the home, community, and larger society.

Primary prevention: Efforts to stop violence before it begins and address the underlying causes of violence.

Privilege: A right or benefit that is given to some people and not others.

Rape: Any act of non-consenting sexual intercourse; any degree of oral, anal, or vaginal penetration is considered rape. Note that rape is a legal term, and the definition varies somewhat between countries.

Rights: The basic rights and freedoms to which all humans are entitled, whatever their nationality, place of residence, sex, national or ethnic origin, color, religion, language, or other status. We are all equally entitled to our human rights without discrimination³.

Sex: Sex is the difference in biological characteristics of males and females, determined by a person's genes. Sex is not the same as gender.

³ United Nations Human Rights, Office of the High Commissioner for Human Rights. Accessed at: <http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>.

Sexual exploitation: Any actual or attempted abuse for sexual purposes, including but not limited to, profiting monetarily, socially, or politically from the sexual use of another.

Sexual harassment: Any unwanted sexual behavior that embarrasses, humiliates or intimidates an individual on the basis of sex or sexual orientation; this may be verbal, such as sexualized remarks or propositions, or may include pornographic visual displays or physical gestures.

Sexual violence: Refers to any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object⁴.

Social Norms: The informal rules that guides a group's values, beliefs, attitudes and behaviors.

Status: The position or standing of a person in a society or group in relation to others (for example the social and economic status of women in most societies is regarded as lower than that of men).

Survivor /Victim: A person who has experienced gender-based violence. The terms "victim" and "survivor" can be used interchangeably, although "victim" is generally preferred in the legal and medical sectors, and "survivor" in the psychological and social support sectors. Throughout the EMAP intervention, we use "survivor."

Transformational change: Any big change in a person's thoughts, feelings or understanding of the world. Transformational change happens when one reevaluates oneself and one's relationships to others, particularly in light of oppressive attitudes and power structures, opening ourselves to new ways of being.

Values: Accepted principles and standards of an individual or group.

Violence: The use of force or power to harm and/or control someone or to enforce/impose one's own preferences, decisions, or wants on others. Violence can manifest in physical, emotional, verbal, sexual, or economic ways and includes both actual and threatened violence.

Violence against Women and Girls (VAWG): Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.⁵

⁴ World Health Organization, Violence against women, Intimate partner and sexual violence against women, Fact sheet N.239, October 2013.

⁵ United Nations Declaration on the Elimination of Violence Against Women: <http://www.un.org/documents/ga/res/48/a48r104.htm>



SECTION 1: IMPLEMENTING EMAP

This section contains guidance on how to implement the different phases of the EMAP Intervention. Each phase contains a number of key actions to be completed by program staff.

OVERVIEW OF THE EMAP PHASES

The EMAP intervention consists of five phases that are intended to be implemented over a 1-year period.

PHASE 1—STAFF TRAINING

EMAP begins with an intensive training for staff that are implementing the program. It is intended to be conducted over a 4-week period and to be led by two trainers, one female and one male. During this training period, staff will become familiar with the EMAP intervention and framework, as well as determine safety strategies, outreach plans, and support structures.

PHASE 2—COMMUNITY INTRODUCTIONS

After the training, facilitators will introduce EMAP to community leaders, community members, and existing women's groups and leaders.

PHASE 3—STARTING WOMEN'S GROUPS

Once the community is familiar with the plan for the EMAP intervention and has expressed their support, recruitment of female participants and facilitation of the women's curriculum will begin.

PHASE 4—STARTING MEN'S GROUPS

After week six of the women's groups, recruitment for the men's curriculum begins. The men's curriculum groups are intended for men who are not currently violent against women and girls and who are interested in helping to build safer, healthier homes and communities. Over 16 weeks, men move through a process of individual behavioral change, from basic awareness of VAWG to practicing change in different areas of their own lives and acting as allies to women and girls.

1 SECTION 1 IMPLEMENTING EMAP

PHASE 5- ASSESSMENTS AND NEXT STEPS PLANNING

While the men's curriculum is taking place, participants from the women's discussion sessions continue to meet on a monthly basis with the female facilitator. In addition, women are encouraged to meet individually with the facilitator if they choose to discuss changes they are making in their lives as a result of the weekly sessions.

At the end of the men's 16-week curriculum, both the male and female participants meet in single-sex groups to reflect on the intervention and plan for next steps. A final weekly meeting with the EMAP facilitators and supervisor occurs after these reflection meetings with participants, during which program staff can assess overall feedback and provide recommendations for improvements to EMAP.

Throughout the entire intervention, program staff are expected to have weekly meetings to ensure women's voices are integrated into the men's sessions, accountability checklists are reviewed, and any challenges are discussed and addressed.

EMAP IMPLEMENTATION MATRIX

EMAP IMPLEMENTATION PHASE	RECOMMENDED TIME	RESPONSIBLE STAFF
PHASE 1—EMAP STAFF TRAINING	MONTH 1	
Training of EMAP Implementation Team	4 Weeks	EMAP Facilitators, Supervisor
Start of weekly team meetings	Beginning in week 4	EMAP Facilitators, Supervisor
PHASE 2—INTRODUCING EMAP TO THE COMMUNITY	MONTHS 2, 3	
Meeting with community leaders	3 Weeks	EMAP Facilitators
Meeting with community members	2 Weeks	EMAP Facilitators
Meeting with existing women's groups/leaders	2 Weeks	EMAP Facilitators
Continue weekly EMAP team meetings	Ongoing	EMAP Facilitators, Supervisor

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

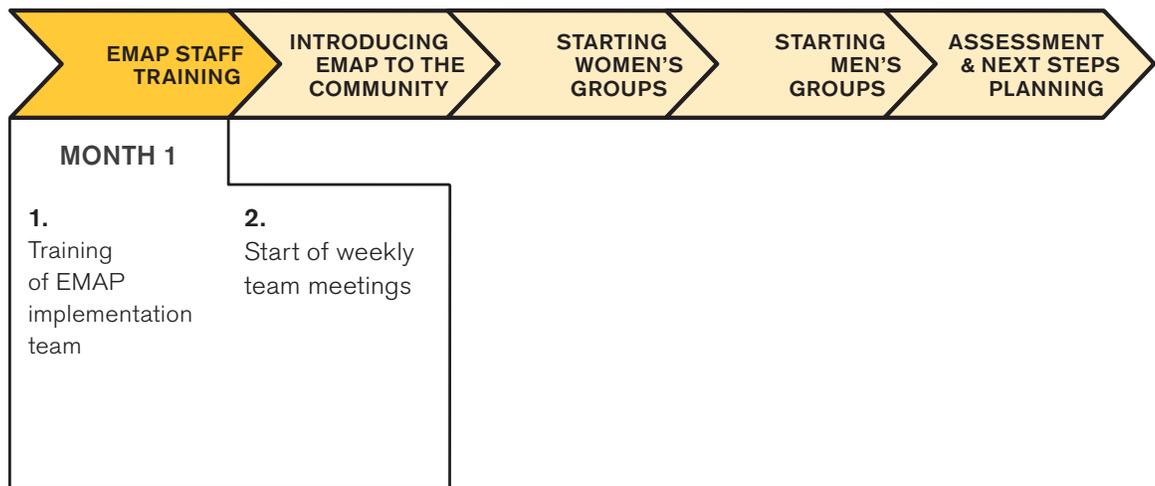


EMAP IMPLEMENTATION PHASE	RECOMMENDED TIME	RESPONSIBLE STAFF
PHASE 3—STARTING WOMEN'S GROUPS	MONTHS 4, 5, 6	
Recruitment for Women's Group	4 Weeks	EMAP Facilitators
Women's Curriculum begins	8 Weeks	EMAP Female Facilitators
Continue weekly EMAP team meetings	Ongoing	EMAP facilitators, Supervisor
PHASE 4—STARTING MEN'S GROUPS	MONTHS 6, 7, 8, 9, 10, 11	
Start of Monthly Check-in Meetings With Women's Group	Beginning at month 7 and ongoing until month 12	EMAP Female Facilitator
Recruitment for Men's Group	6 weeks (beginning after session 6 of the Women's Curriculum)	EMAP Facilitators
Men's Curriculum begins	16 weeks	EMAP Male Facilitator
Continue weekly EMAP team meetings	Ongoing	EMAP facilitators, Supervisor
PHASE 5—ASSESSMENT & NEXT STEPS PLANNING	MONTH 12	
Assessment of learning and planning for next steps	4 Weeks	EMAP Facilitators
Conclude weekly team EMAP team meetings		EMAP Facilitators, Supervisor

1 SECTION 1 IMPLEMENTING EMAP

PHASE 1: STAFF TRAINING

During the initial phase of EMAP, facilitators and supervisors participate in a four-week training to provide the skills and knowledge required for a successful intervention.



HELPFUL TIPS: Details and instructions on how to conduct the training of trainers are located within Part 2 of the EMAP Resource Package: The EMAP Training Guide.

KEY ACTION 1: EMAP STAFF TRAINING

The four-week EMAP training (see the EMAP Training Guide Part 2) familiarizes program staff with the EMAP intervention and the framework of Accountable Practice. It also provides time for facilitators and supervisors to develop plans for key aspects of the EMAP intervention, including how to respond to disclosures of violence, building relationships with existing support services in the community, reaching out to key people in the community, and adapting the curriculum to reflect the local context. Due to the intense focus on transformational change and learning for staff that will be involved in EMAP, it is critical that the training sessions are prioritized and occur before beginning implementation of other phases. Making sure that time and focus are given to the training is an example of accountability to women and girls, as it ensures that staff will be prepared and equipped to manage the different components of the intervention.

KEY ACTION 2: BEGIN WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISOR

After the EMAP training, the facilitators and supervisor should begin organizing weekly EMAP meetings in order to share feedback and work through challenges that may have arisen.

The weekly meetings are the main opportunity for the EMAP team to reflect on how the intervention is proceeding. As such, it is critical that enough time eg 2 hours is given for these meetings and that they are prioritized each week.

HELPFUL TIPS: It is also important that weekly meetings are a space where facilitators can be honest and reflective. In order to develop the skills needed to successfully lead the EMAP intervention, facilitators require a safe space where they can discuss what is challenging for them and ask for help in key areas.



HELPFUL TIPS: If personal issues arise for facilitators, they should seek support from a trusted source (a mentor, a colleague or counselor in the community) to address these concerns and let their supervisor know as appropriate. If the personal issue becomes too challenging to successfully implement the EMAP intervention, facilitators should speak with their supervisor about an alternative arrangement or for additional support.



GOALS FOR WEEKLY MEETINGS

The weekly meetings are intended to provide EMAP teams with an opportunity to:

- » Identify and manage challenges within discussion groups, including those relating to personal and relational accountability.
- » Identify and manage challenges within the EMAP team, including those relating to personal and relational accountability.
- » Review key feedback and messages raised in women's groups and integrate them into the men's curriculum.
- » Review weekly sessions and key ideas from both male and female curricula.

This can only occur through honest, reflective discussions. To support this, it is recommended that facilitators and supervisors use tools listed below to guide these discussions.

1 SECTION 1 IMPLEMENTING EMAP

TOOLS FOR WEEKLY MEETINGS



HELPFUL TIPS: The full versions of each tool described below are located at the end of this section.



1. ACCOUNTABILITY CHECKLISTS (TO BE COMPLETED BY FACILITATORS AND SUPERVISOR)

The Accountability Checklists are self-assessment tools to help program staff identify and focus on challenges related to Accountable Practice. The checklists, which should be completed prior to the weekly EMAP meetings, cover five areas in which facilitators and supervisors are required to assess their own attitudes, beliefs, and behaviors:

- » Weekly meetings
- » Facilitator relationship
- » Participant relationship
- » Personal accountability
- » Integrating women's input

THERE ARE THREE DIFFERENT VERSIONS OF THE ACCOUNTABILITY CHECKLISTS:

- » **Accountability checklist: Female facilitator (Annex 2, page 304):** Female EMAP facilitators use accountability tools to practice accountability to themselves (to assess the ways that their socialization may result in harmful attitudes/beliefs) and practice accountability to other women, especially those in marginalized groups. Female EMAP facilitators are not accountable to men—they are accountable to preventing VAWG. Thus for women, the Accountability Checklist is for their own growth and development in these areas.
- » **Accountability checklist: Male facilitator (Annex 3, page 309):** Male EMAP facilitators are expected to practice accountability on the following levels—their own self-assessment, their relationships with women (female EMAP facilitator, other women staff, women in the community) and to the larger goal of preventing VAWG. For men, the Accountability Checklist is about “checking in” with yourself and others about the impact of your behavior and actions—and then using those insights to make needed changes in your own work and life to become a stronger ally to women and girls.
- » **Accountability checklist : supervisor (Annex 4, page 314):** The EMAP supervisor is expected to monitor and support accountability between the EMAP facilitators. The checklist helps the supervisor to reflect on different areas where male power and privilege may surface and to address any issues that arise. The supervisor is expected to complete the checklist each week, and use it as a guide for the weekly meetings.

WHEN TO COMPLETE THE ACCOUNTABILITY CHECKLISTS:

- » EMAP facilitators and the EMAP supervisor are expected to use the Accountability Checklist prior to each weekly meeting. Facilitators are expected to share their personal assessments with the EMAP team at the weekly meeting.

ACCOUNTABILITY CHECKLIST: MALE FACILITATOR

**ACCOUNTABLE PRACTICE
WEEKLY CHECKLIST FOR EMAP FACILITATORS (MEN)**

INSTRUCTIONS

Men EMAP Facilitators should use this checklist as part of building their ongoing self-awareness about their Accountable Practice. It is a learning tool to help facilitator's to identify and focus in on areas of challenge related to Accountable Practice. As such, it requires honesty and self-reflection on the part of the facilitator in order to be most effective and useful.

This list should be completed each week, prior to the weekly EMAP meeting with both facilitators and supervisor. After the weekly meeting, facilitators should provide copies of the form for the EMAP supervisor.

HOW TO COMPLETE THE ACCOUNTABILITY CHECKLISTS:

Step 1: Set aside 30–60 minutes to complete the checklist prior the weekly meeting. Find a private, quiet space where you can reflect on each of the questions.

Step 2: Complete the checklist. The checklist asks you to focus on your attitudes, beliefs, and behaviors in five main categories. It is very important that facilitators and supervisors are honest when completing the checklist, so their answers can be used to support their continued growth and address any challenges or issues that come up.

Step 3: Review the checklist and identify key areas where you would like to share during the next weekly meeting. Make sure to provide examples within the categories that you are highlighting.

Step 4: Share the checklist with the EMAP facilitator and supervisor at the next weekly meeting.

2. WEEKLY SESSION REPORT FORM (FACILITATORS ONLY)

After each weekly session, facilitators are expected to complete a Weekly Session report (Annex 5, page 319, Annex 6 page 321). These reports ask facilitators to reflect on what went well and what was challenging within each session so they could discuss areas where they need more support or guidance.



1 SECTION 1 IMPLEMENTING EMAP

WHEN TO COMPLETE THE WEEKLY SESSION REPORT FORM:

- » The weekly session report form should be completed immediately following each weekly session with participants, so that the facilitator can remember and reflect on as much of the session as possible.

WEEKLY SESSION REPORT FORM– FEMALE FACILITATOR

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator Name: _____ Date: _____

Organization: _____ Session: _____

of Participants: _____

Please answer the following questions upon completing each session. Remember, these weekly reports are included in EMAP to help you in identifying areas where you and/or participants may need additional support.

HOW TO COMPLETE THE WEEKLY SESSION REPORT FORM:

- » After each session, the facilitator should reflect on each of the questions and answer as honestly as possible. Providing specific examples in each category will help the facilitator receive the most specific feedback and support during the following weekly meeting.

Step 1: Set aside 30–60 minutes following the weekly session. Find a private, quiet space where you can reflect on each of the questions.

Step 2: Complete the form. The form consists of five reflection questions. **For female facilitators, the form also contains a box for recording women’s input from the Key Feedback Areas that are marked throughout the curriculum. This can be done during the session so that facilitators remember the details of what was said.**

Step 3: Share the form with the EMAP facilitator and supervisor at the next weekly meeting.



3. EMAP MONTHLY OBSERVATION REPORT (SUPERVISORS ONLY)

The Monthly observation report (Annex 7, page 323) is intended to support EMAP supervisors in assessing facilitator capacity and accountability during curriculum sessions.

HELPFUL TIPS: Prior to implementing any new staff monitoring tools, it is advised that supervisors explain to their teams what the purpose is of implementing formal assessment of each staff person's competencies. Otherwise, staff members may become intimidated by the idea of their supervisor formally assessing their abilities. However, if supervisors explain that the purpose of competency assessments is to help identify areas where the individual can benefit from additional training and support, then staff will generally feel more comfortable and recognize the benefit for their professional growth.



WHEN TO COMPLETE THE MONTHLY OBSERVATION REPORT:

- » Supervisors should complete the report once a month, during a weekly curriculum session. The supervisor should then arrange a time to provide the facilitator with feedback and address any areas of concern.

MONTHLY OBSERVATION REPORT- EMAP SUPERVISOR

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Supervisor Name: _____ Date: _____

Facilitator Name: _____ Session: _____

Please provide your observations in the following areas during your monthly observation of the EMAP facilitator above. It is expected that these observations will be used to support the facilitator in addressing areas where improvement is needed and building on areas of strength.

HOW TO COMPLETE THE MONTHLY OBSERVATION REPORT:

- » The form consists of six reflection questions for supervisors to complete during their observation. Supervisors are expected to observe the full session and provide specific examples for each question. It is important that supervisors focus on strengths and areas of progress for facilitators, as well as noting key areas of difficulty and any accountability issues.

1 SECTION 1 IMPLEMENTING EMAP

Step 1: Plan for a time to visit the facilitator. Make sure that it is a session that the facilitator feels is appropriate for an observer to attend.

Step 2: Remind the facilitator about the purpose of the monthly observations. Emphasize that they are not intended to be find fault, but rather are meant to support the continued growth and development of the facilitator.

Step 3: Attend the session and complete the form.

Step 4: After the session, arrange for a time to review your observations with the facilitator. Highlight both positive things that the facilitator is doing well and things s/he could improve on. The review should be conducted in a private, quiet space.

Step 5: Develop a plan for additional training and capacity building in any areas where needed. This plan should be written down and the facilitator should be given a copy. The supervisor should store the observation form and the plan for additional support in a locked file in their personnel file cabinets to protect the individual's confidentiality. Explain to the staff person where their assessment will be stored, and explain their rights to confidentiality.

Step 6: The supervisor should bring a copy of the plan and assess improvement during the next monthly observation.



4. INTEGRATING WOMEN'S VOICES FORM

An essential part of the EMAP intervention is integrating women's voices into the men's curriculum.

In each session of the Women's Curriculum, there are areas marked "**Key Feedback Area**". Female facilitators should make sure to take particularly detailed notes on women's responses in these areas, as this information will be used to guide the discussion with women during Session #8, which centers on what information they would like to share with men. Page 2 of the weekly report form provides a space where the female facilitator can record women's input in these areas.

During each weekly meeting, the female facilitator is expected to share women's input that she records on page 2 of the Weekly session report form. After the female facilitator shares the key feedback from female participants, the team should discuss any reactions. Some key questions to consider when discussing women's feedback are:

- » What is surprising to you about this feedback?
- » Are any of the common resistance responses coming up for you when you hear this feedback?⁶
- » What follow up do you think needs to be included in the next women's session?

Prior to the final session of the women's curriculum (Session #8), the female facilitator is expected to complete Parts 1 and 2 of the Integrating women's voices worksheet (Annex 8, page 325). After the final women's session, both facilitators are expected to review Part 3 of the form.

THE FORM CONSISTS OF 3 PARTS:

- » **Part 1: Review Key Feedback throughout the Women's curriculum (Female Facilitator)**

Prior to session #8 of the Women's Curriculum, review the input that you have recorded from the Key Feedback Areas (on page 2 of your Weekly Session Report Form). Provide examples and key themes for each key feedback area:

1. What do feels good/doesn't feel good about in terms of what it means to be a woman
2. What changes they would like to see in the home
3. What changes they would like to see in their relationships
4. What changes they would like to see in how men use power
5. What changes they would like to see with safety in their community

- » **Part 2: Select key messages to share with men (Female Facilitator)**

Present this feedback to women during Session #8 and work with them to choose 3 key messages from each category that they feel comfortable sharing with men. Make sure women feel comfortable with this information being shared with men. Reassure the women that it will be shared as part of a group feedback, and that no individual information about any woman in the group will be shared.

- » **Part 3: Integrate key messages into specific sessions from the Men's curriculum (Female and Male facilitators)**

After determining the key messages, both facilitators should review the men's curriculum at the next weekly meeting to determine where they will best fit in with the session.

⁶ See Section 2: Facilitating the EMAP Curricula and Annex 13 for more information about Common resistance responses.

1 SECTION 1 IMPLEMENTING EMAP

WHEN TO COMPLETE THE INTEGRATING WOMEN'S VOICES FORM:

- » Part 1 of this form is to be completed by the female facilitator PRIOR to Session #8 of the women's curriculum.
- » Part 2 of this form is to be completed by the female facilitator during Session #8 of the women's curriculum.
- » Part 3 of this form is to be completed by both facilitators during the weekly meeting following Session #8 of the women's curriculum.

WHAT WERE THE MAIN THEMES THAT CAME UP DURING THE DISCUSSIONS WITH WOMEN PARTICIPANTS IN EACH OF THE FOLLOWING KEY FEEDBACK AREAS?	
1. What they feel good/don't feel good about in terms of what it means to be a woman	
2. What changes women would like to see in the home	
3. What changes they would like to see in their relationships	
4. What changes they would like to see in how men use power	
5. What changes they would like to see with safety in their community	

HOW TO COMPLETE THE INTEGRATING WOMEN'S VOICES FORM:

Step 1: At each weekly meeting, the female facilitator is expected to share the Key Feedback Areas that she has recorded for the week, based on women's feedback. Key Feedback Areas are marked in the sessions and can be recorded on page two of the Weekly Session Report Form.

Step 2: After key feedback from female participants is shared, the EMAP facilitators and supervisor should reflect on the feedback and any reactions that have come up as a result of it. Suggested questions are provided above.

Step 3: Prior to Session #8 of the Women's curriculum, the female facilitator should complete Part 1 of the Integrating women's voices form.

Step 4: During Session #8, the female facilitator should complete Part 2 of the Integrating women's voices form.

Step 5: At the next weekly meeting, both facilitators should review the form and begin integrating women's key messages into the men's curriculum sessions, as outlined in Part 3 of the Integrating women's voices form. Suggested sessions and areas for integration are listed in the "Key Features of the Curriculum" in Section 3 of this guide, as well as in Part 3 of the Integrating women's voices form.

Details about integrating women's voices into the men's curriculum are located in Section 2: The EMAP curricula of this Implementation guide.

CONDUCTING THE FIRST WEEKLY MEETING (SUPERVISORS ONLY)

PREPARATION:

1. Determine the location, day, and time of meeting. It is recommended that weekly meetings take place on the same day and time each week and are at least two hours.
2. Review goals and tools for weekly meetings.
3. Prepare agenda.

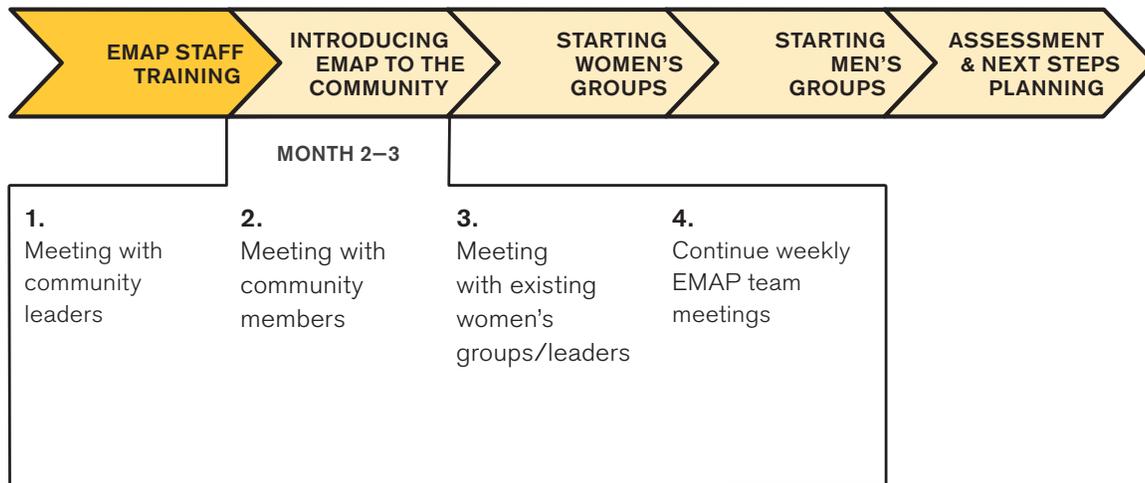
DURING THE MEETING:

1. During the first weekly meeting, EMAP facilitators and supervisor should discuss expectations for the meetings and develop group agreements for working together.
2. The first meeting is also a good time to review the key learning from the TOT and answer any questions that facilitators may have.
3. Review the goals of the meeting and the tools that will be used each week to support Accountable Practice.
4. Discuss how facilitators are feeling about the EMAP intervention. The first meeting can set the tone for how weekly meetings will be conducted, so it is important to establish an atmosphere of trust, safety, and openness. At the same time, it is expected that supervisors will hold facilitators accountable to respectful and equitable behavior at all times.

1 SECTION 1 IMPLEMENTING EMAP

PHASE 1 CHECKLIST	
STAFF TRAINING	
	Attend the EMAP implementation training
	Become familiar with EMAP intervention and framework
	Begin Accountable Practice self-reflection
	Finalize Support and Supervisory Structure
	Adapt curriculum for local context
	Develop plan for responding to disclosures of violence
BEGIN WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISOR DETERMINE DAY, TIME, LOCATION OF MEETINGS	
	Prepare agenda and review goals and tools for weekly meetings (supervisor)
	Conduct meeting
	Set group agreements for weekly meetings (supervisor)
	Review key learning from TOT

PHASE 2: INTRODUCING EMAP TO THE COMMUNITY⁷



WHEN INTRODUCING THE EMAP INTERVENTION TO THE COMMUNITY, IT IS IMPORTANT TO DO THIS IN STAGES:

- » First identify who in the community needs to know about EMAP for the intervention to go smoothly, then meet with these individuals (these will often include the village and community leaders, perhaps teachers or religious leaders, etc.)
- » Next meet with the community at large, and meet with women's groups and existing women leaders. As the women's group will begin two months before the men's group, it is also recommended that a second community meeting is held mid-way through the women's group to remind community members of the purpose of EMAP and when male participants will be able to get more involved.

EMAP is intended to build off of services that already exist for women and/or VAWG survivors in the community (health, legal, psychosocial), so these groups should be contacted prior to planning introduction meetings in the community.

⁷ See Annex 1: Agenda and talking points: Introducing EMAP to the community for general guidance on community meetings.

1 SECTION 1 IMPLEMENTING EMAP



HELPFUL TIPS: Explain at all meetings that EMAP is not a group intervention for perpetrators of violence. This is part of educating the community about the EMAP intervention. During all community meetings, make sure to emphasize the following points:

- » Violence against women and girls is an enormous problem in communities all over the world and it harms everyone in the community.
- » Men have an important role to play in helping to build safer and healthier communities.
- » In order to do this, men must learn how to safely challenge the ideas and behaviours that cause some men to commit violence against women and girls.
- » All around the world, men are helping to prevent violence so we all can live fuller and freer lives.

KEY ACTION 1: MEETING WITH COMMUNITY LEADERS⁸

Community leaders help determine and guide social and cultural norms. Their feelings and attitudes on the changes in society will either support or hinder those who advocate for change. Community leaders can play an influential role in encouraging men in the community to participate in the discussion groups if they feel it is a worthwhile endeavor. As such, it is important to meet with community leaders to introduce EMAP.

Depending on the setting, facilitators may be able to introduce the EMAP intervention as a new program designed to help prevent violence against women and girls in the home and community. However, in other settings, it may be necessary to focus on EMAP as a program intended to support the health of women and men. It is crucial that each EMAP team develop a plan for introducing the program based on the local context so that it will be supported in their particular setting.

During the meeting, facilitators should explain the overall purpose of the EMAP intervention and the activities that are being planned. This will allow leaders to give permission for the intervention and potentially become supporters of the process. At the meeting, encourage the community leaders to feel free to approach your organization with questions. The leaders in the community may already have a women's group or men's group that they would like your organization to work with. The country program needs to decide how to handle such situations prior to meeting with the community leaders. The male and female facilitators should organize this meeting together.

⁸ This could be traditional community leaders, religious leaders, etc., depending on the specific context. It is essential that the implementation team think through carefully who needs to know about EMAP, as this will determine the success of the overall intervention.

PREPARATION:

1. During the first weekly meeting, EMAP facilitators and supervisor should develop a plan for outreach to key community and women leaders, which includes:
 - » Determining key groups and leaders to invite to introductory meetings.
 - » Ensuring marginalized groups are represented and their voices included.
2. Using this plan, identify whether to have group meetings or bilateral meetings with key leaders and individuals. Some people may prefer to discuss EMAP and make commitments in a group setting, while others may want to meet individually.
3. Reach out to community leaders to request a meeting (you may need to have different meetings with different leaders, depending on the community).
4. Determine the day, time, and location for each meeting.
5. Prior to the meeting, the EMAP team should plan how they will present information and interact with one another and community leaders. EMAP facilitators should use the meeting as an opportunity to model accountability and gender equitable behaviors. This may include ensuring that both male and female facilitators have the opportunity to speak during the meeting, demonstrate leadership and show partnership in EMAP implementation.

DURING THE MEETING:

See **Annex 1: Agenda and talking points: Introducing EMAP to the community** for guidance on meeting with community leaders.

Additional information to include during the meeting:

DISCUSSION AND NEXT STEPS:

DISCUSS THE COMMITMENT OF COMMUNITY LEADERS AND ASK FOR SUPPORT

- » Ask the community leaders if they have any questions so far about the intervention and how it will be implemented?
- » Explain that you would like to get their advice about how to best move forward with the intervention and ask the following questions:
 - Who else should we talk to about this?
 - What is the best way to promote non–violence? What have they found to be a good way?
 - What is the best way to get women and men interested in being part of EMAP?

1 SECTION 1 IMPLEMENTING EMAP

- » After discussing the above questions, explain to community leaders that we need their guidance and leadership in this process so that the men can look to them as role models. Use the following questions to prompt commitments:
 - How could they encourage men to participate regularly and not skip sessions?
 - Would they be willing to come the community meeting to show support?
 - Would they be willing to talk about the importance of women's safety in the community?
 - What do you think are the challenges in preventing violence against women and girls?
 - Can you offer any advice on overcoming these challenges?
 - What could be possible in this community if women were allowed to (choose a few things to ask about here based on the setting)?
- » This is also a good time to ask for support in terms of things you may need to implement EMAP (finding candidates, spreading the word, finding a location, etc.)
- » Ask for community leaders support in finding a private space for meeting with women and for keeping that space not just physically private, but also emotionally private and free from intimidation from other community members.
- » Encourage the leaders to feel free to approach your organization with questions.
- » Summarize any decisions made and thank the leaders for their time.

REVIEW NEXT STEPS WITH COMMUNITY LEADERS

- » Once you have answered questions from community leaders and ensured their buy-in, review the next steps:
 - Organize community meeting to introduce EMAP
 - Meet with women's groups
 - Meet with interested female participants
 - Begin women's group
 - After women's group ends, male recruitment begins

KEY ACTION 2: MEETING WITH COMMUNITY MEMBERS

Once the meeting(s) with community leaders has taken place, the next step is to organize an informational meeting for anyone in the community who is interested in learning more about the EMAP discussion groups. It may be necessary to organize several meetings to ensure the message is heard and everyone has an opportunity to understand the scope of the activity.

The purpose of these meetings is to explain why EMAP is happening in the community and to introduce the goals for the women's group and the men's group. Both EMAP facilitators should organize and lead this meeting. During this meeting, it is essential that facilitators model behaviors of accountability and respect.

WHO SHOULD ATTEND?

The community meeting should target the following members of the community:

- » Women (including women from marginalized groups)
- » Men (including men from marginalized groups)
- » Community leaders
- » Staff providing services for survivors in the community

EMAP facilitators need to work closely with community leaders to organize such meetings. It is important that both men and women participate in these meetings to ensure they fully understand the intervention.

PREPARATION:

- » Review agenda and talking points (see Annex 1 at the end of this section).
- » Set community meeting dates and venue.
- » Work with community leaders to invite participants to the community meeting.
- » Prepare photocopies of sign-up lists for potential EMAP groups.
- » Check and confirm that community members all speak the same language.

DURING THE MEETING:

See **Annex 1: Agenda and Talking Points: Introducing EMAP to the Community** for general guidance on meeting with community members.

ADDITIONAL INFORMATION TO CONSIDER:

1. Announce that there will be a second meeting during the women's group:
 - » During the eight weeks of the women's group, the men in the community will be curious about what is happening. Therefore, it will be important to plan a second community meeting with men during the women's groups in order to remind them about the overall goals and process of EMAP and when they will be able to become more involved. This second meeting can help to avoid destructive rumors and dispel fears about what is going on in the women's groups. Make sure to tell community members that this second meeting will take place during the initial community meeting.
2. At the end of the meeting, ask community members who are interested in being considered for EMAP to fill out the signup sheets. Let participants know that you will follow up with them when the recruitment begins, which will happen first for the women's groups and then 4–6 weeks later for the men's groups.

1 SECTION 1 IMPLEMENTING EMAP

KEY ACTION 3: MEETING WITH EXISTING WOMEN'S GROUPS

After meeting with community leaders and the community at large, the next step is to introduce EMAP to existing women's groups and local women leaders who were not able to attend the first meeting. The purpose of this meeting is to introduce the goals of the EMAP intervention to women in the community, and discuss the concerns and priorities of women regarding VAWG. This meeting is an opportunity to gather information about what women in the intended community think about the role of men in preventing VAWG, and what attitudes and behaviors they believe contribute to VAWG.



HELPFUL TIPS: It is important to make sure that groups that normally do not have an opportunity to be involved or voice their opinions are included in this meeting, and not just the most recognized formal groups.

PREPARATION:

- » Reach out to existing women's groups to request meetings (you may need to have different meetings with different leaders, depending on community).
- » Determine the day, time, and location for each meeting.
- » Review agenda and talking points (see Annex 1).

DURING THE MEETING:

See **Annex 1: Agenda and Talking Points: Introducing EMAP to the Community** for general guidance on meeting with existing women's groups.

ADDITIONAL INFORMATION TO INCLUDE IN THE MEETING:

- » When introducing EMAP to women's groups, spend time discussing why it is important that women's voices, needs, and priorities are included in work with men.
- » Highlight the following points:
 - We will be talking with men in your community about violence women and girls face, and want to make sure you can tell us your thoughts on such an activity.
 - We want to make sure that these discussions with men are grounded in women's needs and concerns.
 - Let the women know that you would like to meet with female participants for eight weeks BEFORE the men's group starts, and during that time you want to talk with them about their main concerns regarding safety in their home and community. Let them know you will provide them with more information about what the men's groups will be discussing.

DISCUSSION AND CONSULTATION

- » Take some time to facilitate a discussion among women on the following:
 - a. Where is it safe to have discussions about sensitive topics with women in this community?
 - b. What are the best ways to connect with women who may be interested?
 - c. When is a good time to meet with women who may be interested?

NEXT STEPS:

- » Thank the women for their feedback.
- » Let them know that if they are interested in participating in the women's discussion groups, they should come to the follow up meeting that will be held soon.
- » Explain that if the group is larger than the maximum number recommended (maximum of 20 participants), the participants for this group will be determined by interest from the women and then a lottery.

KEY ACTION 4: CONTINUE WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISOR

During phase 2, weekly meetings should continue between the EMAP facilitators and supervisor. Prior to each meeting, each member of the EMAP team is expected to complete the Accountability Checklist. Facilitators should be prepared to discuss the checklists during the meeting, as well as any other challenges that may arise within the intervention.

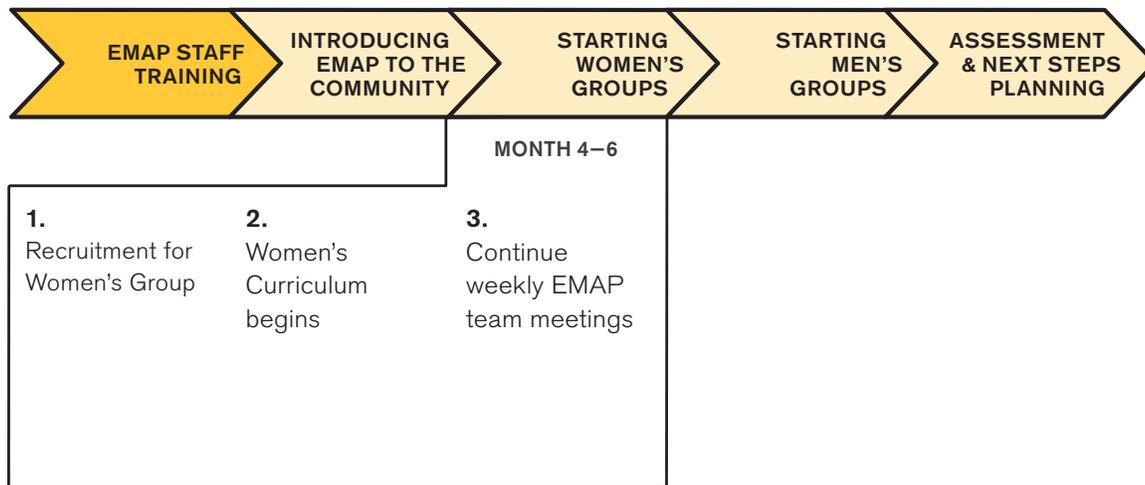
HELPFUL TIPS: It is important that female and male facilitators focus on developing work habits that promote equality and respect. For example, both facilitators are expected to share an equal workload for the EMAP intervention and come to each weekly meeting prepared to discuss Accountable Practice.



1 SECTION 1 IMPLEMENTING EMAP

PHASE 2 CHECKLIST	
MEETING WITH COMMUNITY LEADERS	
	Reach out to community leaders to request meeting (using outreach plan developed during Phase 1)
	Determine day, time, location for meeting
	Prepare agenda and talking points
	Conduct the meeting with community leaders
	Obtain support and commitment from community leaders for moving forward with EMAP
MEETING WITH COMMUNITY MEMBERS	
	Work with community leaders to invite participants to the community meeting.
	Determine day, time, location for meeting
	Prepare agenda and review talking points
	Conduct the meeting with community members
	Obtain names of community members who are interested in participating in the EMAP groups
MEETING WITH EXISTING WOMEN'S GROUPS	
	Reach out to existing women's groups to request meeting (using outreach plan developed during Phase 1)
	Determine day, time, location for meeting
	Prepare agenda and review talking points
	Conduct the meeting with community leaders
	Consult with women about safety issues and how to best connect with women in the community who may be interested in participating in EMAP.
CONTINUE WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISORS	
	Complete Accountability Checklist prior to meeting
	Complete Monthly Observation Report (supervisors only)
	Reflect on personal and relational accountability issues that you have observed within yourself and others
	Contribute equally to meeting and workload
	Work with facilitators and supervisor to address any challenges that have come up in the intervention

PHASE 3: STARTING WOMEN'S GROUPS⁹



After introducing EMAP to the community, it is time to begin recruitment and implementation of the women's curriculum.

KEY ACTION 1: RECRUITMENT FOR EMAP WOMEN'S GROUPS

A follow-up meeting should take place after introducing the concepts of the women's group to the community. Only those women who are interested in joining the group should attend this meeting. The meeting provides an opportunity to explain the objectives of the group in more detail, as well as explore the expectations of the women. This time also gives a space for the women to ask questions. The women's group facilitator should organize and facilitate this meeting.

See **Annex 1: Agenda and talking points: Introducing EMAP to the community** for general guidance on meeting with existing women's groups.

Additional information to highlight during the meeting:

CONFIRMING LOCATION AND TIME OF WOMEN'S DISCUSSION GROUP:

- » It's important that the meetings are held in a space that feels safe and confidential for all women. Find out how women feel about different location options and what recommendations they may have.
- » If in urban setting, assess with participants what will work for them in terms of timing/location.

⁹ Detailed guidance for facilitating the women's curriculum can be found in section 3 of this guide.

1 SECTION 1 IMPLEMENTING EMAP

REVIEWING GOALS AND PURPOSE OF THE WOMEN'S GROUPS

- » Explain that during eight weeks, the women in the discussion groups will have the opportunity to:
 - Learn about and provide feedback on the intervention with men occurring in their community.
 - Reflect on what it means to be a woman in this community.
 - Discuss their hopes, concerns and priorities for change related to violence against women and girls.
 - Talk about safety and how they can best support each other. Make sure to mention available services.
 - Let the women know that after the eight sessions have completed they will be invited to continue meeting as a group on a monthly basis. The facilitator will also be available to talk with each woman individually and privately at any time— before, during or after the discussions with men.

EXPLAINING THE ROLE OF WOMEN'S VOICES IN THE EMAP MEN'S CURRICULUM:

- » Let the women know that after they have met for eight weeks, the men will begin their discussion groups. The goal of these discussions with men is that they will **begin to think and act differently** toward women and girls, and will **partner with women** to help prevent violence in the home and community.
- » Key parts of the women's feedback will be used to shape activities with the men during their discussion groups, so they can understand what is most important to women and what kinds of changes women want to see in their homes, relationships, and community.
- » Explain how feedback will be shared with the men's groups:
 - At the end of the eight weeks, the facilitator will ask the women to reflect as a group on what they feel good about in terms of being a woman in their home/community, what they do not feel good about, and what they want to see different in their home and their community.
 - Together, the facilitator and participants will choose what they think is most important and what they feel comfortable and safe sharing with men.
 - This information will then be used to influence the men's discussions over the 16 weeks that they meet with the male facilitator.

- **What will NOT be shared with the men:**
 - Specific names and stories—all feedback will be presented in terms of the whole group.
 - Anything that women ask not to be shared—respecting their privacy and safety is the first priority.

DISCUSSING NEXT STEPS

- » Ask the women if they have any questions
- » Ask if they can commit to the following:
 - Attending each session—two hours per week
 - Keeping all information that is shared during the group private
 - Being on time
- » Explain that if anyone wants to have an individual discussion, they should see the facilitator at the end of this meeting and set up a time to talk further.

KEY ACTION 2: SELECTING THE WOMEN TO PARTICIPATE IN THE GROUPS

After the meeting with women, 10–20 women should be selected for involvement in the group. If there are more than 20 women who express interest in joining the group, then the facilitator and the country program can work together to determine if they will have multiple men's groups in one community or if they will organize a lottery to determine who will be a part of the group.

If a lottery is held, it needs to be conducted in a way that is entirely transparent. For example, invite the women who are interested in joining the group to a meeting, put all of the women's names into a bucket and then draw out the selected number of names (20) in front of the group, reading each name as it is drawn and recording the names of the women selected.

Informing selected participants: After completing the full selection process, staff will individually contact each selected EMAP participant to invite her to the first meeting.

1 SECTION 1 IMPLEMENTING EMAP

KEY ACTION 3: BEGIN FACILITATING THE WOMEN'S CURRICULUM¹⁰

The main purpose for the women's groups is to give women a safe space to voice their reactions and concerns to the intervention planned with men in their community, as well as to discuss their priorities and experiences regarding VAWG in their community. Additionally, participants in the women's groups will learn about the root causes of VAWG and reflect on their own attitudes and beliefs about gender. Since women grow up with the same messages about gender as men, and these ideas can be reinforced by violence, it can be extremely challenging for women to go against these ideas and have different expectations for themselves, and of the men around them. Even when women would like things to be different, it can be hard to envision what this could look like.

The EMAP curriculum supports women in thinking about a future without VAWG. It helps them explore possibilities of what they would like to see change and how men could behave differently in multiple areas of their lives, including home, relationships, and community.



HELPFUL TIPS: Each session of the women's group highlights areas where the female facilitator should make sure to record key feedback from women. This feedback can then be shared during the following weekly meeting with the EMAP team so that any follow up can be determined. In addition, the facilitators' responses (both female and male) to women's input is essential to explore as part of accountable practice.

See Part 1 of this implementation guide for detailed information and guidance about the Women's curriculum.

KEY ACTION 4: CONTINUE WEEKLY MEETINGS WITH THE EMAP TEAM

During this phase, weekly meetings should continue between the EMAP facilitators and supervisor. Prior to each meeting, all members of the EMAP team are expected to complete the Accountability Checklist. The female facilitator should also complete the Weekly Report Form after each curriculum session with the women participants. Facilitators should be prepared to discuss the checklists and reports during the meeting, as well as any other challenges that may arise during the intervention.

¹⁰ Detailed information and facilitation guidance for the Women's curriculum is located in the next section of this guide.

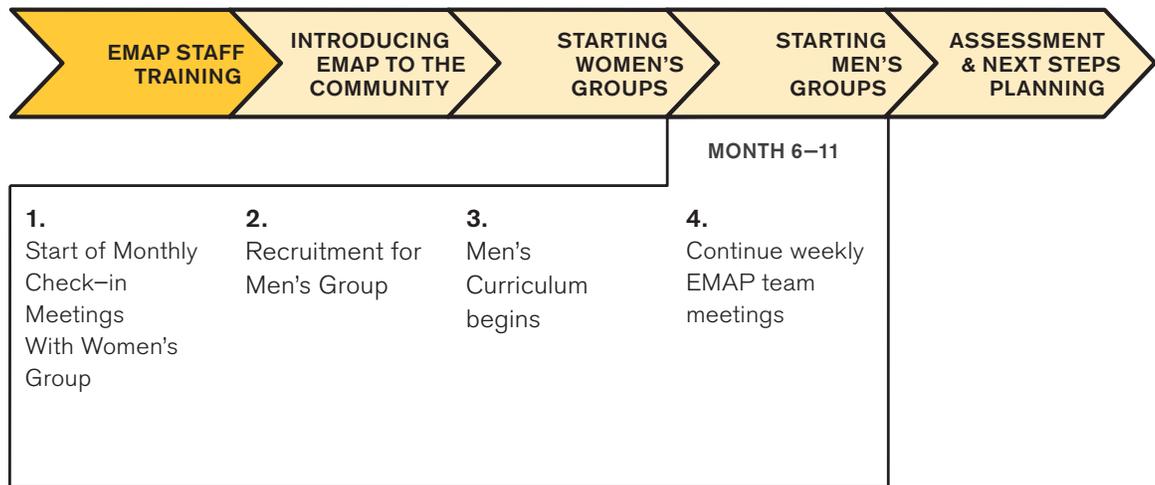
PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



PHASE 3 CHECKLIST	
RECRUITMENT FOR EMAP WOMEN'S GROUPS (FEMALE FACILITATOR ONLY)	
	Determine day, time, location for meeting
	Prepare agenda and talking points
	Conduct the meeting with potential female EMAP participants
	Review next steps with attendees
SELECTING WOMEN PARTICIPANTS	
	Determine selection method if there are more than 20 women who are interested
	If a lottery is held, invite women who are interested to a meeting and conduct selection
	Inform selected participants individually to invite them to the first meeting
BEGIN FACILITATING WOMEN'S CURRICULUM (FEMALE FACILITATOR ONLY)	
	Confirm location and ensure it is safe, accessible, and ready for the group
	Review facilitator skills and curriculum sessions
	Record key feedback from women and review the information at weekly meetings with the EMAP team
	Complete Weekly Report Form after each session
CONTINUE WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISORS	
	Complete Accountability Checklist prior to meeting
	Complete Weekly Report Form prior to meeting (female facilitator only)
	Complete Monthly Observation Report (supervisors only)
	Reflect on personal and relational accountability issues that you have observed within yourself and others
	Contribute equally to meeting and workload
	Work with facilitators and supervisor to address any challenges that have come up in the intervention

1 SECTION 1 IMPLEMENTING EMAP

PHASE 4: STARTING MEN'S GROUPS



After six of the eight Women's groups have been completed, recruitment for the men's curriculum begins. It is very important that facilitators take the time to meet with men again to remind them of the intervention, and conduct individual recruitment to ensure that the men who join the group understand the commitment that they are making.

KEY ACTION 1: RECRUITMENT FOR MEN'S GROUPS, PART 1

MEETING WITH POTENTIAL MEN'S GROUP PARTICIPANTS



HELPFUL TIPS: As several weeks will have passed since the initial community meeting, it may be useful to host another community meeting in order to re-introduce EMAP and remind men that the men's groups will begin soon. If appropriate, it may be useful to invite spouses of men who are interested in being part of EMAP to this second meeting, so they can also learn about the intervention and about support services within the community. In addition, this second community meeting can also help to avoid destructive rumors and concerns about what has been occurring in the women's groups.

To prepare for the second community meeting, follow the steps listed above in the "Introducing EMAP to the community" section of Phase 2.

The meetings with the potential male participants is to follow-up on initial information provided during the all-community meeting. Only men interested in participating in a men's group should attend. This is an opportunity for potential participants to ask questions, and also an opportunity for staff to explain the selection criteria for participants. Both the female and male facilitators should prepare for and lead this meeting. If it is not possible to organize a meeting with men, go to where men meet and announce recruitment.

See **Annex 1: Agenda and talking points: Introducing EMAP to the community** for general guidance on meeting with existing potential male participants.

Additional information to highlight during the meeting:

SHARE THE FOLLOWING TALKING POINTS:

- » Explain that violence against women and girls is a big problem around the world and in this community.
- » Many men are not violent and do not want women to be harmed. For example, you are all here because you are interested in making women's and girls' lives better and helping to build safer communities.
- » The discussion groups will help you to understand why some men choose to be violent and why the rest of us stay silent about that violence. We will also look at ways that we may harm women and girls that do not involve physical violence. We will talk about how we can work together to make a difference.
- » In order for us to know what we can do to help, we need to listen to women and girls about what is important to them. As you know, my colleague (female facilitator) has been meeting with women in the community to find out how they think we can work together to improve the lives of all women and girls in this community.
- » During the discussion groups, you will have an opportunity to hear some of this feedback from women, and to talk to women and girls in your own life about what we can all do to prevent violence.
- » **Make sure to review the selection criteria for men, outlined in Annex 1: Agenda and talking points: Introducing EMAP to the community**

1 SECTION 1 IMPLEMENTING EMAP

DISCUSSION AND NEXT STEPS

- » Ask the men about any questions they may have.
- » Ask the men who are interested to stay after the group. Write down their names.
- » Explain that the next step for men who want to be part of EMAP will be either ¹¹:
 - Meeting with men in their homes.
 - Meeting with men during a follow up community meeting.
- » Make an appointment to meet with men who are interested in joining the group at their home/during a follow up meeting.

KEY ACTION 2: RECRUITMENT FOR MEN, PART 2—INDIVIDUAL INTERVIEWS WITH MEN

This step in the process is meant to ensure that potential participants in the men's groups are clear on what the intervention is and its expectations. It also gives men an opportunity to ask any questions they might not have felt comfortable discussing in front of the wider community. Most importantly, it allows EMAP staff to assess whether men are appropriate candidates for the intervention and interested in preventing VAWG. It is important to keep in mind that individual interviews can be opportunities to provide education and learning, as well as to model accountability and equality between men and women.

Remember that the purpose of EMAP's men's groups is to challenge existing attitudes and beliefs, and to encourage men to practice changes in harmful behaviors. Facilitators should look for men who express a willingness to engage positively and to commit to EMAP.

It is essential that potential male participants understand that EMAP is intended for men who are NOT currently violent. EMAP is for men who have a general interest in thinking more about what it means to be a man or a woman, and how men can help to build safer and more equal communities.

PREPARATION:

- » Review location of households to be visited, and time allocated for each visit
- » Review interview process and questions
- » Review scenarios for potential challenges

¹¹ EMAP facilitators and supervisors should decide which method of interviewing is most appropriate within each community.

STEPS FOR CONDUCTING INDIVIDUAL INTERVIEWS WITH MEN:

1. Re-introduce yourself and the other EMAP facilitator

Make sure to explain who you are and what your organization does within the community. Re-explain the purpose of this discussion.

2. Review key information about EMAP

Provide a brief review of the goals, expectations, and selection criteria for male participants. See **Annex 1: Agenda and Talking Points: Introducing EMAP to the Community** for details.

3. Discuss behavior change:

Explain to the potential male participant that being involved in the discussion group means that he will be expected to think about changes that he can make in his home, his relationship, and his community in order to help improve the lives of women and girls. Let him know that one of the activities he will be asked to do is to talk with his spouse about what she thinks would be helpful and to listen to her ideas. Ask the participant if this was his understanding of EMAP when he put his name forward.

4. Ask key questions:

Using the questions below as a guide, assess the man's readiness and fit for the EMAP intervention.

- a. The expectation is not that he will get all the answers "right" or that he will already be an ally to women and girls. However, it is important to have a sense that he cares about the issue of VAWG and is willing to think about and reflect on gender and power.

5. Talk about the use of violence:

Make sure that the following information is clear:

- a. If male participants in the EMAP groups commit violence, they may be asked to leave the group.
- b. Explain that violence is harmful and dangerous for everyone in the home and community—and the purpose of the EMAP group is to help men learn how they can prevent violence against women and girls.

HELPFUL TIPS: At this phase, the expectation is that men will not commit physical violence towards women and girls. Not committing physical violence is the starting point and baseline that must exist in order for a man to be part of the group. While other forms of violence can be equally harmful and hurtful to survivors, it often takes time for these less obvious forms of violence, such as emotional and financial violence, to be understood.



1 SECTION 1 IMPLEMENTING EMAP

6. Leave time for questions

- » Ask if he has any questions or concerns. Confirm that he is still interested in being part of the group.
- » Thank him for his time and let him know you will follow up with him shortly.

INDIVIDUAL INTERVIEW QUESTIONS FOR POTENTIAL MALE PARTICIPANTS

1. Why are you interested in being a part of EMAP?
2. Do you think men have a role to play in preventing VAWG? If so, what kind of role?
3. Are you willing to practice different behaviors that are discussed in EMAP? For example, are you willing to share in a household or childcare duty in which you usually do not participate? Or to discuss a household decision with your wife/girlfriend and listen to her point of view?
4. Are you willing and able to commit to not using violence, beginning today and for the duration of the group? Do you understand that if you choose to act violently in your home, it may mean that we ask you to leave the group?
5. Do you have any concerns or limits to your commitment to participating in EMAP?
6. EMAP meetings will be held once each week (specify the day) for four months and will last up to three hours. Are you able to commit to attending the meetings and staying for the full meeting?

IF VIOLENCE IS DISCLOSED DURING THE INDIVIDUAL INTERVIEW

It is likely that some men interested in joining the group will openly admit to using violence against their wives or others. Previous use of violence will not automatically disqualify a man from participating in the group. However, implementing staff should assess the severity and frequency of violence to determine whether the man is fit for the group. These discussions should not occur during interviews with men. They should occur after the interviews and should always include the EMAP supervisor.

KEY ACTION 3: SELECTING MEN TO PARTICIPATE IN THE GROUPS

After the individual interviews with potential male participants are conducted, 10–20 men should be selected for involvement in the group. If there are more than 20 men who express interest in joining the group, then the facilitator and the country program can work together to determine if they will have multiple men's groups in one community or if they will organize a lottery to determine who will be a part of the group.

If a lottery is held, it needs to be conducted in a way that is entirely transparent. In this case, invite the men who are interested in joining the group to a meeting, put all of the men's names into a bucket and then draw out the selected number of names (20) in front of the group, reading each name as it is drawn and recording the names of the men selected.

1. INFORMING SELECTED PARTICIPANTS:

After having completed the full selection process, staff will individually contact each selected EMAP participant at his home to invite him to the first meeting.

2. CONFIRMING LOCATION AND TIME OF MEN'S DISCUSSION GROUPS:

- a. It is important that the location and time of the weekly sessions is comfortable and accessible to all participants.
- b. If in an urban setting, it is very important to assess with participants what will work best for them in terms of timing/location.
- c. Inform selected participants that you will be asking them to stay for up to an hour after the first meeting for an interview that will help you to find out more about their attitudes and beliefs. Let them know that it is their choice if they want to stay or not.

KEY ACTION 4: MEETING WITH SELECTED PARTICIPANTS AND KEY COMMUNITY LEADERS

As a final step in the recruitment process for male participants, EMAP facilitators should invite selected participants, their families, and their wives/girlfriends to an initial meeting with key community leaders. The purpose of this meeting is to gather support and generate enthusiasm from the selected men, their families and their wives/girlfriends. This brief meeting also allows for an opportunity to recognize those men who have chosen to participate and have met the selection criteria before the key community leaders.

In addition, where appropriate the meeting can also provide an opportunity to let participants and their families know about existing support services within the community, and answer any questions they may have about these services.

KEY ACTION 5: BEGINNING MEN'S CURRICULUM¹²

After completing recruitment, the male EMAP facilitator should begin to implement the 16-week curriculum with men. At this point, the EMAP implementation team is expected to have integrated women's input from the women's discussion groups into the recommended sessions for the men's curriculum.

See Part 2 for additional information about the Men's curriculum.

¹² Detailed information and facilitation guidance for the Men's curriculum is located in the next section of this guide.

1 SECTION 1 IMPLEMENTING EMAP

KEY ACTION 6: DETERMINING NEXT STEPS WITH WOMEN'S GROUPS

At the end of eight sessions with the women's groups, the female facilitator will invite the women to continue meeting with the facilitator on a monthly basis. If there is interest in continuing to meet, then the facilitator should plan specific times and dates during the last meeting. During monthly meetings, women will have the opportunity to check in about how they feel the intervention with men is going, and discuss any changes that they have seen in their community. During these meetings, additional activities and learning can also be conducted. Suggested sessions for monthly meetings are located in Section 3, Part 1: EMAP Women's curricula in this implementation guide.

If female participants are not interested or able to continue to meet on a monthly basis, another option is for the facilitator to schedule individual meetings with women. The type and frequency of the continued involvement of women should be determined by the women themselves.

KEY ACTION 7: CONTINUE WEEKLY MEETINGS WITH EMAP TEAM

During phase 4, weekly meetings should continue between the EMAP facilitators and supervisor. Prior to each meeting, each member of the EMAP team is expected to complete the Accountability checklist. The male facilitator should also complete the Weekly report form after each curriculum session with the men participants. Facilitators should be prepared to discuss the checklists and reports during the meeting, as well as any other challenges that may be arising within the intervention.

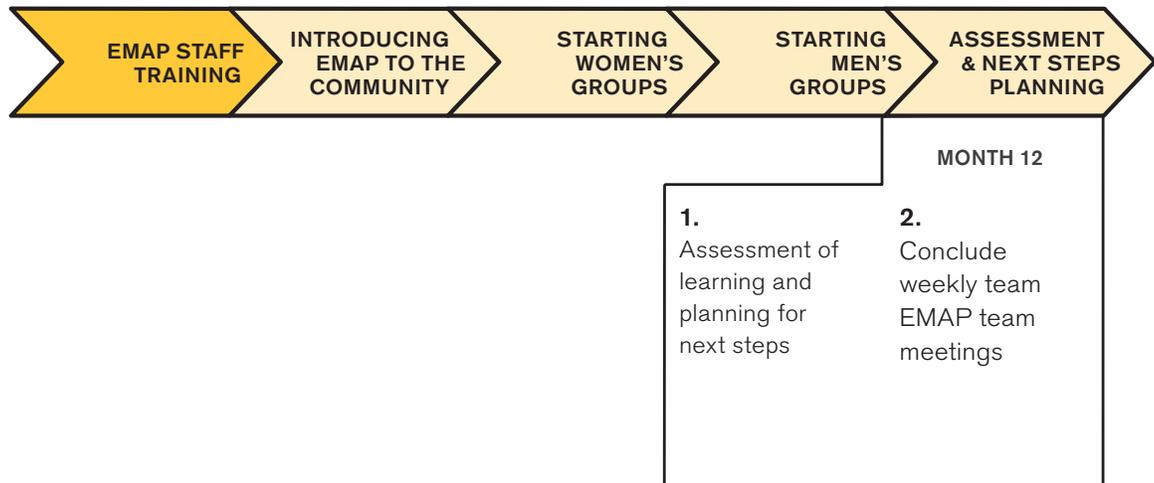
PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



PHASE 4 CHECKLIST	
RECRUITMENT FOR EMAP MEN’S GROUPS, PART 1 (MALE FACILITATOR ONLY)	
	Determine day, time, location for meeting
	Prepare agenda and talking points
	Conduct the meeting with potential male EMAP participants
	Review next steps with attendees; make appointments with men who are interested in joining the group to interview them at their home
RECRUITMENT FOR EMAP MEN’S GROUPS, PART 2—INDIVIDUAL INTERVIEWS	
	Review location of household and time of interview
	Prepare for interview and review information about responding to disclosures of violence
	Conduct interview with potential male EMAP participant (male facilitator)
SELECTING MALE PARTICIPANTS/MEETING WITH COMMUNITY LEADERS	
	If there are more than 20 men who are selected, a lottery can be held. In this case, invite men who are interested and conduct selection.
	Inform selected participants individually to invite them to the first meeting
	Arrange meeting with EMAP male participants, their families, and community leaders
BEGIN FACILITATING MEN’S CURRICULUM (MALE FACILITATOR ONLY)	
	Confirm location and ensure it is safe, accessible, and ready for the group
	Review facilitator skills and curriculum sessions
	With the EMAP female facilitator and supervisor, integrate the key messages that women have selected into the men’s curriculum
	Complete Weekly Report Form after each session
CONTINUE WEEKLY MEETINGS WITH EMAP FACILITATORS AND SUPERVISORS	
	Complete Accountability Checklist prior to meeting
	Complete Weekly Report Form prior to meeting (female facilitator only)
	Complete Monthly Observation Report (supervisors only)
	Reflect on personal and relational accountability issues that you have observed within yourself and others
	Contribute equally to meeting and workload
	Work with facilitators and supervisor to address any challenges that have come up in the intervention

1 SECTION 1 IMPLEMENTING EMAP

PHASE 5: ASSESSMENT AND NEXT STEPS PLANNING



The EMAP intervention does not have prescribed next steps; rather each unique community is invited to determine the next appropriate steps for future work on preventing violence against women and girls. It is critical for facilitators to remember that the goal of the intervention is to bring about individual behavior change with male participants, guided by the input and feedback of women. Therefore, the focus of the groups should remain on these goals, rather than shifting into training participants for other roles, such as community leaders or mediators. Keeping the focus on these important goals throughout the full intervention is a critical part of practicing accountability to women and girls.

KEY ACTION 1: ASSESSING NEXT STEPS

Upon completion of the men's curriculum, the EMAP team should think through next steps for participants in the EMAP intervention. These next steps should focus on what will help to promote continued individual behavior change and accountability for male participants, as well as opportunities for leadership and influence for female participants. This may mean check in meetings with male participants regarding their personal action plans, or involvement of women participants in another group within the community. The next steps should be formal and planned to ensure that accountability continues.

FOCUS ON ACCOUNTABILITY TO WOMEN AND GIRLS:

At this point in the intervention, both participants and facilitators may feel excited about moving into another phase of change, such as focusing on community mobilization or social norms change work. While these may prove to be appropriate next steps, it is critical that participants continue to have structures in place to support and be accountable to their ongoing individual behavior change commitments, and supporting the leadership of women.

To support facilitators in determining next steps that promote the safety of women and girls, facilitators should review the following information:

- » Taking a “New Approach” located in the Introduction of the EMAP Introductory Guide. (page 7)
- » “Guiding Principles for Engaging Men through Accountable Practice,” located in Section 1 of the EMAP Introductory Guide. (page 16)

The EMAP facilitators and supervisor should also reflect on the following key consideration:

- » If the men want to continue meeting as a group, it is critical that they remain part of a formal group with ongoing support and guidance. This is to prevent men from engaging in behaviors that they may feel are helpful, but that actually prove harmful to women and girls, such as:
 - “Correcting” or “beating” men who commit violence against women and girls
 - Mediating conflicts between couples
 - Making decisions for women in the community about what is best for them
 - Claiming ‘expert’ status in gender inequalities and either excluding women further, or starting to tell women what they should do to have more voice in their communities

MEET WITH OTHER GROUPS WITHIN THE COMMUNITY:

After reviewing the materials above, EMAP facilitators should meet with other staff providing complimentary interventions in the community to determine what may be the best fit for participants who are interested in continuing to work on preventing VAWG. At the following weekly meeting, facilitators and supervisors should discuss their findings and make recommendations for next steps that focus on continuing to provide safe, effective, and accountable work.

KEY ACTION 2: REFLECTION GROUPS

After the completion of the 16 men’s sessions, facilitators should meet with women and men in separate groups to reflect on the key learning within EMAP, and determine how to best continue practicing accountability. During these meetings, facilitators should present their recommendations for next steps. Participants should also be invited to the closing event.

1 SECTION 1 IMPLEMENTING EMAP

WOMEN'S REFLECTION GROUP MEETING:

The meeting with the women's group is intended to occur before the meeting with the men's group, so that women's ideas about how men can continue practicing individual behavior change can be included in the men's session.



HELPFUL TIPS: During the Women's reflection group meeting, the female facilitator should conduct the Women's reflection survey with the group¹³ (Annex 26, page 368). The Women's reflection survey provides female participants with an opportunity to provide feedback about their experience with EMAP and suggest ways to change or improve the intervention to further meet the needs and strengthen the voices of women. After receiving the women's input, the female facilitator should complete the End of Intervention Report (Annex 27, page 270), which will be discussed at the final EMAP weekly meeting and used to guide additional rounds of implementing the EMAP intervention.

PREPARATION:

- » Determine location, time, and date of meeting
- » Prepare agenda
- » Review recommendations for next steps

DURING THE REFLECTION GROUP MEETING:

1. Conduct safety check in
 - a. Begin the meeting by finding out how the women are feeling since the last monthly group and any safety issues that have come up for them.
2. Facilitate women's reflection surveys
3. Provide recommendations for next steps:
 - a. Discuss complimentary interventions that are occurring in the community that could be good next steps (SASA!, Action Groups, etc.)
 - b. Explain what it would mean to participate in these groups and why you think it could be good for women.
 - c. Discuss any concerns, questions that they may have.

¹³ Additional information regarding the Women's reflection survey and End of intervention report, as well as the tools themselves, are located in Section 5 of this guide, Monitoring Tools.

4. Gather input from women:
 - a. What they would like to see happen next with the male participants.
 - b. What they would like to see happen for themselves as women.
 - c. Their ideas about how men can continue to practice behavior change.
 - d. What they think would be most helpful and most harmful.
5. Next Steps
 - a. Determine a plan with participants:
 - » Do they want to meet with the staff providing complimentary interventions?
 - » Do they want to meet again with the EMAP facilitator?
6. Closing Event
 - a. Provide information about the purpose, date, time, and location
 - b. If post-tests will be conducted at the closing event, make sure to let participants know this in advance

HELPFUL TIPS: It is important to allow women space to reflect on what they want for themselves moving forward as women together as well as what they might want to do with men.



MEN'S REFLECTION GROUP MEETING:

After the female facilitator meets with the Women's group, the facilitators should discuss the concerns from the women's discussion group. Afterwards the male facilitator should meet with the men's group.

HELPFUL TIPS: Make sure to incorporate the feedback from the women's reflection session on how they think men could be most helpful moving forward and what kinds of activities they would like to see men engage in. As always, it is essential that women's confidentiality is respected and that no personal or identifying information is shared with the men's group.



1 SECTION 1 IMPLEMENTING EMAP

PREPARATION:

- » Determine location, time, and date of meeting
- » Prepare agenda
- » Review recommendations for next steps
- » Bring copies of the men's Personal action plans if working with a group with higher literacy levels

DURING THE REFLECTION GROUP MEETING:

1. Discuss learning:
 - a. Facilitate an open discussion about any new reflections or thoughts the men have about what they learned from their participation in EMAP, and what has changed for them.
2. Review personal Action plans
 - a. Focus on the key actions they began practicing during their weekly sessions and how they are doing in each of these areas:
 - i. Household tasks
 - ii. Power in the home
 - iii. Relationships
 - iv. Being an ally in the community
 - v. Discussing plans for change with women in their lives
 - b. Discuss what has been helpful to the men in continuing to practice new behaviors and what has been difficult.
 - c. Discuss how the men will continue to listen to women about how they can be most helpful.
 - d. Find out what they are committed to continuing, and what they are no longer interested in doing—discuss the reasons and focus on any resistance or accountability issues that arise.
 - e. Remind the participants that being an ally to women and girls means committing each day to behaving in ways that are helpful and accountable. Emphasize that this is not easy when the community around you may still be promoting harmful ideas and this is why it is important for men to continue to get support and work hard.
3. Provide recommendations:
 - a. Discuss complimentary interventions that are occurring in the community that could be a good next steps (SASA!, Action Groups, etc.)
 - b. Explain what it would mean to participate in these groups and why you think it could be good for men.
 - c. Discuss any concerns, questions that they may have.

4. Determine Next Steps
 - a. Determine a plan with participants:
 - i. Do they want to meet with the staff providing complimentary interventions?
 - ii. Do they want to meet again with the EMAP facilitator?
5. Closing Event
 - a. Provide information about the purpose, date, time, and location.
 - b. If post-tests will be conducted at the closing event, make sure to let participants know this in advance.

KEY ACTION 3: CLOSING EVENT

After the reflection group meetings, EMAP participants are invited to a closing event where they can share their reflections about the group, commitments for next steps, and celebrate their learning. The closing events are intended to be separate for each group and their spouses—so the women's group and their spouses participate in one event, and the men's group and their spouses in a second event.

KEY ACTION 4: END OF INTERVENTION REPORTS AND FINAL EMAP WEEKLY MEETING

After the Women's reflection survey and Pre–Post questionnaires for male participants are conducted, facilitators should assess the data and report key themes and findings in the End of intervention reports.¹⁴ During the final EMAP weekly meeting, these reports can be discussed and key recommendations for improvements and changes to EMAP should be determined. Upon beginning of another round of EMAP, these recommendations can be used during the TOT.

The EMAP supervisor should also complete an End of intervention report. To complete this report, the supervisor is asked to review the weekly reports that the facilitators have completed, and determine any recommendations for changes in the EMAP curricula based on participant feedback and response.

ONGOING ACTIVITIES

Throughout all phases, the following activities are expected to take place:

- » Regular weekly meetings between facilitators and supervisor to assess and adapt programming/curriculum as needed in order to ensure accountable practice.
- » Ongoing self–reflection and accountability practices, including the completion of Accountability checklists and Weekly session report forms.
- » Supervision of EMAP facilitators, including monthly visits and observations of the groups by the EMAP supervisor.

¹⁴ The End of Intervention Reports are located in Annexes 27-29 of Section 5: Monitoring Tools.

1 SECTION 1 IMPLEMENTING EMAP

PHASE 5 CHECKLIST	
ASSESSING NEXT STEPS	
	Review EMAP Guiding Principles
	Meet with other groups in the community to determine any appropriate fit for next steps
	With the facilitators and supervisor, determine any recommendations.
WOMEN'S REFLECTION GROUPS (FEMALE FACILITATOR)	
	Determine time, location, date of meetings
	Prepare agenda and key points
	Conduct meeting, conduct Women's Reflection Survey
	Record key information from discussion to integrate into men's reflection group meeting
	Determine next steps with participants; discuss closing event
MEN'S REFLECTION GROUPS (MALE FACILITATOR)	
	Determine time, location, date of meetings
	Prepare agenda and key points
	Conduct meeting; Review personal action plans
	Provide recommendations for next steps, making sure to Include women's recommendations from Women's Reflection Group
	Determine next steps with participants; discuss closing event
CLOSING EVENT (SEPARATE EVENTS FOR WOMEN AND MEN PARTICIPANTS)	
	Determine time, location, and date of closing event
	Confirm location and ensure it is safe, accessible, and ready for the group
	At closing event for male participants, conduct Post-Questionnaires (male facilitator)
END OF INTERVENTION REPORTS AND FINAL EMAP WEEKLY MEETING	
	Assess data from Women's Reflection Surveys and Men's Post-Questionnaire
	Complete End of Intervention Report prior to final weekly meeting
	Discuss findings and determine key recommendations for improvement.
	Store reports so they can be used for additional implementation of EMAP





SECTION 2: FACILITATING THE EMAP CURRICULA

OVERVIEW OF THE EMAP CURRICULA

The EMAP Curricula engages participants in understanding the root causes of VAWG and reflecting on their own attitudes and beliefs about gender, power, and violence.

There are two curricula within EMAP:

- » An 8 week curricula for women
- » A 16 week curricula for men

WOMEN'S CURRICULUM

The main purpose for the woman's groups is to provide a safe space for women to voice their reactions and concerns on the intervention planned with men in their community, as well as to discuss their priorities and experiences regarding VAWG in their community. Additionally, participants in the women's groups will learn about the root causes of VAWG and reflect on their own attitudes and beliefs about gender. Since women grow up with the same messages about gender as men, and these ideas can be reinforced by violence, it can be extremely challenging for women to go against these and to have different expectations for themselves, and of the men around them. Even when women would like things to be different and would like there to be changes, it can be hard to envision what this could look like.

As many women are constantly surrounded by the obligations of family, including household chores and caring for their children, it is important to facilitate a space where they can step away from these duties and reflect on their own wellbeing. The EMAP curriculum supports women in thinking about a future without VAWG and exploring possibilities on what they would like to see change, and how men could behave differently in multiple areas of their lives, including in their home, relationships, and wider community.

2

SECTION 2 FACILITATING THE EMAP CURRICULA

THE GOALS OF THE WOMEN'S CURRICULUM ARE:

- » Learn about and provide feedback on the intervention with men occurring in their community.
- » Receive training on the root causes of VAWG and reflect on their own experiences.
- » Discuss their hopes, concerns and priorities for change related to violence against women and girls.
- » Discuss possible risks associated with the intervention, and identify support services and safe spaces.

THE WOMEN'S CURRICULUM GROUPS SHOULD:

- » Begin at least eight weeks prior to the start of the men's curriculum.
- » Focus on attitudes and beliefs rather than behavioral change.
- » Target 10 to 20 women.
- » Build on existing women's leadership and/or participation within the intended community.
- » Provide a safe space for women.



HELPFUL TIPS: The women's curriculum does not focus on individual behavioral change in women, as the EMAP intervention is not designed to bring about changes in women's behavior. EMAP is an intervention that focuses on individual behavior change with men, while recognizing that women may also hold attitudes and beliefs that support VAWG. However, EMAP does not aim to put the responsibility on women to prevent VAWG—rather, EMAP encourages men to identify how they can use their power and privilege to make a difference in the lives of women.

MEN'S CURRICULUM

The purpose of the men's curriculum is to provide men with the skills and knowledge to identify and transform their own attitudes, beliefs, and behaviors that support VAWG. The men's curriculum focuses on helping men to explore the root causes of VAWG, understand different types of VAWG, and learn about what it means to be an ally to women and girls. Through this learning, they will be challenged to make individual and concrete changes in attitudes and behaviors that will benefit women and girls. They will also be guided on how to discuss the changes that will be most helpful to the women in their lives, and to make decisions about what key actions to take in partnership with women.

A key component of the men's curriculum is practicing accountability to women and girls. To support this, men are asked to develop Personal action plans¹⁵, which help them to work in partnership with women in their lives to identify key areas for change.

THE GOALS OF THE MEN'S CURRICULUM ARE:

- » Reduce harmful behaviors.
- » Increase participants' knowledge about the impact of domestic violence on women, men and children.
- » Increase understanding of VAWG and the role men can play to prevent violence through individual behavioral change.
- » Shift participants' attitudes and behaviors toward gender equity.
- » Increase gender equitable behavior in the households and relationships of participants.

THE MEN'S CURRICULUM GROUPS SHOULD:

- » Begin at least eight weeks after the start of the women's dialogue sessions.
- » Focus on attitudinal and behavioral change.
- » Target 10 to 20 men who are currently not perpetrating violence against women and girls.
- » Reflect upon the voices and experiences of women.

FACILITATOR GUIDANCE

TIPS FOR CREATING A SAFE AND TRUSTING LEARNING ENVIRONMENT

This curriculum uses participatory learning methodologies that are based on mutual respect and collective responsibility between participants. This approach allows you, as a facilitator, to guide the group, while at the same time, encouraging participants to play an active role. Participatory methods might be different from what you are accustomed to in conventional learning environments, which are typically based around a teacher-student relationship. Participatory learning is facilitated, not taught. By using facilitation, you draw on the wide range of strengths and experiences among participants, inviting dialogue and collective problem solving. It is important that you start with the premise that all participants have valuable contributions to make based on their individual experience, knowledge and understanding.

¹⁵ See "Key Features of the EMAP Curriculum" on page 76 for more information about Personal Action Plans.

2 SECTION 2 FACILITATING THE EMAP CURRICULA

It is essential that EMAP facilitators support participants in establishing a space where they can feel safe and participate freely.

There are a few steps that you, as the facilitator, can take to contribute to creating a more supportive environment:

1. TAKE STEPS TO MAKE SURE THE SPACE IS APPROPRIATE:

Before the first meeting, discuss with participants about where they would like to meet and check to see that the space is set apart from other areas within the community. For the women's groups, the space should be in a structure that provides privacy. If no such structure is available, find trees that are in a quieter part of the community and allow some privacy from passersby. It is very important that the space where women's groups are held is physically and emotionally safe for women. Work with community leaders as needed to keep the space physically private, as well as emotionally private and free from intimidation from other community members.

2. RESPECT ALL IDEAS:

It is important to respect the ideas of all respect participants. No question should be considered stupid. Support participants to consider the ideas and questions presented. If the idea is harmful, it is the responsibility of the facilitator to explore with the group why it is harmful (please refer to the "Dealing with Difficult Situations" section for further information).



HELPFUL TIPS:

Ensure that each session is meaningful, understandable and encourages learning!

- » Always take the time to review the day's material and plan ahead about how you plan to facilitate the day.
- » Maintain and share a timetable, but be willing to modify the schedule depending on the needs or suggestions of the group.
- » Seek contributions from different participants if one or two of them are dominating the group.
- » Model accountability to women and girls at all times.
- » Focus the discussion if it strays too far from the session objective, and summarize key points frequently.
- » Begin each new session with a review of the previous session's work and an opportunity for participants to contribute reflections.

3. SUPPORT THE PARTICIPANTS TO ESTABLISH GROUP AGREEMENTS OR GROUND RULES:

During the first meeting, work with participants to identify and agree upon group agreements that spells out how participants will act towards each other and promote support. See session 1 within the Women's and Men's curricula for detailed instructions on how to set group agreements. It is important to ensure that the group agreements condemn violence against women and girls, and promote accountability to preventing VAWG.

4. EMPHASIZE CONFIDENTIALITY:

This is the basis of the group. If someone shares some personal information, it needs to remain in the group unless a safety issue is reported and follow up may be necessary. Before beginning facilitation, make sure that you understand and can explain confidentiality and what the exceptions to it will be. It is critical that facilitators have clearly determined a plan with the EMAP supervisor for responding to disclosures of violence that may occur during the intervention.

5. DISCUSS AVAILABLE SERVICES:

Make sure to be familiar with referral networks and provide information to participants about available services.

6. SHARING IS A CHOICE:

Women do not have to share a difficult or personal situation if they choose not to. Although all discussions are confidential, not all experiences need to be shared, especially if it causes the woman difficulty.

7. KNOW YOUR BIASES:

As a facilitator, work to be aware of your own biases. Take time to ask yourself what forms the basis of your opinions about other people. Be careful not to carry these prejudices or partialities into the discussions.

KEY FACILITATOR SKILLS

The role of the facilitator is critical in creating and managing a space where participants can freely and respectfully share their thoughts and ideas. The facilitator must encourage participants to question existing values and beliefs, and actively engage in behavior and attitude change.

A large part of the intervention's success therefore depends on the facilitator. The facilitator needs to be prepared for difficult issues that may arise during discussions. Some of the sessions touch on sensitive issues or problems that may be challenging to discuss. It is essential that the facilitator ensure the discussion remains focused on positive change, and does not reinforce negative ideas or habits.

2 SECTION 2 FACILITATING THE EMAP CURRICULA

This section covers six key facilitator skills that are critical to facilitating the Women's and Men's curriculum groups. There are many other skills necessary to be an effective facilitator but the six listed below are highlighted due to their relevance in facilitating open and challenging conversations.

1. Confidentiality
2. Active listening
3. Effective questioning
4. Exploring new ideas
5. Addressing safety
6. Challenging harm

KEY FACILITATOR SKILL 1: CONFIDENTIALITY

Confidentiality means keeping all information related to the discussion private. It is important for the men and women participating in the EMAP intervention to understand that what they say in the group will not be shared or gossiped about in their communities. As a facilitator, it is important that you discuss confidentiality during the very first session with the group, and ask for a commitment from each member not to share personal experiences or stories outside of the group.

There is an **exception to confidentiality**. The exception to confidentiality is used when a man or woman in the group threatens to harm others or her/himself. For example, **“My wife has brought dishonor to the family and I am going to kill her”**, or **“I am so ashamed that I am going to take my own life.”** In a situation like this the facilitator must take action.

What would I do when there is an exception to confidentiality?

The confidentiality exception is only used in the case of a disclosure of harm to oneself or to others. The inclusion of the confidentiality exception is in line with widely accepted standards of work on violence against women and girls.

- » If a male participant discloses an incident of violence towards his wife/partner, the facilitator should discuss this with the female facilitator, and if safe to do so, provide support to the survivor in the form of a referral to an organization that can provide support. The supervisor should be notified immediately.
- » If a participant discloses wanting to do harm to himself, the male facilitator should refer him for appropriate support, and report immediately to his supervisor.

The information will not be shared beyond those parties with a need to know. Keep in mind that it is not your job as the facilitator to act as a counselor for the men or women. Rather, refer them to someone who is in a position to provide support without compromising their role. Your first priority is to serve as the facilitator of the group.

KEY FACILITATOR SKILL 2: ACTIVE LISTENING

Active listening is a basic skill for facilitating the EMAP groups in an open and non-judgmental way. Active listening shows that you are listening and hearing a participant, either by giving physical or verbal feedback. Demonstrating active listening will encourage participants to share their experiences, thoughts, and feelings more openly.

Examples of Active Listening include:

- » **Saying it again:** Summarize the discussion or comment to make sure that you understand what was communicated. For example, if a group participant says that he saw his father, grandfather, and uncles hitting their wives you may say “what I hear you say is that it was not uncommon for you to see violence against women in your house.”
- » **Using body language and facial expressions:** Body language shows interest and understanding. For example, nodding your head or smiling, using your facial expressions to communicate.
- » **Listening to how it is said:** Listen not only to what is said, but also to how it is said. For example, is the person moving their arms and becoming angry? Or maybe the speaker is becoming uncomfortable and moving a lot in his or her chair or looking down. By understanding how something is said, the listener can better encourage the speaker. Also, it is important to listen to what is not said, especially when working with women participants.
- » **Asking questions:** Asking questions of the person who is speaking shows a desire to understand. Clarifying questions are very important. For example, if someone says they are feeling confused about what is being said, ask a follow-up question such as, “Can you say more about what part of the conversation confuses you?”. If a participant says that they are feeling upset, ask a follow up question such as: “What is making you feel upset?” or “Can you say more about feeling upset?”

Remember that information should be provided in non-judgmental and non-authoritarian way.

KEY FACILITATOR SKILL 3: EFFECTIVE QUESTIONING

Effective questioning means asking questions in a way that help make group participants think, without making them feel defensive. It helps facilitators to identify and address issues, and to use the group to ask for differing views on an issue. Effective questioning also increases people's participation in group discussions, and encourages their own self-reflection and problem-solving skills in relation to difficult issues.

Examples of Effective Questioning involve:¹⁶

- » **Asking open-ended questions:** Asking open-ended questions can generate discussion and encourage all participants to engage. Examples of open-ended questions include: What? When? Where? Who? and How? For example, "What makes you think that women's rights are important?", "How can we make the dream world a reality in our community?" "Where do you think you learned what it means to be a woman/man?"
- » **Asking probing/follow-up questions:** Probing questions follow people's answers with further questions that look deeper into the issue or problem. It can be a general question such as "What do the others think about this?" or more specific such as "What did you do after you learned that insulting your wife or girl child is also a type of violence?"
- » **Asking clarifying questions:** Clarifying questions help when there is confusion about a situation or if you are not certain what was said the first time. "I am not sure I am getting you clearly- can you say more about the example you shared?"
- » **Asking questions about personal points of view:** This is effective to learn more about how participants feel about a certain issue. By asking how people feel and not just what they know, you can get a sense of how the discussion on a certain viewpoint is going. For example, "How do you feel about the idea that some of the things in the man box are helpful and some are harmful?" or "How do you feel about the idea that VAWG is a violation of human rights?"

KEY FACILITATOR SKILL 4: EXPLORING NEW IDEAS

As a facilitator, it is important to facilitate a process with participants to identify new ideas that are based on familiar concepts they bring forward in discussions. All of the participants have relevant experiences and real-life examples that can help demonstrate how the issues discussed are applicable to everyday life.

Rather than trying to impose ideas, a good facilitator for this type of process can support participants to find their own solutions to issues that they identify. Learning is not a passive process where the learner just sits and absorbs information. Instead, the best learning takes

¹⁶ "Keep the best, change the rest: Participatory tools for working with communities on gender and sexuality," International HIV/AIDS Alliance, 2007. P. 12.

place when participants are engaged throughout the process; not just listening, but also identifying, speaking about, and acting out new ideas.

Throughout the curriculum, there are different learning techniques that participants can utilize. An overview of these key approaches is:

- » **Brainstorming:** Brainstorming involves the participants thinking of as many ideas or examples as possible. During the brainstorming process, no idea is rejected. Then as the group looks at prioritizing and grouping the suggestions, they can decide how relevant each of the ideas are to the objective of the activity.
- » **Group Work:** Group work is when the participants break into smaller groups and work toward an agreed upon objective. The groups may have different objectives or the same objective.
- » **Case studies:** Case studies usually tell stories and provide participants with examples they can relate to. Participants are then asked questions about how they would respond in a similar situation or what advice they would give to help resolve the problem. Case studies are good ways to talk about new ideas or sensitive issues without the situation becoming too personal.
- » **Role-Plays:** Role-plays are situations that the participants create and then act out. For example, they can use role-plays to practice active listening. Role-playing also allows participants to practice new ideas or approaches so that when they use them in real life, they are more confident and have a bit of experience. And they are fun!

KEY FACILITATOR SKILL 5: ADDRESSING SAFETY

Throughout the sessions, participants in both the women's and the men's curriculum groups will be talking, discussing, and exploring violence against women and girls. This is a highly sensitive topic, and it is likely that issues related to safety will come up, including participants either committing violence or reporting violence used against them. It is important that facilitators and the supervisor address safety at all steps.

As the **women** reflect on changes that they would like to see happen in different areas of their lives, encourage them to examine ways that they can be safe if they are interested in taking steps to make changes, or discuss what they are learning with men in their lives. The women know their situations and what precautions need to be taken. The facilitator must discuss with the women the various risks associated with raising the issue of VAWG, and support the women to determine how they may lessen those risks. It is also important for the facilitator to emphasize that the violence is not the women's responsibility. It is not a woman's fault if someone responds with violence.

2 SECTION 2 FACILITATING THE EMAP CURRICULA

Checking in...

Remember that some topics can be hard to think about or to discuss. Encourage participants to pay attention to how they are feeling and to take care of themselves. Offer that if a participant needs to step outside for a break, she or he should feel free to do so.

Another aspect of addressing safety is ensuring that facilitators have made connections with existing support services within the community, and inform women of how they can access those services. During session 7 of the Women's curriculum, women will spend time discussing safety strategies that they use in their lives, and mapping safety within the community. Facilitators should be sure to inform participants about the location and services offered within the community to support women.

DISCLOSURES OF VIOLENCE¹⁷

Activities in the EMAP curriculum look at sensitive issues and problems that can be challenging to discuss. It is highly likely that participants will have experienced, witnessed or enacted some form of violence, including violence against women and girls. It is important to keep in mind that EMAP groups are not designed as a place for participants to work on personal issues around violence and abuse. In addition, EMAP is not designed to have facilitators and supervisors conducting safety assessments and planning with survivors.

However, EMAP staff should be prepared to respond appropriately and responsibly to disclosures of violence. Disclosures may happen during interviews with potential male participants and their spouses during recruitment, or during the women's or men's discussion groups. In these cases, EMAP staff should refer to Annex 11 for guidance. While it is not necessary to have fully established response services available for survivors in order to implement EMAP, program staff must be able to refer them to a viable service provider.



HELPFUL TIPS: See Annex 11 at the end of this section for a summary of how to respond to disclosures of violence.

¹⁷ Adapted from: "Making Rights a Reality: Campaigning to stop violence against women," Amnesty International Curriculum, 2004.

Maintaining strong confidentiality and boundaries around disclosures of violence from both men and women is essential to supporting women's safety. These issues may be discussed between facilitators and their supervisor in order to plan appropriately and ensure that women are provided with appropriate support, but they should never be discussed with anyone in the community. At all times, make sure that the safety of the woman is your first priority and that what you are doing what is in the best interest of the woman.

Remember: Any disclosure of violence should be treated with the utmost seriousness. It is better to err on the side of safety. The individual's story and concerns must be kept confidential and shared only with those directly responsible for providing or overseeing the program's response to disclosures of violence. Even if the woman discusses it with other members of the discussion group, EMAP program staff must adhere to the rules of confidentiality.

FEMALE PARTICIPANTS:

The sessions include a number of sensitive issues, including violence against women. There is a high likelihood that women in the group may have experienced violence or know someone who has. Such violence includes physical, sexual, emotional / psychological, and economic abuse. While women are never asked to disclose their experiences, some women may want to share about their experiences of violence. Ask women to be mindful of what they are sharing and explain that they do not have to talk in front of the full group if they prefer to speak to a specialist in private.

It is important to keep in mind that the groups are not a place for participants to work on deep personal issues around violence and abuse, and that facilitators are not trained counselors. As a facilitator, you should maintain clear boundaries, and stay focused on the learning objectives of each session. At the same time, because different types of disclosures could take place during group discussions and reflections, you should be prepared to address these in a way that is respectful and safe. Review the following guidance as necessary, particularly ahead of sessions in the curriculum that include significant reflection and acknowledgment of violence.

If anyone discloses that they have experienced or witnessed violence against women, please keep in mind the following steps in responding:

- » **Respect and validate the person:** It is important to always show respect for every person and not judge the woman who has made a disclosure. In fact, it is important to let the woman know that you believe her. Always take the disclosure seriously. Do not question her but rather reaffirm her as a person.

2

SECTION 2 FACILITATING THE EMAP CURRICULA

- » **Be sensitive:** Remember that this may be the first time that she has ever shared this experience. Be sensitive and give her space, using kind words and showing support. Do not judge.
- » **Know the resources available:** Have a list of resources available for survivors. Have the name of someone from the local clinic that can provide physical support. Know the name of the main contact within your organization and others within the local community. Give the woman these contact details.
- » **Do not try to counsel the individual:** Instead, acknowledge her experience and encourage her to contact those organizations and people who can better support her. As the facilitator, you have a separate role to play and may not be qualified to offer this support.
- » **Pay attention and take responsibility for your own reactions:** It can be difficult to hear about others' experiences of violence. We may want to try and solve the problem or give advice, or may be reminded of violence that we have witnessed or experienced. Make sure you are aware of your own reactions to disclosures of violence, and seek additional support from your supervisor or a trusted individual if needed. See "Personal Preparation" for more information.
- » **Be aware of the impact on the rest of the group:** Just as disclosures of violence may impact you, they also may impact others in the group. It is not uncommon for many women to share their experiences with violence after the space has been opened up to discuss violence. It may be the first time that women have named what happens to them, which can be a powerful and sometimes overwhelming experience. Make sure to follow these steps and remind women that violence is never the fault of the survivor. Encourage them to support one another and recognize that they are resilient and strong.

It is critical that facilitators have a plan in place and information on resources for cases where participants disclose violence. This information should be determined with the EMAP Team during weekly meetings prior to implementing the curriculum. In addition, it is important to note that facilitators should never provide individual counseling or emotional support to participants outside of the group. This could create discomfort for the individual who disclosed violence, could impact group dynamics, and most importantly, is only appropriate with a trained counselor.

MALE PARTICIPANTS:

Violence experienced and witnessed: Although the majority of cases of sexual violence are committed against women, men can also be survivors of sexual violence. If a participant discloses violence that he has experienced personally, follow the steps above. Men also may disclose that they have witnessed VAWG. Men might have grown up in families affected by domestic violence or might have sisters, daughters or friends who are in abusive relationships. During conflict, men might also have witnessed various types of violence enacted against

women that they care about, including their wives/girlfriends. This can be extremely traumatic and, as a facilitator, you should be prepared to provide information on where to access psychosocial care. At the same time, you can avoid re-traumatizing participants by never requiring that they share personal experiences—always make this an option only—and allowing them the space to step out or take a walk if they feel the need.

- » Respect and validate the person: It is important to always show respect for every person and not judge the man who has made a disclosure. In fact, it is important to let the man know that you believe him. Always take the disclosure seriously. Do not question him but rather reaffirm him as a person.
- » Encourage the participants not to ask questions, make comments or jokes, or laugh when a member is sharing his experience.
- » Validate the man's experience: men very rarely admit to experiencing violence as norms and culture do not provide spaces for them to do so. As a result most men bury their emotions and suffer with them in silence. As a result the group may feel embarrassed or may try to trivialize his experiences. It is important to remind the group to be respectful and to maintain confidentiality. If a male participant shares violence he witnessed recently, then you should remind the group of the need for a survivor to access available medical care and psychosocial services in the community, as identified within the referral network. If the violence witnessed was committed by another member of the men's group, review the objectives, criteria and commitments with the group for all its members.
- » After the session, refer the survivor to an appropriate service provider through the established referral pathway, and meet with the perpetrator to discuss their continuing participation in the group.

Violence committed: It is likely that some participants in the group will have used violence against women and girls at some point, particularly domestic violence. The group should never be a forum to simply tell stories about the use of violence or the abuse of power. That could reinforce harmful norms. Instead, discussions of violence enacted should always focus on that action's harmful consequences, and how men can make safer, healthier choices about their own behavior.

If men disclose using violence during their participation in the group, facilitators must:

- » Follow up with the participant and remind him of his commitments to nonviolence as a member of the group. Find out what happened and the reasons why he chose to commit violence. This can help you to understand where he is at in his personal action planning process. For example, is he blaming his wife or girlfriend or is he taking responsibility? Is he able to identify his own harmful attitudes and beliefs that led to his choice to commit violence? Ask questions to understand the extent of the violence and the participants' understanding of why it occurred.

2 SECTION 2

FACILITATING THE EMAP CURRICULA

- » Discuss the incident at the next weekly meeting with the supervisor and facilitator. Together, assess the severity, frequency, and timeframe of violence (how recently it occurred) to determine whether the participant will be allowed to remain in the group. Also assess whether it is safe to follow up with the spouse and if so, how to go about doing this.
- » Let the participant know the decision about whether he can remain in the group. If he is able to remain, explain it is critical that he make different choices next time, and no longer use violence. Review with him the original criteria and group agreements.
- » If he is asked to leave, explain that if he commits to no longer using violence, he may be able to be part of the next group. Let him know that you are not able to provide counseling to him, but suggest that he continue to work on his own personal action plan for change.

MANAGING CONFLICTS IN THE GROUP¹⁸

As people often have strong views on gender and sexuality, it is likely that there will be disagreements at times between you and a participant, or between participants themselves. Sometimes disagreements can better highlight different sides of a difficult issue and allows participants to think more thoroughly about their own opinions and experiences. Sometimes however, disagreements can have a negative impact on the discussion. These are the types of disagreements that you, as the facilitator, can help to mitigate. If this sort of disagreement occurs, the individuals may focus more on defending a position, rather than trying to listen or see the issue from a different perspective. Trying to see the issue from a different viewpoint does not mean that the individual will agree with that perspective, but rather that she or he considers the viewpoint and incorporates this into her/his disagreement.

As a facilitator, you need to manage conflict and whenever possible, use it as an opportunity for growth and learning. In order to do this, try to get a clear understanding of the disagreement. Examples of how to do this include:¹⁹

- » Encouraging people to clearly state their concerns and the reasons for them—to reduce the danger of other people making assumptions.
- » Encouraging people to listen to others carefully and if necessary, repeating what others said to make sure they heard it correctly.
- » Working together as a group to identify areas of agreement and shared concern—to create common ground and come together to work out a conflict.

¹⁸ Sections of this adapted from: “An Action Oriented Training Manual on Gender, Migration and HIV,” International Organization for Migration, 2009.

¹⁹ “Making Rights a Reality: Campaigning to stop violence against women,” Amnesty International Curriculum, 2004.

If a disagreement occurs, take time to revisit ground rules. On some issues, it is OK to disagree. There are different perspectives that exist. However, if the disagreement is over something that negatively impacts the progress of the discussion, it will need to be addressed (Please see below “Challenging Harm”). If it is a personal conflict between participants, it is best to halt that discussion and encourage them to sit together at a later point when others are not around to try to work through the issue. This can help keep the conflict from distracting from the objectives of the group.

KEY FACILITATOR SKILL 6: CHALLENGING HARM

It is very important that the facilitator be prepared to challenge harmful attitudes that will be brought up during the Women’s Dialogue Sessions or the Men’s Curriculum groups. Facilitators will hear thoughts and ideas that justify or excuse violence against women and girls. Examples of harmful attitudes and beliefs are:

“If a woman is walking alone, it is her fault if she is raped” or

“All girls must be married by the age of 15 or there will be no husbands interested in marrying them”.

COMMON RESISTANCE RESPONSES²⁰

There are types of attitudes and beliefs commonly arise when people are asked to think differently about gender and violence. In the EMAP intervention, these are referred to as Common Resistance Responses. Facilitators should be familiar with Common Resistance Responses so they can be prepared to identify and challenge them, both within themselves and program participants. Common Resistance Responses occur when long held beliefs are challenged, or thought to be threatened. While they can be difficult to address, they are also positive because they present opportunities for growth and learning.

As facilitator, you need to challenge such opinions and offer a viewpoint that reflects the philosophy of EMAP. While this can be hard, it is a vital part of in helping participants work toward positive change.

In order to do this, it is essential that the facilitator support the participants to identify these harmful viewpoints and to ensure they are discussed. As the facilitator, you should expect some participants to hold these opinions, as they are common prejudices and myths that exist in society. **They are the exact ideas and beliefs that the intervention seeks to challenge, so it is essential that they are used as learning opportunities and moments of growth.**

²⁰ See Annex 13 for a list of Common Resistance Responses.

2 SECTION 2 FACILITATING THE EMAP CURRICULA

If a participant challenges you directly, one positive way to address this is by bouncing the challenge back to the whole group as a question. This can lead to productive discussion. But also remember that there is a fine line between creating a friendly, accepting, and open climate for discussion, and allowing harmful remarks to pass by unchallenged. If a participant expresses a discriminatory view as part of the process of exploring their own internalized ideas and prejudices, ask the group what other people think about the viewpoint. Support the participant in connecting the view to the key concepts of the curriculum (gender socialization, power over, entitlement and value, etc.) and clearly express how the viewpoint is harmful to women and girls. At the same time, affirm that many people are socialized to think this way and that the EMAP intervention provides an opportunity to rethink these ideas. Make sure to hold the participant accountable for their view while simultaneously acknowledging that they are not the only person who feels that way.

It is important not to lecture someone about their views or shame them for expressing their beliefs. There will however be times when it is **necessary** to say to a participant “I think that idea is harmful to women and as I man I disagree with it” or “I think that is an example of how we, as women, are taught to blame ourselves and each other for the violence that is done to us—and I don’t think that we are to blame”.

When harmful beliefs or attitudes are expressed, the **Steps to Challenging Harm** in Annex 12 of this section can help to address them, and focus on creating a learning moment where harm is challenged and accountability is demonstrated.

FACILITATOR TOOLS

EMAP facilitators have multiple roles to play throughout the EMAP intervention. They are expected to support groups of women and men in discussing issues of gender, violence, and power. They are also expected to be role models and demonstrate the attitudes and behaviors that are needed in order to transform norms and prevent violence against women and girls.

In order to support EMAP facilitators in their process of transformational change, the following tools may be used throughout the intervention:

REFLECTION TOOLS



HELPFUL TIPS: The full tools are provided at the end of this section in Annexes 9-13

ACCOUNTABLE PRACTICE: DOS AND DON'TS



Engaging in Accountable Practice requires us to transform harmful behaviors into helpful actions. This is not easy to do, and it can be challenging to recognize what accountability looks like. This list is intended to support facilitators in thinking through what it means to be accountable to women and girls. This information is for your assessment and review only; however, you are encouraged to talk to the EMAP team about questions you may have about this document.

When to use the Accountable Practice: Do's and Don'ts: This tool is provided for the personal growth of EMAP facilitators. It does not need to be shared with anyone else. It is recommended that facilitators refer to this tool on a regular basis to think through what it means to be accountable to women and girls.

How to use the Accountable Practice: Do's and Don'ts: Review the list on a regular basis in order to check in with yourself about whether your behavior is demonstrating accountability.

MALE ALLIES CHECKLIST



EMAP's framework of Accountable Practice is designed to support male facilitators in becoming allies to women and girls. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world. An ally actively works to make women feel safe and meet their full potential. Being a strong ally means continually identifying and addressing harmful ideas and behaviors within oneself and the world around us. The Male Allies Checklist is provided to support male facilitators in this process.

WHEN TO USE THE MALE ALLIES CHECKLIST:

It is recommended that male facilitators complete and review the checklist on a monthly basis to measure changes and progress that they are making.

This tool is provided for the personal growth of male EMAP facilitators. It does not need to be shared with anyone else. However, it is recommended that male facilitators talk with a trusted colleague, supervisor, or mentor about any areas on the checklist that are challenging for them so they can grow and develop into stronger allies.

HOW TO USE THE MALE ALLIES CHECKLIST:

There are two parts to the Male Allies Checklist.

Part 1: provides a list of behaviors that men are asked to review, and reflect on how often they do each of these actions. The male facilitator should then put a checkmark next to the actions that he feels that he does consistently. The facilitator should also provide an example for each category.

2 SECTION 2 FACILITATING THE EMAP CURRICULA

Part 2: provides a list of common problem areas for men working to become allies. Facilitators should review the list and put a checkmark next to any area that they find challenging.

After completing both sections, it is highly recommended that the facilitator talk with their EMAP supervisor or bring their list to a weekly meeting to review areas of challenge.



HELPFUL TIPS: It is expected that facilitators will struggle with being an ally, so they should not feel ashamed or worried about judgment when admitting areas where support is needed. Asking for help in key areas is part of Accountable Practice.

GUIDANCE TOOLS

Facilitators must also be prepared to respond to difficult situations that may arise during the curriculum. The tools below can help facilitators to appropriately and effectively address challenges with participants,



RESPONDING TO DISCLOSURES OF VIOLENCE

As discussed in this section, it is very likely that participants in the EMAP discussion groups will disclose having either witnessed, used, or survived violence. This tool provides a diagram of recommended responses to disclosures of violence. However, it is critical that facilitators check in with their supervisors regarding the appropriate response for each disclosure. In addition, EMAP facilitators and supervisors are expected to develop a plan for responding to disclosures of violence during the TOT, which may require adaptations to this tool.



STEPS TO CHALLENGING HARM

This tool is to support EMAP Facilitators in responding to challenging moments that may arise during weekly sessions. Specifically, this tool provides steps on how to address harmful or offensive comments or behaviors that may be expressed by participants during the EMAP intervention.

Remember that harmful beliefs, attitudes and uses of power are the reason that the EMAP intervention exists. Addressing these moments allows EMAP facilitators to model accountability and provides participants with opportunities to learn and change. It is essential that facilitators challenge harmful situations, and engage with participants in order to identify alternative ways of thinking and behaving.

When to use the Steps to Challenging Harm: It is recommended that this tool is used when participants express common resistance responses or during other challenging moments that occur within weekly sessions.

How to use the Steps to Challenging Harm: Review the steps and practice them during weekly meetings. Then, after a harmful attitude, belief, or behavior occurs, refer to the steps to help challenge harm and promote learning and growth with participants.



SECTION 3: THE EMAP CURRICULA

GUIDE TO SYMBOLS

The Women's and the Men's Curriculum both contain symbols and tools to help facilitators understand and successfully lead each session. Remember to read through the entire manual before facilitating the sessions, and to review each weekly session before facilitating it.

The manual provides the following information for each weekly session:



ACTION AND REFLECTION:

These sections provide an opportunity for participants to practice between modules. They also can help the men to reflect on a theme as they go about daily activities. You should review this with participants, and then as you begin the next module, dedicate 20 minutes to discussing participants' experience through this process, using the specific guidance provided ("Follow-Up and Discussion").



CLOSING:

The section highlights the key points that participants should learn as a result of doing the activity. It may be helpful to refer to these key points while you are facilitating the discussion. You can also use them in summing up the discussion at the end of the activity.



KEY FEEDBACK AREA:

This refers to the essential feedback that the facilitator should gather from the women's discussion groups for the curriculum adaptation process (Women's Curriculum only).



KEY MESSAGES:

These boxes highlight key background information that you should review prior to an activity or weekly session. This will help inform you as the facilitator, and provide additional input as you guide group discussions.

3 SECTION 3 THE EMAP CURRICULA



MATERIALS:

These are the materials suggested for each activity. Some of these will need to be prepared in advance. Facilitators are encouraged to use local materials as appropriate, which may be more relevant to their community and the EMAP participants. Avoid all materials that can transform sessions into a classroom, which may lead educated participants also to bring notebooks and pencils (if the group is a mix of literate and non-literate participants).



OBJECTIVES:

The objectives are tools for the facilitators to guide the activities. They should help you understand the purpose of each session, but should not be used to “test” the knowledge of participants.



SAFETY CHECK:

This brief check in should be done every week to find out if women are experiencing any backlash or problems from others in the community due to their involvement in the group. If any participant reports that a threat has been made against them regarding their involvement in the group, or that any other potential safety issue has come up, the facilitator should find out more information from the participant and then speak with her supervisor immediately to determine next steps.



TIME:

This is how long the module or specific part of a module should take. These timings are not fixed and may change depending on the participant group or because of issues that arise.



WOMEN'S VOICES:

This section (in the Men's Curriculum only) provides facilitators with specific instructions regarding which area(s) of the session will be adapted according to the feedback from the Women's Groups.

In addition, each activity comes with numbered instructions that should be followed in order. The activities are written to be easily adapted to groups with different reading and writing levels, but you should be attentive as to whether the steps are feasible and appropriate for the participants in your community.

For example, where the procedure calls for reading a text, you can read the text aloud instead. The steps will often also include suggested questions to help guide the discussion on the activity topic. These questions are meant to be used as a guide rather than a script, and should be adapted to reflect local context. Keep in mind that it is more important that the participants engage in a stimulating discussion that includes all members of the group rather than making sure that all questions are asked or aspects of the activity completed. However, the key points and concepts should always be addressed and emphasized.

KEY FEATURES OF THE EMAP CURRICULUM

Before beginning to facilitate the curricula, it is essential that facilitators review the following key features. These are tools that support the goals of the EMAP intervention and are critical to its success.

1. INTEGRATING WOMEN'S VOICES

HELPFUL TIPS: The worksheet for facilitators on how to integrate women's voices is located in Annex 8 at the end of Section 1.



An essential part of the EMAP intervention is the integration of women's voices into the sessions of the Men's Curriculum. This occurs in three parts:

PART 1: GATHER KEY FEEDBACK THROUGHOUT THE WOMEN'S CURRICULUM (FEMALE FACILITATOR)

In each session of the Women's Curriculum, there are areas marked "Key Feedback Area". They are noted using the symbol below. **Female facilitators should make sure to take particularly detailed notes on women's responses in these areas, as this information will be used to guide the discussion with women during Session #8 about which information they would like to share with men.**



KEY FEEDBACK AREA

PART 2: WORK WITH PARTICIPANTS TO CHOOSE THE KEY MESSAGES TO SHARE WITH MEN (FEMALE FACILITATOR)

During the last session of the women's curriculum (session #8), the female facilitator should review the women's feedback that they have provided in the following areas:

1. What they feel good/don't feel good about in terms of what it means to be a woman?
2. What changes would they like to see in the home?
3. What changes would they like to see in their relationships?
4. What changes would they like to see in how men use power?
5. What changes would they like to see with safety in their community?

The facilitator should work with the women to choose the three most important messages to share with men in each category. Make sure women feel comfortable with this information being shared with men. Reassure the women that it will be shared as part of a group feedback and that no individual information about any of the women in the group will be provided.

PART 3: INTEGRATE KEY MESSAGES INTO SPECIFIC SESSIONS FROM THE MEN'S CURRICULUM (FEMALE AND MALE FACILITATORS)

After determining the key messages, both facilitators should review the Men's Curriculum to determine where they will best fit in. To support this process, facilitators can use the chart below, which provides a list of areas that women may identify as key messages. Keep in mind that this is just a list and that depending on the key messages named by the women, there may be additional sessions.

The areas within each session of the Men's Curriculum where it is recommended to include women's feedback are noted with the symbol below. This symbol refers to areas where the feedback from the women's discussion groups should be integrated to ensure that the discussion includes points that were important to women. It is assumed that the facilitators will have carefully reviewed women's feedback from the discussion sessions, and integrated them into key feedback areas prior to each session.



WOMEN'S VOICES

This table provides an overview of the key message areas that women have provided feedback on, and which session within the Men's Curriculum it corresponds with. Note that this list may need to be changed depending on what the key messages from women are, and where they best fit.

KEY MESSAGE AREA	CORRESPONDING MEN'S SESSION
An Ideal Community	2, 6
What they feel good/don't feel good about in terms of what it means to be a woman	2
What changes they would like to see in the home	3
What changes they would like to see in how men use power	7
What changes they would like to see in their relationships	14
What changes they would like to see with safety in their community	9, 15

HELPFUL TIPS: When discussing women's input with the men's group, it is essential that the male facilitator does not name any individual women or provide any specific information about women's feedback that could be identified to a particular individual woman. All feedback from the women's group that is discussed with men should be understood and explained as collective.



2. PERSONAL ACTION PLANS (MEN'S CURRICULUM ONLY)

Throughout the curriculum, men will be asked to take specific actions for change in certain areas of their lives. These areas for change match the key areas for feedback from the women's groups that are listed below.

During the group, men will be introduced to Personal Action Plans to help them focus on two to three specific actions they can take in key areas to help prevent VAWG and improve the lives of women and girls. At different points during the curricula, men will discuss ideas for change and then decide on key actions after talking with women in their lives about what they feel would be most helpful. Through ongoing coaching and reflection, men build skills on how to have respectful discussions.

THE PERSONAL ACTION PLANS HELP MEN TO BECOME AND REMAIN ACCOUNTABLE TO WOMEN AND GIRLS IN THE FOLLOWING WAYS:

1. Identifying areas for change.
2. Determining actions WITH women in their lives.
3. Checking in with the group on a regular basis about how the changes are going.

Through regular check ins, facilitators will follow up with men about their plans and challenge them to remain accountable to the steps that their wives or girlfriends have decided would be most helpful. If men are not following their action plans, not participating in the check in during the following week, or not doing the action steps, facilitators should find out what the barriers are and offer support and feedback.

Personal Action Plan templates are located in Annex 20 of the Men's Curriculum.

3. SAFETY CHECK INS (WOMEN'S CURRICULUM ONLY)

This brief check in should be done every week to find out if women are experiencing any backlash or problems from others in the community due to their involvement in the group. As activities that seek to change norms and empower women can be threatening to men, it is essential that facilitators are aware of how participants are feeling about their involvement in the group, and how others are reacting to it.

If any participant reports that a threat has been made against them regarding their involvement in the group, or that any other potential safety issue that has come up, the facilitator should find out more information from the participant **and then speak with her supervisor immediately to determine next steps.**

IF A PARTICIPANT REPORTS A SAFETY ISSUE, THE FACILITATOR SHOULD DETERMINE THE FOLLOWING KEY INFORMATION:

- » What happened? What was said or done? Who was involved?
- » How is the participant feeling?
- » Has she told anyone about what happened?
- » What kind of help would she like in addressing this issue?
- » Is she safe to (go home, leave the session today, etc.)?

The facilitator should ask the participant if she is able to stay after the group session to talk about the situation. If she is not able to stay, or if staying later may pose an additional safety risk (in terms of leaving by herself as opposed to with the other women, or her husband expecting her home), then the facilitator should prioritize the discussion during the group session.

In addition to safety check ins, it is also important that the facilitator support women in identifying any risks that may arise as women begin to make changes in their lives. For example, it may not be safe for women in the group to talk with men in their lives about the ways that they would like men to change. Facilitators should review any safety risks and help women determine how they can work towards the changes that they want to see in the safest way possible.

OPTIONS FOR VARYING LEVELS OF LITERACY

The activities within the EMAP curricula are intended for use in communities where there are low literacy levels. However, alternative options for groups that have higher literacy levels are included throughout the sessions. **Please note that the “Materials” list at the beginning of each session includes materials that will be needed for both low and high literacy groups.**

HELPFUL TIPS: It is critical that the women’s discussion groups are not expected to bear the brunt of responsibility for ensuring that men change, nor should women be expected to forget or overlook past violence because men are involved in the dialogue groups. Similarly, it is essential that female facilitators do not bear the brunt of program implementation and the process of integrating women’s voices.





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PART 1: WOMEN'S CURRICULUM

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

TABLE OF CONTENTS

WEEK ONE: INTRODUCTION

- » Goals: To introduce EMAP; to discuss goals and expectations for the group; to discuss why it is important to talk to men about violence and the role of women.

WEEK TWO: UNDERSTANDING GENDER

- » Goals: To examine the messages society sends about who we should be as women and men; to understand how these messages affect us and our relationships.

WEEK THREE: GENDER ROLES IN THE HOME

- » Goals: To discuss the different roles that women and men have in the home; to identify ways that we would like our roles to be different.

WEEK FOUR: UNDERSTANDING POWER AND STATUS

- » Goals: To understand different types of power; to look at how different people are treated in the community; to explore how power is used in our home.

WEEK FIVE: UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS

- » Goals: To understand the different types of VAWG and why it occurs.

WEEK SIX: SAFETY PLANNING

- » Goals: To discuss what safety means; to conduct safety planning; to assess safety in the community.

WEEK SEVEN: AN IDEAL COMMUNITY

- » Goals: To visualize what life would look like as a woman in a community where violence, disrespect, and discrimination against women and girls no longer existed; to assess what factors would need to change in order for this vision to become a reality; to discuss human rights.

3

SECTION 3

PART 1: WOMEN'S CURRICULUM

WEEK EIGHT: FROM HERE TO THERE

- » Goals: To reflect on the group experience; to decide the key messages to share with the men's group; to explore how we can work to bring about our ideal community.

ANNEXES:

- » Annex 14: Timeline of Daily Tasks
- » Annex 15: An Ideal Community, Part 1
- » Annex 16: An Ideal Community, Part 2

WOMEN'S CURRICULUM—WEEKLY SESSIONS

WEEK 1: INTRODUCTION



SESSION OBJECTIVES:

To introduce EMAP; to discuss goals and expectations for the group; to discuss why it is important to talk to men about violence and the role of women



Time: 2 hours



MATERIALS:

- » Flipchart
- » Markers

ACTIVITY A—INTRODUCTION TO THE GROUP



Time: 20 minutes



OBJECTIVE:

To introduce facilitator and participants; to review the purpose and goals of the group.

ACTIVITY OVERVIEW:

Participants and facilitator introduce themselves and share why they chose to participate in EMAP and what they hope to learn during the meetings.

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants to the first discussion group. Tell each participant how happy and excited you are to see them. Thank the group members for their interest in participating in these meetings.
2. Introduce and give a little background information about yourself.
3. Explain to the group that you work with _____ (organization name) and are here to support the women in creating a safe space where they can share and learn from each other. Specifically, you will be talking with them about what it means to be a woman in their community and how violence affects their lives.
4. Ask the women to introduce themselves and share:
 - a. One reason that they chose to participate in the group meetings
 - b. Something that they hope to learn during the group meetings
5. Begin the exercise by responding to the question yourself and then ask for the women to respond, one at a time.

HELPFUL TIPS: Record any expectations you hear from the women that are not going to be met during the eight weeks or any topics that will not be covered. For example, the group will not be providing jobs to women or teaching skills like cooking, childcare, etc. Any expectations that will not be met during this group should be addressed during the expectations discussion below.



ACTIVITY B—WARM UP ACTIVITY—SAY IT WITH SILENCE¹



Time: 20 minutes



OBJECTIVES:

To help participants get to know each other.

ACTIVITY OVERVIEW:

Participants are divided into pairs and must take turns telling their partner as much as possible about themselves without speaking. When participants regroup everyone takes turns introducing their partners.

INSTRUCTIONS FOR FACILITATOR:

1. Divide participants into pairs.
2. Let participants know that they will each have five minutes to tell their partner as much as possible about themselves without using any words or sounds.
3. This can be done by using actions, like a mime or the game charades.
4. When 10 minutes are up, ask participants to come back together.
5. Give each participant a chance to introduce her partner and describe what she learned about her partner during the activity.
6. After each introduction, allow the woman who was introduced to correct or add any information about herself.

ACTIVITY C—GROUP AGREEMENTS AND EXPECTATIONS



Time: 30 minutes



OBJECTIVE:

To establish group agreements and expectations with the participants.

¹ Adapted from YWCA Empowering Women Curriculum, p. 14

ACTIVITY OVERVIEW:

To develop shared agreements and expectations for the eight meetings that promote safety and trust.

INSTRUCTIONS FOR FACILITATOR:

1. Tell the group that over the next eight weeks, you will be discussing many different topics, including their experiences, concerns, and hopes related to being a woman. You will also be talking with them about how men in their community act and what they think both women and men could do differently to help improve women's lives. Explain to the group that you will also be talking about violence that happens to women and girls and the affect it has on us.
2. Next, ask the group:
 - » Is talking about these topics easy or hard?
 - » Why might it be hard to talk about some of these things?
3. Summarize participants' responses about what might be difficult in talking about these topics. Make sure to mention that it may be challenging to talk about some of the topics because we may have experienced violence ourselves or witnessed it, or we may have strong feelings about what men and women are supposed to do and how they should act.
4. Explain that because these are very emotional conversations, and because many women have experienced violence at the hands of men, it is important that we agree on ways of talking and interacting as a group that help us all to feel safe, respected, and trusting. Emphasize to participants that as it is their group, it is important that the women set these agreements themselves.
5. Ask the group:
 - » What could make it easier to discuss these types of topics?
 - a. What would you need to do?
 - b. What would you need from one another?
 - c. What would you need from the facilitator?
6. Draw symbols to represent different responses on flip chart. If working with a group that has higher literacy, list responses on flip chart and write "Group Agreements" above the list.



HELPFUL TIPS: If the term “group agreements” does not make sense in your setting, use another term that will be with participants, such as “commitments”, “group rules”, etc.

7. Review the agreements and ask for brief explanations of what some of the key agreements mean. For example:
 - a. What does it mean to show “respect” in this group? What will that look like?
 - b. What does it mean to feel “safe” in this group? What does that feel like?
 - c. How do you want to manage disagreements that may arise within the group?
8. **Make sure to spend time discussing confidentiality and disclosures of violence (see side box). This is very important.**
9. Ask the women if they have any questions about confidentiality or discussing violence.
10. After reviewing any questions, ask the participants if they can commit to these behaviors. If so, explain that they will be our agreements as a group about how we are going to act and contribute when we come together each week.
11. Remember to address any unrealistic expectations up front (stipends, t-shirts, etc.)
12. Ask the women to remember these agreements and help hold each other to the rules, expectations, and commitments they just set. Another idea is to have each woman remember a different agreement and to begin every week reminding each other of each agreement.

KEY AGREEMENTS

- » Respect each other's ideas and experiences
- » Confidentiality—keep information private
- » Participation
- » Reflect on your attitudes and beliefs, especially about what it means to be a woman and a man
- » Be open to new ways of thinking

Confidentiality and Disclosures of Violence

Confidentiality: It is important to take time and explain what confidentiality means and what the limits are. Let the group know that confidentiality means keeping what is said in the group in the room as private information. It requires each group member to commit to respecting what each other share and not talking about anything that is said during the group time outside of the group.

Explain that there are exceptions to confidentiality for the facilitator. These involve if anything that is said during the group that indicates there is a safety issue for either a group member or someone else outside of the group. Provide the group with examples of what may constitute a safety issue that might require follow up or reporting.

Disclosures of Violence: Explain that every week there will be time allotted to check-in about safety issues. We want to challenge the idea that incidents of VAWG should be silenced. Safety checks will allow the women an opportunity to become comfortable with speaking out about violence in their lives, and will hopefully strengthen the group process, inviting participants to support each other—a theme present and encouraged throughout the curriculum.

Make sure to discuss how to get in touch with response services in the community and find out if the women have any questions about who or where they can go if they need to talk. Also make sure to let the women know how to get in touch with response services, and how to contact the facilitator if they need to. Let the group know that if they report violence used against them, the facilitator will support them to get connected to people and services that can help them.

ACTIVITY D—UNDERSTANDING EMAP AND THE ROLE OF WOMEN



Time: 40 minutes



OBJECTIVE:

To familiarize participants with the EMAP intervention; to explain why women's voices need to guide the work with men and how this will be done within EMAP

3

SECTION 3

PART 1: WOMEN'S CURRICULUM



HELPFUL TIPS: The information that the facilitator provides during this session should be a review for participants, as basic information about EMAP should have already been discussed with the women during the recruitment period. However, it is important to remind women of this information and address any concerns that they may have.

INSTRUCTIONS FOR FACILITATOR:

1. Let participants know that we will now spend some time talking about the discussions with men and women that will be happening in their community.
2. Remind the group of the key aspects of the women's groups:
 - a. Women's groups will meet for eight weeks for two hours each session.
 - b. During that time, women will have a chance to learn about the discussions that are going to be happening with men in their community about preventing violence against women and girls, and share their thoughts and experiences about what it means to be a woman.
3. Explain that after the women have met for eight weeks, the men will begin their discussion groups. The goal of these discussions with men is that they will begin to think and act differently toward women and girls and will partner with women to help prevent violence in the home and community.
4. Ask the women to break into three small groups and discuss any prevention work with men that they have heard about or seen in their community or other communities. Specifically, ask each group to discuss:
 - a. What they think is good or could be good about talking to men about how they can prevent violence against women and girls?
 - b. What are their concerns regarding talking to men about violence against women and girls?
5. After 10 minutes, ask each group to share their discussion.
6. During the share out, take notes on women's responses and make sure to address any fears, concerns, or areas of confusion that arise. If working with a group with higher literacy, record responses on chart paper.



HELPFUL TIPS: Use concerns and hopes that the women have expressed to help guide the rest of the discussion.

7. Review the women's responses about what they think may be good about in engaging men. Emphasize that there are many good things that can happen from talking to men about preventing violence. Some good things that can happen are that men can understand how violence affects the lives of women and girls, and that they can begin to behave differently. Another good thing is that they can help women to change the community so it is safer and fairer to women and girls.
8. Next, review the women's responses about their concerns about talking with men. Emphasize that one main concern is that because men are used to being in control in communities, they may take over and tell women what needs to happen next and not listen to women about what they need. Another concern that has come up is that the discussions with men may not actually end up improving the lives of women and girls, even though that is what they are meant to do. Explain that it is important that women's opinions and feelings are heard by men, and that the discussions with men help women.
9. Tell the women that when men listen to women and care about their safety, they are being **accountable** to women and girls. This means that they understand that many men harm women and that this is not ok. Being accountable to women and girls also means that men understand that they have a responsibility to stop violence against women and girls. This means they need to listen to what women feel need to change.

HELPFUL TIPS: When introducing the concept of Accountability, be sure to use a word or phrase that has meaning in the community. It may be about taking responsibility or demonstrating respect. Be sure to think about how to best interpret the concept of accountability in the local language and use specific examples from the community to help women understand the term.



10. Let the group know that these discussion groups are a place where women can share their opinions about what needs to change in their homes and their communities so they can live safer lives. Explain that you, the facilitator, will be sharing women's feedback with the male facilitator so you can make sure that the concerns in this group are understood by the men who participate in the discussion group. Make sure to emphasize that no individual names will be shared and that at the end of the eight meetings, the women can decide what main key points they want to be shared with the men.
11. Ask the women if they have any questions or concerns.

Sharing women's opinions with the men's group:

- » At the end of the eight weeks, facilitator will ask the women to reflect as a group about what they feel good about in terms of being a woman in their home/community, what they do not feel good about and what they want to see different in their home and in their community.
- » Together, the facilitator and participants will choose what they think is most important and what they feel comfortable and safe sharing with men.
- » This information will then be used to influence the men's discussions over the 16 weeks that they meet with the male facilitator.

What will NOT be shared with the men:

1. Specific names and stories—all feedback will be presented in terms of the whole group
2. Anything that women ask not to be shared—respecting their privacy and safety is the first priority

 **CLOSING****Time: 10 minutes****INSTRUCTIONS FOR FACILITATOR:**

1. Conclude the first session by explaining that these discussions with the women and men will not immediately change things or lessen violence. However, people and communities can change and grow—and by starting these discussions, we can hopefully begin to build new ways of thinking and acting.
2. Explain to women that most importantly, this time together will allow women to be part of the work happening with men in their community from the beginning, so they can make sure it is actually helping to improve the lives of women and girls. This time also gives women space to talk about the things they are all concerned about.
3. Review the information below and then conclude the session.

CONFIRMING MEETING TIMES:

- » Explain that you will be meeting with the group for seven more weeks and then once a month after that until the end of the men's group. The discussions will last two hours.
- » Ask participants to confirm that the meeting dates, time and venue for these sessions are convenient for all. If they are not, facilitate a discussion to arrive to an agreeable consensus on meeting times, dates and venue.
- » Ask participants if they have any questions about the process. Answer all questions and move on to talk about the importance of regular attendance.
- » Explain that if a participant is unable to attend a session, they should let the facilitator know if advance if possible.
- » Thank participants for all of their questions. Tell them that you are looking forward to working with them over the next several weeks.
- » Tell participants that you have now come to the end of your time together. Remind them of the next meeting day and time.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. The reason that EMAP works with men is to help them understand why men commit violence against women and how all men can help prevent it.
2. A goal of these groups is to allow women the space to voice their opinions and feelings about violence that occurs in their home and community. Each week there will be an opportunity to talk about the changes that need to happen to prevent violence and how men can help with this change.
3. Safety is our main priority. Specific details, names, or other private information will never be shared with people outside of the group, especially not with the men's groups. Weekly safety checks will invite participants to share any threats or actual violence that may be happening in their present life. If there are any concerns about safety, the facilitator will support the women in connecting to response services in the community.
4. As a group we have established agreements about what the expectations will and will not be for each week. It is the responsibility of everyone in the group to remember these agreements. Group agreements can be challenged or changed at any time throughout the group meetings.

WEEK 2: UNDERSTANDING GENDER



SESSION OBJECTIVES:

To examine the messages society sends about who we should be as women and men; to understand how these messages affect us and our relationships.



Time: 2 hours



ADVANCE PREPARATION:

- » Flipchart
- » Markers
- » Rocks or other symbols for the gender boxes

ACTIVITY A—REVIEW AND SAFETY CHECK:



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants to the second discussion group meeting. Be sure to show a lot of enthusiasm for being there!
2. Review of Session 1
 - » Review the key messages from Session 1.
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?
3. Safety check
 - » How are you feeling about being part of the group?
 - » Are there new concerns that have come up for you since our first meeting?
 - » What kinds of responses have you been getting from others about your involvement in the group?

HELPFUL NOTES: It is important that the facilitator check in with the group at the beginning of each session to ensure that any safety issues that are arising due to their involvement in the group are brought to the facilitator's attention. Additional guidance on this is located in Facilitator Guidance section in this EMAP Implementation Guide.



ACTIVITY B—WARM UP ACTIVITY: WHAT I LIKE ABOUT BEING A WOMAN²



Time: 10 minutes

1. Ask the women to form a circle.
2. Ask them to think of one thing that they enjoy about being a woman. Give them a couple of minutes to think.
3. Then ask for a volunteer to introduce herself and act out what she likes about being a woman. For example: "My name is Mary and I like that as a woman, I am strong" and she acts out being strong.
4. Then for a few seconds, the women join her in acting out what she likes about being a woman.
5. After all of the women have had a chance to participate, thank them for sharing and encourage them to continue to volunteer, participate, and enjoy their time together.
6. Let the women know that today, you will be talking more with them about what it means to be a woman or a man.

ACTIVITY C—GENDER BOXES



Time: 45 minutes

INSTRUCTIONS FOR FACILITATOR:

- » Let participants know that during this meeting, you will be doing an activity with them that the men will also be doing when they begin meeting. Explain that at the end of the activity, you will ask participants to share any feelings or reactions they have about this discussion happening with men.
- » Explain that you would like to start the discussion by finding out more about what they think about the different ways that men and women are seen in their community.

² Adapted from "Life Planning Education: A Youth Development Program," Advocates for Youth, 2009.

PART 1: "ACT LIKE A WOMAN/LADY"

1. Place or draw a box or basket on the ground.
2. Place rocks or other items in the middle of the room. Make sure that you have enough items so that the women can have enough symbols for many different responses.
3. Tell the group that you want to know what they have been taught about being a woman and a girl in their community.
4. Explain that you will be asking them to share characteristics and expectations for women and men. The rocks symbolize these expectations, so when they want to share their opinions, they should take a rock/symbol, explain what it means and place it in the box or basket.



HELPFUL TIPS: The phrase that the facilitator writes on top of the Man Box and the Woman Box may change in each location. It should be the phrase that is said to a boy when he is crying and an adult wants him to "be a man" instead. For women, it should be the phrase that is said to girls when they are doing something that isn't considered appropriate for a girl. It is the reminder that there are rules about gender.

5. Ask the participants to share their ideas about what they have been taught about being a woman or girl and what the expectations are for how women and girls are supposed to behave.
6. The following questions may help to fill in the box:
 - » What kind of toys do little girls play with?
 - » What are women and girls supposed to wear?
 - » How are women supposed to act in terms of sex?
 - » How are women supposed to act in relationships/marriage?
 - » What kinds of tasks do women and girls do in the home?
 - » What kinds of tasks do women and girls do in the community?
7. If working with a group with higher literacy, write responses on the flipchart inside the "Act Like a Woman/Lady" box.
8. After generating a number of responses, review some of the ideas in the box and ask the group:
 - » Do you do these things or know other women who do these things?
 - » How did you learn to do these things? Who taught you when you were younger?
9. Explain that these are society's expectations of who women should be, how women should act, and what women should feel and say. They are taught to us from the moment we are born from many different people and experiences.



KEY FEEDBACK AREA

10. Once the group has brainstormed a list, facilitate a discussion based around the following questions:
 - » Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?
 - Emphasize that women and girls may enjoy or take pride in some of the characteristics of the box (cooking, care-taking, etc.) and be limited and harmed by others (submissive, passive, etc.)
 - » What happens to women and girls who step outside of the box?
 - What actions can happen to these girls? (i.e. raped, beaten, shunned from community).
 - » What are they called?
 - Use examples that the group has generated to demonstrate what this means (i.e., women who have sex with more than one man, women who assume leadership positions, etc.)
11. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - » Called sluts, whores, and prostitutes.
 - » May be threatened with rape, harassment, and assault.
 - » May be raped, harassed, assaulted.
12. Ask the participants:
 - » How does this make women feel?
 - » What do women do to try and not be called those things or be physically harmed?
 - » What do the ideas both inside and outside of the box teach people about what it means to be female?
 - » Is it only men who think this way? Are women also conditioned to think this way about their peers?

Responses in the “Act like a Woman/Be a Lady” box may include the following:

- » Be passive—a woman cannot be a leader or chief
- » Give birth to many children
- » Support their family (if a woman is a widow or has been abandoned)
- » Be the caretaker for children and elders
- » Be beautiful, but not too sexy
- » Be smart, but not too smart
- » Be quiet
- » Obey
- » Listen to others
- » Be the homemaker
- » Be faithful
- » Be submissive

3 SECTION 3

PART 1: WOMEN'S CURRICULUM

13. Explain to the group that:
- » We are taught to think that there is a right and a wrong way to be a woman. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day we are born and continue throughout our lives.
 - » These ideas control and restrict the lives of women—they set rules for women to follow and there are dangerous consequences for being seen as not following the rules. Make sure to emphasize here that women are often punished or harmed even if they do follow these rules.
 - » These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers, and that women are to be subservient and obey. We are taught that men should have more power and control than women and girls in relationships, the home, and society in general.

14. The names and violent behaviors listed outside of the box are ways that men reinforce this power and control over women and their bodies. Violence is a way of expressing male power or men's right to do what they want with women's bodies.

Responses in the “Act like a Man” box may include the following:

- » Be seen as tough and aggressive
- » Do not cry
- » Be a leader
- » Be the protector
- » Be a good advisor
- » Have lots of sex
- » Have more than one girlfriend/wife
- » Never ask for help
- » Make a lot of money
- » Travel to find work
- » Make decisions in the home
- » Control the finances
- » Know how to fight

PART 2: “ACT LIKE A MAN”

1. Now place or draw a box on the floor—or if working with a group with higher literacy, draw a box and write “Act Like a Man” above it.
2. Ask the participants to share their ideas about what they have been taught about how men are supposed to behave.
3. Again, ask participants to take a symbol and place it in the box, explaining what it represents.
4. The following questions may help to fill in the box:
 - » What kind of toys do little boys play with?
 - » What are men and boys supposed to wear?
 - » How are men supposed to act in terms of sex?
 - » How are men supposed to act in relationships/marriage?
 - » What kinds of tasks do men and boys do in the home?
 - » What kinds of tasks do men and boys do in the community?

5. After each question, pause and allow participants time to place rocks and symbols in the box to represent the responses. If working with a group with higher literacy levels, write responses in the box on chart paper.
6. After the group has come up with many responses, review some of the ideas in the box and ask participants:
 - » Do you know men who do these things or act in these ways?
 - » How did they learn to do these things? Who taught them when they were younger?
7. Explain that these are society's expectations of who men should be, how men should act, and what men should feel and say.
8. Once the group has brainstormed responses, facilitate a discussion based around the following questions:
 - » Is the box helpful or harmful to men? How?
 - Emphasize that the box both privileges men (they are leaders, decision makers, etc.) and limits men (they can't cry, they must appear in control and tough, etc.)
 - » What happens to men who step outside of the box?
 - » What are they called?
 - Use examples that the group has generated to demonstrate what this means (i.e., men who express fear, men who don't objectify women, men who cook, etc.)
9. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - » Teased
 - » Beat up
 - » Ignored
 - » Called "gay", "woman", etc.
10. Ask the participants:
 - » What messages does this send? What does this teach us?

11. Explain to the group that:
 - » The ideas in the box teach all of us that men are superior to women—that they are the rulers, leaders, and decision makers.
 - » The box also teaches us that there is a right and a wrong way to be a man or a boy.
 - » The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are ways of policing behavior and making sure that men “act like real men”. These ways of acting may directly harm women and girls.
 - » Point out that the names on the outside of the box are mostly derogatory terms for women or gay men—note that this teaches men and boys that women/girls/non-straight men are “less than”, and therefore that it is ok to treat them in disrespectful, dehumanizing or violent ways.
 - » Note that the consequences for women of stepping out of the box are generally much more severe than for men.

ACTIVITY B—DEFINING SEX AND GENDER



Time: 15 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Review the responses that were shared for each of the boxes. If working with a group with higher literacy, compare the two boxes side by side during this discussion.
2. Ask participants:
 - » How does it make you feel to think about what it means to be a woman or man?
3. Ask participants:
 - » Do you think that ideas about men and women are based on biology/sex or based on gender/social ideas that are learned?
4. Introduce definitions of sex and gender to help participants answer the question.
 - » Sex refers to physiological attributes that identify a person as male or female.
 - » Gender refers to widely shared ideas and expectations concerning women and men. These include ideas about typically feminine/female and masculine/male characteristics and abilities, and commonly shared expectations about how women and men should behave in various situations.

5. If participants reply that they are “sex” characteristic to the “gender” category, correct them by asking:
 - » If a boy or man does not possess that characteristic, is he still a male?
 - » If a girl or woman does not possess that characteristic, is she still a female?
6. Explain that the rules about being a man and a woman are not based in our sex or biology. They are socially constructed based on our ideas, attitudes and beliefs. They are not “natural”, although they may appear to be as we grow up. They are rather in fact, learned and cultural. They are expressed daily in stories, attitudes, assumptions and ideas that we learn and act on. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles. They are created by us and reinforced by us.
7. Ask participants to name the places, people, and things that teach us about what it means to be a woman or a man. Examples may include:
 - » School, teachers
 - » Religious leaders and institutions
 - » Our parents and families, friends and neighbors, culture
 - » Magazines, TV, media
8. Explain that from the moment we are born, we begin learning about the different rules and expectations for women and men—and then these sessions are reinforced over and over by many different people and in many different ways.



KEY FEEDBACK AREA

9. Review the list of characteristics in the box and ask the women:
 - » What do you feel good about in terms of what it means to be a woman? What do you not feel good about?

ACTIVITY B—REFLECTING ON THE BOXES



Time: 35 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants to break into small groups and assign each group one of the discussion topics below.
 - » Share stories of a time they might have defied social pressures and rigid stereotypes and acted outside of the “box.”
 - What allowed them to do this?
 - How did they feel about it?
 - What were the reactions of others?
 - » Think about a time that they may have pressured someone to stay in the box.
 - What made them do this?
 - How did they feel about it?
 - » Think about key moments when they learned how they were expected to behave as women.
 - What happened? What did you learn that you were supposed to do or not supposed to do?
 - Who taught this to you?
 - How did they feel about it?
2. After 10 minutes, ask participants to share the key points of their discussions with the larger group.
3. Highlight the following aspects from what participants share. If working with a group with higher literacy, note these on chart paper.
 - » What messages they were given about how they should behave as women or girls.
 - » What allowed them to step out of the box; what it was like to be outside of the box.
 - » Ways that they might pressure someone to stay in the box or reinforce the teachings inside the box.
4. Ask the group:
 - » Is it better to stay inside the box or step outside of the box?

5. Emphasize that it is not always safe or possible for us to act in ways that are outside of the box. Also explain that there may be aspects of the box that we like and find positive. However, it is important that we think about the many ideas that we have been taught about what it means to be a woman or a man so we can understand the ways that these beliefs affect us—in both positive and negative ways.
6. Thank each group and summarize the discussion using the key points below.

CLOSING



Time: 10 MINUTES

INSTRUCTIONS FOR FACILITATOR

1. Ask participants to take a moment and think about what life outside of the expectations and rules in the box would be like. Ask for volunteers to share one word that comes to their mind when they think of the world outside of the boxes.
2. Remind participants that the Male facilitator will be doing this same activity with the men.



KEY FEEDBACK AREA

3. Ask participants:
 - » What parts of our discussion today do you think is important for men to know when they do this activity?
 - » What do you think about the men doing this activity?
4. Summarize the key messages below and ask participants if they have any questions.
5. Conclude the session by explaining to the group that over the next several weeks, we will be looking at how these ideas of what it means to be male and female lead to violence against women and girls—and what we can do about that.
6. Tell participants that you have now come to the end of your time together. Remind them of the next meeting day and time.

REFLECTIONS FOR NEXT WEEK:

- » Ask participants to think about the following over the next week:
- What expectations exist in their home around what it means to be a girl/boy/woman/man
 - Who sets these rules?
 - How do they feel about them?

**KEY MESSAGES FOR WEEK 2:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. The difference roles men and women play in the family and community are mainly based on society's beliefs about what women and men can and should do. Beliefs about how men or women are may appear to be natural as we grow up. But they are in fact, cultural. They are expressed daily in stories, attitudes, assumptions and ideas that we learn and act on.
2. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles.
3. We are taught to think that there is a right and a wrong way to be a male or a female. The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are also reminders that we need to stay in the box in order to be safe. This is a false idea of safety though, as both males and females can be assaulted or teased no matter whether they are seen as inside or outside of the box.
4. Violence can happen to women whether or not they act in ways that are inside or outside of the box. However, we are taught that violence is the fault of the victim—that she did something to deserve the violence. This is not true. Violence is never the fault of the victim. It is a choice made by the person who commits the act of violence.
5. There might be parts of the gender box that you enjoy doing or that you find positive. This activity is not intended to make you feel shameful of the things you enjoy about being a woman, but to build an awareness of where these messages and expectations stem from.

WEEK 3: GENDER ROLES IN THE HOME

SESSION OBJECTIVES:

To discuss the different roles that women and men have in the home; to identify ways that we would like our roles to be different



Time: 2 hours



MATERIALS:

» Timeline for daily tasks (Annex 14)

ACTIVITY A—WELCOME, REVIEW AND SAFETY CHECK



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR

1. Welcome participants and ask if anyone can share what was discussed last week.
2. Review the key messages from Week 2.
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?
4. **Safety Check**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?
5. Let participants know that today we will be talking more about what it means to be a woman and what it means to be a man. We will also be talking about power and status—and how they affect our daily lives.

ACTIVITY B—WARM UP ACTIVITY—ROLE MODELS



Time: 10 minutes

1. Ask the women to think of a woman that they admire.
2. After a couple of minutes, ask them to tell the person next to them about this person and why they admire them.
3. After a couple of minutes, ask for volunteers to tell the larger group about the kinds of characteristics that the women they admire have—are they caring? Brave? Strong? Leaders?
 - a. What did she do?
 - b. What did other people think about her?
4. Ask the women to silently reflect on the ways that they may also have those characteristics within themselves.

ACTIVITY B—GENDER IN MY HOME



Time: 45 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask for volunteers to discuss any expectations around gender in their household that they noticed over the last week. If working with a high-literacy group, have the women write responses to each question on chart paper.
2. Ask participants to break into four small groups.
3. Hand out a copy of the timeline of a day to each group. Explain to participants that it represents a full day from morning to night.
4. Ask participants the following question:
 - » In your home, what are the rules or expectations for how women and men, girls and boys are supposed to act and what can they do?

5. After a couple of minutes of large group discussion, ask participants to draw responses into the timeline. Assign one of the following categories to each group:
 - a. Group 1: What do women do in the morning? In the afternoon? In the evening? Before bed?
 - b. Group 2: What do girls do in the morning? In the afternoon? In the evening? Before bed?
 - c. Group 3: What do men do in the morning? In the afternoon? In the evening? Before bed?
 - d. Group 4: What do boys do in the morning? In the afternoon? In the evening? Before bed?
6. After 10 minutes, bring the larger group back together and ask each smaller group to share their timeline with the larger group.
7. Note any themes, similarities, or differences that arise in terms of what the expectations are and how the women feel about them.
8. Ask participants:
 - a. What do you notice about these timelines?
 - b. How do the daily lives of women and men look different? What about for girls and boys?
 - c. How would you feel if your husband began helping with household chores? If your son helped take care of the younger children? What might be hard about this?

ACTIVITY C—SHARING ROLES



Time: 45 minutes

INSTRUCTIONS FOR FACILITATOR

1. After each of the timelines have been reviewed, ask participants to get back into their small groups and discuss the following questions:
 - a. Are there things that you would like to do that you aren't able to do in your daily life?
 - b. Are there things that you do that you wish you didn't have to do in your daily life?
 - c. Why do you think you have to do those things?

³ Adapted from "Facilitator's Guide for Gender Training." Prepared for Gendernet by Royal Tropical Institute

3

SECTION 3

PART 1: WOMEN'S CURRICULUM



KEY FEEDBACK AREA:

2. Make sure to visit all of the groups and note participants' responses. If working with a group with high literacy, ask each group to list on chart paper the main points in their discussion.
3. After a few minutes, ask each group to choose one or two of the things that they aren't able to do or wish they didn't have to do in their life and develop a short skit demonstrating what would need to happen in order for them to be able to do or not do those things. In particular, ask each group to address the following questions in their skit:
 - a. What would need to happen in order for you to be able to do those things? What would help you to have more time to do the things you want to do?
 - b. What would your husband need to do differently?
 - c. What would your children need to do differently?
 - d. What would you need to do differently?
 - e. Who would support you with this? How would you ask them for support?
4. After 10 minutes, ask the larger group to come back together and ask each small group to perform their skit.
5. After each skit, ask participants:
 - a. What was going on in the scenario?
 - b. Which male and female gender role(s) is represented in this skit?
 - c. What were the things that the woman in the skit was able to do?
 - d. What happened that allowed for the woman in the skit to be able to do the things she wants to do?
 - e. Would it be easy or hard for you to make these changes? What about for your husband?
 - f. What might stop you from trying to make these changes happen?



HELPFUL TIPS: As you review participants' responses, connect back to the Gender Boxes and highlight specific characteristics or expectations of both men and women that they have identified as needing to change.

For example:

- » How did the idea of women as responsible for cooking, cleaning, etc. have to change in order for women to have more time to work outside of the home?
- » How did the idea of men being the authority have to change in order to have equal decision-making?
- » What might be scary about these things changing or doing things differently?
- » What might be hard for you about your husband becoming more involved with household activities?

6. Emphasize that while we might want to be able to do different things, it can be hard to make changes because we have been taught that the current situation is natural or the way it is supposed to be. We may feel uncomfortable or embarrassed if our husband began to do help with housework or if we began to work outside of the home. We are conditioned to think of our husband in these gender norms as well, so we need to be aware of our own reactions.
7. Make sure to support the reasons that women give for what might stop them from trying to make changes in their home and emphasize that it may not be safe for women to try and make changes. Remind women of the activity that we did on the first day where we learned about each other without saying any words. Explain that we also get messages about what is ok and not ok not from what people say with only their bodies, or with looks.
8. Ask the women to reflect back to our first activity about role models. Ask if any of the women they mentioned before were able to make one of these scenarios a reality in their home.
9. Encourage the women to use each other as a support system. If someone in the group or someone they know says they want to make a change in the roles of their household, provide encouragement and share some of the knowledge you learned from the group.
10. Thank the women for their reflections and let them know that we will be thinking more about these changes over the next discussion groups.

CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR

1. Summarize the key messages below and ask participants if they have any questions.
2. Tell participants that you have now come to the end of your time together. Remind them of the next meeting day and time.

REFLECTIONS FOR NEXT WEEK:

Think more about the woman who is an inspiration or role model to you:

- » What did she do? What did other people think about her?
- » Did she step outside of the box? How?
- » How did she develop the qualities that you admire?
- » How can you build those qualities within themselves?
- » How can you support each other to develop the qualities within the group?

**KEY MESSAGES FOR WEEK 3:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. At times we choose to stay within our gender roles because we are protecting ourselves. Safety should always be a top priority when thinking about changing these messages within your home.
2. Gender roles shape the way we interact with each other and sometimes we are unaware of this influence.
3. Gender roles are reinforced to us beginning at a young age. Your role as a parent can be to encourage your children to step outside of the gender box. Again, safety is a top priority so beginning within the home might be a safe place to start.
4. During our skits we discussed different areas that you want to change in your home. Changes will not happen immediately but think about ways that you can begin to be able to do more of what you want to do.

WEEK 4: UNDERSTANDING POWER AND STATUS

SESSION OBJECTIVES:

To understand different types of power; to look at how different people are treated in the community; To explore how power is used in our home



Time: 2 hours



MATERIALS:

- » Flip charts
- » markers
- » deck of cards

ACTIVITY A—WELCOME, REVIEW AND SAFETY CHECK



Time: 10 minutes

1. Welcome participants.
2. Emphasize the key messages from Week 3
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?
4. Ask about role models—what did they think about that?
 - a. After our discussion was there anyone else who came into your mind as a role model?
 - b. Is there one characteristic in particular from these women that you would like to focus on for yourself?
 - c. Is there anyone in the room who you consider to be a role model?
5. **Safety Check:**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?

ACTIVITY A—UNDERSTANDING POWER⁴



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants: What is power?
2. Explain that power is the ability to influence or control people, opportunities, or resources.
3. Ask participants: What kinds of power are there?
4. Explain that power can be used in different ways—it can be used for good, but it can also be abused.
5. Tell participants that you will be reading them scenarios and you want them to tell you whether they think the examples demonstrate good uses of power or abuses of power.
6. Give each participant a card that is green on one side and red on the other side.
7. Ask participants to hold up the green side if the type of power described is good and the red side if the type of power is bad.
8. After each scenario, discuss why the type of power is good or bad.
9. If working with a higher literacy group, participants can be divided into smaller groups and each group can be given a scenario to discuss and then share out their responses.
10. After discussing the scenarios, review the different uses of power.
 - a. Power To - can be used to help others, bring about change, or expand opportunities.
 - b. Power With - can be used to help others and to work together on common goals.
 - c. Power Over - Bad uses of power are when people use power OVER others—either by threatening them, denying them opportunities, or hurting them.
11. Conclude the activity by asking participants the following questions and then moving into the next activity about status:
 - a. Do all people in the community have the same amount of power?
 - b. How do you know if someone has power?

GOOD/BAD POWER SCENARIOS:

1. A woman needs to feed her children but does not have enough money. A merchant says that he will forgive her credit at the store, if she gives him a sexual favor in the backroom.
2. A young man stands up in the bus and allows an elderly woman to take his seat.
3. Men march with women to demand an end to domestic violence.
4. After a flood, families from the dominant ethnic group help rebuild the school that is primarily used by children from the minority group.
5. A wealthy man builds a public library and playground for the community to use.

⁴ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 24.

ACTIVITY B—UNDERSTANDING STATUS



Time: 20 minutes

HELPFUL TIPS: For the exercise below, make sure to take time to define “status” with participants and modify the definition to best fit the local context. For example, in some communities, the village chief may have the highest status or social standing and power, while in others, the religious leader may occupy the most powerful social role.



INSTRUCTIONS FOR FACILITATOR

PART 1: GREETINGS⁵

1. Shuffle a deck of playing cards. Tell participants that you are going to ask each of them to choose a card from the deck of playing cards.
2. Explain that the highest value in the deck is Ace, then the King, Queen, Jack, 10, 9 and all the way to the lowest value which is 2. If the Ace is confusing to people, remove it. Walk around the room and ask each person to choose a card and put it FACE DOWN on their lap.
3. Emphasize to participants that they should not look at the card they have chosen.
4. Now ask participants to hold their card up to their forehead without looking at it. Everyone should now be able to see everyone else’s card except her own.
5. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. Explain that participants should not talk but greet others according to the status or social position of their card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
6. Make sure that participants understand what status means and use other words if they are easier or more relevant.
7. Encourage participants to greet each other and demonstrate their reaction to other people’s status through gestures and facial expressions rather than words.
8. After a few minutes ask the participants to go back to their seats still holding their card to their forehead.
9. Go around the circle and ask each participant to guess her/his card and explain the guess.

⁵ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 23.

ACTIVITY C—TALKING ABOUT STATUS AND POWER IN THE COMMUNITY⁶



Time: 20 MINUTES

INSTRUCTIONS FOR FACILITATOR

1. Ask participants: How did it feel to be treated according to your card?
2. Note that for those with higher cards, it might have felt good to be treated with respect, honor, etc., while for those with lower cards, it might have felt bad to be ignored, dismissed, or treated as unimportant.
3. Ask participants: Does this happen in our real lives? Do certain people get treated better or worse in our families and communities?
4. Ask who in the community gets treated like the higher value cards and who gets treated like the lower value cards.
5. If working with participants that have higher levels of literacy, use chart paper to fill out a list with one side for the people who are treated like the higher value cards and the other for those who are treated like the lower value cards.
6. After participants have given responses, lead a brief discussion about status and power using the following questions as a guide and emphasizing the following points:
 - a. What is status?
 - » Explain that status is one's social standing in the community. This refers to how they are viewed by others and how much power they are thought to have.
 - b. Do those with higher status in this community also tend to have more power?
 - » Remind the group that everyone has some sort of power. For example, even a baby has the power to influence his or her parents to feed or change them. However, different groups of people have been given different amounts of control and opportunities in society and therefore, some groups tend to have more overall power than others. These groups also tend to be the groups that have higher status.
 - c. What are power and status differences based on?
 - » The differences in status and power between groups are not based on who they are as individual people but on other things, such as their age, wealth, ethnicity, job, sex, etc.

⁶ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 24.

- d. Do all women have the same amounts of power? Do all men?
 - » Explain that because of status, not all women have the same amount of power.
 - » For example, some women might have more power if they: marry a man of a higher status, have received formal education, are born or marry into wealthy families, have a lighter skin tone
- 7. Review what we have learned about power and status so far today:
 - » There are different types of power that we all have.
 - » Power is relative—everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in groups that tend to have less power in society. In certain circumstances, they may have more power than another group.
 - » Certain groups tend to have more overall power than others.
 - » Higher status groups tend to also have more power.

HELPFUL TIPS: During this discussion, make sure to include marginalized groups of women and girls in the community and emphasize that power and status are relational, meaning that we have more or less power/status compared to other people. Therefore, we have an opportunity to think about how we value and treat others of more and of less status.



ACTIVITY D—TALKING ABOUT STATUS AND POWER IN THE HOME



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants: Who holds the high status/high power cards in the family, men or women?
2. Emphasize that as a community we generally tend to assign women a lower status than men—and this results in women being treated differently than men and having different day to day lives than men.

3

SECTION 3

PART 1: WOMEN'S CURRICULUM

3. Read the case study about Mary to the group:
 - » Mary's father says he has some very important matters to discuss with her and her mother. He tells Mary that because she is now 18 years old he has arranged her marriage to a rich man. This man is the son of a good friend of the family and has a good reputation. Mary's mother tries to ask questions about the man, but Mary's father simply says the marriage is arranged and it will be a good one. Mary has never met the man she is now engaged to marry. She feels afraid because he is much older than she is and she has heard horrible stories about men beating their wives. She says nothing to her father about her fears. She listens to him speak and then thanks him quietly.
4. Lead a discussion with the following questions below:
 - » Does this kind of situation happen in this community?
 - » Who has power in this scenario?
 - » What kind of power does the father have? Does Mary have any power? Does the mother have any power?
 - » How does power relate to having choices?
5. Remind participants of the discussion that you had last week about expectations and gender and ask:
 - » What are the expectations of Mary? Of her mother?
 - » What ideas from the gender boxes do we see in this scenario?
6. Small groups—focus of discussion on supporting women
 - » You are a friend of Mary's mother and she tells you about the situation. She is upset that her husband won't even talk with her about who will be marrying her daughter.
 - How would you support Mary's mother?
 - What have you done to support women when they have wanted to change things or do things differently?
 - What would you want to do so that your daughter was better supported if you were Mary's mother?
 - What do you need your friends to do to help you do that?
7. After 10 minutes, ask for volunteers to share their discussion with the larger group.
8. Explain that one of the benefits of having more status and power is that you are able to do more of the things that you like, and decide what you want to do. Those with more power in the home and community are usually the ones who make the rules for how things run and what people do.
9. In order for things to become more equal, we have to re-think the ideas that we have about women and men and develop new kinds of power that is shared—**power with** rather than **power over**.

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR

1. Summarize the key messages below and ask participants if they have any questions.
2. Tell participants that you have now come to the end of your time together. Remind them of the next meeting day and time.

REFLECTIONS FOR NEXT WEEK:

For next week, reflect on the following questions:

- » What types of power do you have in your home?
- » What types of power does your husband have?
- » What would need to change about how power is used in your home in order for you to be able to do the things you want to do?



KEY MESSAGES FOR WEEK 4:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Power is about being able to have access to and control over decision-making and resources. Status is one's social standing and perceived power in the community.
2. Different groups of people have different power and status in the community. This leads to people being treated differently.
3. Power and status differences are not based in individual characteristics, they are based in race, sex, age, job, etc.
4. The way we are taught to think about women and men, plus the unequal status and power of women and men in the home and community lead to different roles and opportunities.
5. How we are treated has an impact on how we feel about ourselves. In order for change to occur, we may need to re-think ideas that have seemed "natural" or "normal" because they also are limiting or harmful.
6. There are different types of power and power can be used in good ways or can be abused.
7. Everyone has some kind of power, even if they are not able to express it externally—for example, someone in prison has the power to disbelieve what is said about them and think their own thoughts

**WEEK 5: UNDERSTANDING VIOLENCE
AGAINST WOMEN AND GIRLS**

**SESSION OBJECTIVES:**

To understand the different types of VAWG and why it occurs

**Time: 2 hours****MATERIALS:**

- » Flipchart
- » Markers

**INTRODUCTION AND SAFETY CHECK****Time: 30 minutes**

1. Welcome participants.
2. Emphasize the key messages from Week 4.
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?

**KEY FEEDBACK AREA:**

4. Ask about power—what did they think about in terms of the following questions:
 - a. What types of power do you have in your home?
 - b. What types of power does your husband have?
 - c. What would need to change about how power is used in your home in order for you to be able to do the things you want to do?
5. **Safety Check:**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?

6. Explain that this week we are going to be talking about VAWG. Unfortunately, many women have experienced this, as it is very common. If you feel you need to talk, let the facilitator know and we can connect you to someone who is trained to talk about these things. It is normal to feel upset after violence occurs, even if it happened many years ago. Talking can help. You are not alone and violence is never your fault.

ACTIVITY A—WHAT IS VIOLENCE AGAINST WOMEN AND GIRLS



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Let the group know that today we will be talking about how these ideas about women and men, and the differences in power and status, lead to violence against women and girls. Explain that this is a very sensitive topic and that some people in the room may have experienced violence or witnessed violence.
2. Emphasize that if participants want to talk more after the session about their experiences related to VAWG, you can help them to find someone trusted and safe in the community to talk to.
3. Ask participants the following questions and if working with a high literacy group, note responses on chart paper:
 - » What is violence? What comes to your mind when you hear that word?
4. Explain that violence is the “use of force that results in physical, emotional, psychological, and/or social harm”.
5. Introduce the idea that the acts of violence identified can be divided into four types and provide examples of each type:
 - » Physical (hurts the body)
 - » Emotional (hurts the feelings and the self-esteem)
 - » Sexual (controls sexuality)
 - » Economic (controls access to money, property or resources)
6. Emphasize that violence is not always physical. People can use power to harm others through their words, through threats, and through denial of resources.
7. Ask participants:
 - » What are different types of violence that women in this community experience?

3 SECTION 3

PART 1: WOMEN'S CURRICULUM

8. If working with a group with higher literacy, list the types of violence on chart paper.
9. Invite the participants to ask questions or to add any acts of violence that were left out.
10. Make sure to specifically address violence in the home, as this is often the most common type of violence experienced in conflict-affected communities.

Responses about types of VAWG may include the following:

- » Rape
- » Sexual exploitation
- » Female genital cutting
- » Forced marriage
- » Insertion of objects into genital openings
- » Attempted rape
- » Sexual threats
- » Humiliation
- » Intra-familial rape
- » Early marriage
- » Domestic violence
- » Sexual harassment
- » Molestation
- » No access to education and heritage for women and girls
- » Wife-inheritance
- » Peppering (the rubbing of hot pepper into women's eyes and vaginas)
- » Abandonment
- » Denial of food and other resources
- » Cursing and using hurtful language
- » Forced abortion

ACTIVITY B—WHY DOES VAWG OCCUR?



Time: 30 MINUTES

INSTRUCTIONS FOR FACILITATOR

1. Tell the group that you will be reading them a scenario that occurs in many different communities all over the world.
2. If working with a group with higher literacy levels, break participants into small groups and give each copy of Miriam's Story below. If working with a group with lower literacy levels, read the scenario aloud to the full group.
3. Ask the group to answer the following questions:
 - » Is this an example of violence against women and girls?
 - » If so, what type(s) of violence is this?
 - » What do you think people in the community said about what caused this violence to happen?
 - » Do all women and girls experience these types of violence? Or are some women more at risk?
4. Share out:
 - » Note differences in what the women consider violence and why they think this violence has occurred. Also make sure to emphasize the different types of VAWG in the story (physical, emotional, financial, etc.)
 - » On a flip chart, record all the reasons that women give for WHY violence occurred in the story they discussed.
 - Make note of victim blaming if comments arise. We want the participants to be aware of the messages they might be reinforcing and to feel comfortable discussing their personal beliefs that may condone these violent acts.

5. Review the reasons that the women listed for why people in the community said that the violence occurred.
6. Explain the difference between a cause and a contributing factor. To help clarify the difference, ask the group:
 - » If (contributing factor) did not exist, would VAWG still happen?
 - » In fact, does it still happen?
 - Emphasize that violence against women and girls still occurs when men are not drunk or angry or poor
7. Point out any reasons for VAWG that were given that blame women and girls. Explain to the group that we are taught to blame women and girls for the violence that men commit against them but that it is only the person who chooses to commit violence who is responsible.
8. Explain that violence against women and girls occurs because of the harmful beliefs that exist about women and girls (refer back to examples from the gender boxes) and the power differences in society—which generally gives men control and authority over women.
9. Re-read the scenario and ask the women:
 - » What ideas from the gender boxes do we see in this example?
 - » What power differences exist between women and men?
10. Make sure to emphasize the following points during the discussion:
 - » Violence is never the fault of the victim but often the victim is blamed for violence that happens to them.
 - » Violence is not about anger or drinking too much—it is about men choosing to exert power over women in harmful ways. Violence is learned behavior and abusive men are able to choose when to exert their power and control through violence.
 - » It might be helpful to present examples of violence being a choice by stating:
 - When your husband is angry at his boss or friend does he yell and hit them?
 - When your husband does not like how others prepare food does he throw it at them and punish them or react without aggression and violence?
 - » Clarify that while women can also reinforce the ideas in the gender boxes that lead to violence, **women are not the ones choosing to commit violence against women and girls.**

**Miriam's Story:**

Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family and, from the beginning, expected Miriam to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbors that he was the boss in his house. Many of their neighbors were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbors about Jean. Although they would often see her with bruises on her face, they just kept quiet.

ACTIVITY D—SUPPORTING SURVIVORS OF VIOLENCE



Time: 20 minutes

INSTRUCTIONS FOR FACILITATOR

1. Tell participants that we are now going to think about the ways that violence may affect Miriam and her family.
2. Ask participants: How did the situation affect Miriam? How did it affect Miriam's family?
3. Emphasize that violence can affect the victim in many ways
 - a. Consequences for women could include: hopelessness, stress, injury, HIV infection, isolation, etc.
 - b. Consequences for children could include: depression, poor performance in school, fear, distrust of adults, bullying, violence, substance abuse, absenteeism, disruptive behavior at school and in the community, etc.

4. Ask participants for examples of how we can support survivors of violence
 - a. How might you help a woman that you know is being beaten by her husband?
 - b. How might you help a woman that you know has been raped?
 - c. How could men help women who are in these situations? What could a community leader do? What could other men do?
5. Reflect back to the session about role models. Remind the participants about the qualities they admired in these women and how they are working towards building upon their own strengths.
 - a. Are there any women who are already having conversations, and already attempting to make changes, about VAWG?
 - b. Can you think of any male allies you have? Men who have the potential to become allies in this work?
6. Review the overall goal of these workshops. Remind participants that these workshops are designed so both men and women can look at the bigger picture in our society and make changes. Inform the women that an important piece of the men's workshop will be discussing men holding each other accountable for their behaviors and choices.

REFLECTIONS AND CONCLUSION



Time: 10 minutes

1. Ask participants to share one word that describes how they are feeling after this discussion.
2. Thank participants and remind them that it is hard to talk about violence. Explain that some people may be feeling sad or angry and that is ok.
3. Ask the group what we can do to support each other after such a difficult conversation.
4. Remind the group that if anyone wants to talk further, they should see the facilitator and she will connect them to someone in the community who can help.

**KEY MESSAGES FOR WEEK 5:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. There are many different types of violence that men commit against women, including physical, emotional, financial, and sexual.
2. Violence against women and girls is not about anger or drinking—it is about men abusing power and control over women. It is the result of harmful ideas that men have the right to control women and the right to use force to maintain that control.
3. There is a larger societal piece that plays a role in VAWG—the silence of the neighbors in Miriam's story is one example. We want to begin thinking of other ways to provide support and validation to the women in our community.
4. VAWG impacts all members of the family—including both male and female children. Being a witness to violence can impact the emotional, physical, and academic health of all children.
5. All types of violence are equally important. Because there has never been physical abuse in a relationship does not mean it will not escalate to that one day. Physical and sexual violence should not be seen as worse or more severe than emotional or economic abuse—any type of violence is unacceptable and should be addressed.
6. This work is not only the responsibility of women. Our goal is create allies among the men in this community and begin dialogue where men are held accountable for their actions and role in VAWG.

WEEK 6: SAFETY PLANNING

SESSION OBJECTIVES:

To discuss what safety means; to conduct safety planning; to assess safety in the community



Time: 2 hours



ADVANCE PREPARATION:

- » Flip Chart
- » Markers



INTRODUCTION AND REFLECTION AND SAFETY CHECK



Time: 10 minutes

1. Welcome participants.
2. Emphasize the key messages from Week 5
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?
4. **Safety Check:**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?

ACTIVITY A—SAFETY MAPPING



Time: 40 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask the women what they think of when they hear the word “Safety”.
2. If working with a high-literacy group, write the word “safety” on the board.
3. Make sure to emphasize different kinds of safety: physical, emotional, social, etc. Use the following questions as a guide:
 - a. Why is it important to feel safe?
 - b. Does everyone feel equally safe in this community? Why or why not?
 - c. Does everyone feel equally safe in their households? Why or why not?
 - d. What are the consequences of not feeling safe?
4. Let the women know that you now want them to think about safety in this community.
5. Break the participants into groups of 5-6.
6. Give each group a large piece of paper/flip chart paper and ask the groups to make a map of their village. They should include important landmarks like the village head, health facilities, places of worship, schools, women’s center, bus station, tea shops/cafes, sports fields, etc.
7. On the map, have the groups mark in one color which areas are considered friendly for men and boys. Use another color for places that are considered friendly for women and girls, and a third for areas that are friendly for all.
8. Have some of the groups draw a daytime map and others draw a night time/evening map.
9. Bring the groups together and make one master daytime and one master night time/evening map together.
10. When the women are finished, discuss what the map indicates about mobility, safety, and access to public space in the community. Ask the following questions to guide the discussion:
 - » What were some of your observations about these maps?
 - » Do girls have as much mobility as boys?
 - » How do girls and boys compare in terms of access to public space?
 - » Is safety in public the same for boys as for girls?
 - » Do these conditions change when boys grow older? When girls grow older?
 - » Do women have as much mobility as the men? As the girls?
 - » Does this look the same for ALL women and ALL men?
 - » How does the limited access of girls and women to safe spaces affect their ability to participate in community life

ACTIVITY B—TAKING MEASURES TO BE SAFE



Time: 30 minutes

HELPFUL NOTES: It is essential to emphasize that while it can be helpful to think about safety, violence is never the fault of the survivor. No matter how much we try and protect ourselves, violence may occur and it is always the responsibility of the perpetrator. Safety strategies are ways to help minimize the chances of violence occurring, but they are not guaranteed. Ultimately, the only way for violence to be prevented is for perpetrators to not commit violence.



INSTRUCTIONS FOR FACILITATOR

1. Let the women know that while we can't prevent violence from happening to us, we can think about how to be the safest that we can be. Ultimately, violence will only end when those who commit it change –and this is why we are working with men in the community. However, it is important to share information with each other and think about our safety so we can hopefully minimize the risk of violence.



KEY FEEDBACK AREA:

2. Ask the participants to look at the map that we made at the beginning of the session.
 - a. What areas are safer for women?
 - b. What areas are dangerous?
 - c. What are some of the things that you do to try and stay safe in the community?
 - d. Where can you go if they need a safe place?
 - e. Who can you talk to if they need a safe place?
3. Explain that the home might be the most dangerous place for many women, as violence in the home is unfortunately very common. Ask women to think about where they can go and who they can talk to if there is violence happening in their home.
4. Ask the women to get in a comfortable position and (if culturally appropriate) to close their eyes.
5. Have them think of a place where they do not always feel safe. It may be at home, at the market, or a certain place on the road, etc. They do not need to say anything aloud but just know it in their minds.

3

SECTION 3

PART 1: WOMEN'S CURRICULUM

6. Have them answer the following questions in their minds⁷:
 - a. "If violence happens to me in this place, the safest thing for me to do is..."
 - b. "If I need to leave this place, I will..." have the women picture how they will leave (through a window, down which road, etc.).
 - c. "If I cannot leave this place, the safest thing for me to do is..."
 - d. "If I am able to get away from the violence, I will go..." ask the women to think of a place where they can go to be safe.
 - e. "If I cannot go there, I will go..." have the women think of a backup just in case they are not able to go to the first place.
 - f. "Who can I ask beforehand to call the police or someone who can help if something happens?" For example, someone who lives nearby this location who can call someone for help if they hear suspicious noises.
 - g. "Who can I trust to hold my personal items if I need to leave my home quickly?"
 - h. "Can I tell my children to call this person for help if something happens?"
 - i. "What are the triggers to violence in my home?"



HELPFUL TIPS: As intimate partner violence is often the most prevalent form of violence in the community, it is essential to emphasize that women may not always be able to leave or call the police safely.

7. Ask the women to take three deep breaths. Have them slowly stretch up their arms and open their eyes.

ACTIVITY C—SUPPORTING OURSELVES AND EACH OTHER



TIME: 20 MINUTES

INSTRUCTIONS FOR FACILITATOR

1. Ask participants to think of someone that they trust and feel is supportive to them. After a couple of minutes, lead a discussion about supporting each other, using the following questions as a guide:
 - a. What does this person do that makes you feel supported? What makes you trust this person?

⁷ Adapted from: National Coalition Against Domestic Violence's "My Personal Safety Plan", North Carolina Department of Health and Human Services "Personalized Domestic Violence Safety Plan" and American Bar Association's "Domestic Violence: Safety Tips for You and Your Family."

- b. Why is it important to have support?
 - c. How are you supportive to other people?
 - d. How are you supportive to other participants in this group?
2. Ask participants to break into small groups and develop a song or a poem about how participants in this group can support each other, both during the group and in between meetings.
3. After five minutes, ask each group to perform their song or read their poem.
4. While each group performs, take notes on the different ways that are mentioned regarding how participants can support each other.
5. After each group has performed, thank them for their contributions.
6. Review the actions that were mentioned about how we can support one another.
Responses may include:
 - a. Believing each other about our experiences.
 - b. Listening to each other.
 - c. Telling each other that violence is not our fault if it happens.
 - d. Asking how we can help and be more supportive.
 - e. Expressing concern and care
 - f. Helping in specific ways—walking home together, caring for each other's children if needed, etc.
7. Ask the group if they can commit to taking these actions to support each other.

REFLECTIONS AND CONCLUSION



Time: 10 minutes

1. Ask participants to share one word that describes how they are feeling after this discussion.
2. Thank participants and remind them that it is hard to talk about violence. Explain that some people may be feeling sad or angry and that is ok.
3. Remind the group that if anyone wants to talk further, they should see the facilitator and she will connect them to someone in the community who can help. Also remind the group about the services that exist within the community.

REFLECTIONS FOR NEXT WEEK:

- » During the week, think about the ways that you can support other people in the group and the ways that you would like to be supported:
- What are two actions that you could take to support others?
 - What are two actions that you would like others to take to support you?

**KEY MESSAGES FOR WEEK 6:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Safety can be physical, emotional, social and spiritual.
2. It is important to think about safety in your community in order to minimize your risk of violence - however, there is nothing that we can do to guarantee that we will be safe—and if we do experience violence, it is never our fault.
3. Safety looks different for women, men, boys, and girls. The time of day, group you are with, or neighbourhood you are in should all be taken into account when assess how safe you might feel in a situation.
4. Safety planning is an ongoing process that should be reassessed often—what might be helpful in one situation may be potentially harmful in another situation. Be creative with the resources you have. Perhaps you and your neighbour or friend can create a safe word or plan on how to be accessible if the other is in need.
5. Now thinking about the neighborhood map of safety there might be changes to your daily routine that you can make to increase your feeling of empowerment and safety.
6. The breathing and stretching activities used are simple, yet helpful ways to reduce stress and anxiety in our bodies. At times we might not be able to leave our home or a violent situation and these interventions can help in those moments.

WEEK 7: AN IDEAL COMMUNITY

SESSION OBJECTIVES:

To visualize what life would look like as a woman in a community where violence, disrespect, and discrimination against women and girls no longer existed; to assess what factors would need to change in order for this vision to become a reality; to discuss human rights.



Time: 2 hours



MATERIALS:

- » Annex 15
- » Flipchart
- » Markers
- » Three Baskets



INTRODUCTION, REFLECTION AND SAFETY CHECK



Time: 10 minutes

1. Welcome participants.
2. Emphasize the key messages from Week 6
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?
4. **Safety Check:**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?

ACTIVITY A—"AN IDEAL COMMUNITY" EXERCISE



Time: 30 minutes



HELPFUL TIPS: When conducting this activity, asking participants to close their eyes could be misinterpreted in some cultures, so please think locally and choose the best method: Closing eyes or asking them to stay quiet. Tell participants that you are now going to conduct a "dreaming" exercise.

INSTRUCTIONS FOR FACILITATOR

1. Using the script from Annex 15 as a guide, lead participants through envisioning a community without violence.
2. It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10-15 seconds between each set of questions.
3. After reading the script, ask the following questions:
 - a. What is one word that represents how you feel about life in this community?
 - b. Are there other times where you have this feeling?
 - c. What are they doing or thinking when they feel this way?



HELPFUL TIPS: It is essential to take notes and collect information about the visions that women share regarding their life in the community with no VAWG. This information and feedback will be compiled and developed into a narrative that will be shared during Session 2 of the Men's Curriculum. Specific instructions for facilitators to develop this narrative can be found in the Integrating Women's Input section of this Implementation Guide.

4. Now ask the women to describe their visions of life in this community.
 - a. What did being a woman look like for them in this community?
5. Encourage them to be as specific as possible and encourage everyone to share. Make sure that thorough notes are taken on the women's responses as this information will need to be used for Session 2 of the Men's Curriculum. See Annex 15 for instructions on how to write up the "An Ideal Community" activity for use in the men's curriculum.

ACTIVITY B—HEALTHY AND UNHEALTHY RELATIONSHIPS⁸



Time: 40 minutes



HELPFUL TIPS: For groups with lower literacy levels, the facilitator can use three baskets of different colors or shapes. Explain to the group that one of them represents “Healthy”, another represents “Unhealthy” and the third represents “Depends”. When considering the qualities, sticks and stones can represent the qualities to go in each basket.

Advance preparation if working with groups with higher levels of literacy:

Prepare three flipcharts, one with each of the following written on it: “Healthy,” “Unhealthy,” and “Depends.”

1. On the wall in front of the group, place the Unhealthy flipchart or basket on the left and the Very Healthy flipchart or the basket on the right. Explain that this is the Relationship Range that will be used to discuss behaviors in relationships. Make clear that intimate relationships can be anywhere on this range between healthy and unhealthy.
2. Break the participants into pairs. Ask each person to share with her partner an example of a healthy relationship and an unhealthy relationship. The examples the women give can be from their own lives or from people who they know. Allow each person five minutes to share her examples.
3. Bring everyone back together. Ask the group to explain what their understanding of healthy and unhealthy intimate relationships is. Share the following:

In healthy relationships, both partners are respectful to each other and feel safe with each other and valued. In unhealthy relationships, one or both partners are stressed or fearful because of continuing problems with the relationship that are not being addressed.
4. Ask the group to brainstorm the qualities of a healthy relationship. Write the responses from the group on the Very Healthy flipchart.
5. Emphasize these key qualities: respect, equality, responsibility and honesty. Make clear that the qualities of an unhealthy relationship are the opposite of those of a healthy relationship.
6. Next to the Relationship Range, put up the flipchart marked Depends.

⁸ Adapted from: “Engaging Men and Boys in Gender Transformation: The Group Education Manual,” The ACQUIRE Project (EngenderHealth) and Promundo, 2008.

3

SECTION 3

PART 1: WOMEN'S CURRICULUM

7. Read aloud the eight situations listed below:
 - » One person usually makes every decision for the couple.
 - » You are able to do what you want without informing your partner in advance.
 - » You are both able to decide whether you want to have sex or not, when and what kind of sex you want to have.
 - » You and your partner both have time to rest and sleep.
 - » Your partner listens to you.
8. After reading each situation, ask one participant to say how healthy or unhealthy this situation is in a relationship and why she thinks so. Tell the selected group member to place a rock or symbol in the basket that she thinks it belongs in.
9. After each statement, ask the group what it thinks about the placement. Allow time for discussion. If there is disagreement, remind the women of the qualities of a healthy relationship. Ask them if the situation shows these qualities.



KEY FEEDBACK AREA

10. Repeat this for each statement, then lead a discussion guided by the following questions:
 - » What are the ways that your husband or boyfriend could demonstrate respect towards you?
 - » What are the actions you never would want to see from him again? What would you never want to hear from him again?

ACTIVITY C—UNDERSTANDING RIGHTS⁹



Time: 45 minutes

INSTRUCTIONS FOR FACILITATOR

1. Let the group know that we just envisioned a world where there is no VAWG.
2. Ask the participants:
 - a. What does the word “rights” mean to you? What does it mean for someone to have a “right” to do something?
 - b. Give the group examples of rights—such as the right to education, physical safety, respect, control over your body, etc.
 - c. Do we have a right to be treated with respect in our relationships?

⁹ Adapted from SASA! Awareness Training Module.

3. List the responses and examples on the board/chart paper (if working with a high-literacy group).
4. Explain that rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status.
5. Divide the participants into smaller groups and ask them to come to a decision about the most important four rights for people living in this “Ideal Community” to have.
6. Ask the groups to prepare a short role-play demonstrating the right and the way it would be accessed in the “Ideal Community”.
7. After the women have had time to prepare their role-plays, ask them to come back into one group and perform their role-plays for each other.
8. After each presentation, ask the other women to guess the rights that the groups were acting out.
9. Make sure to note the rights that women felt were most important.



KEY FEEDBACK AREA

10. Lead a discussion with the group using the following questions as a guide:
 - a. Do these rights exist for women in this community right now?
 - b. What rights are women able to access?
 - c. How can men help women to be able to have more rights?

CONCLUSION AND REFLECTIONS:



Time: 10 minutes

1. Conclude by thanking women for sharing their thoughts and feelings. Explain that this community that we envisioned is obviously very far from the reality that most of us live in, yet hopefully during these discussions we can think about ways to build moments of the feeling that we had in this community into our current lives, whether at home, with each other in the group or somewhere else in the community.
2. Remind participants that next week is the last week of the group.

Reflection: Over the next week, ask women to think about where in their life they can build the feeling that they had in their ideal community, or if they have that feeling in moments in their current life.



HELPFUL TIPS: After this session, the EMAP facilitators should use the instructions in Annex 15 to develop a narrative based on the women's feedback about "An Ideal Community."



KEY MESSAGES FOR WEEK 7:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. In healthy relationships, both partners are respectful to each other and feel safe with each other and valued. In unhealthy relationships, one or both partners are stressed or fearful, because of continuing problems with the relationship that are not being addressed.
2. Rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. However, we may not all be able to access our rights because of harmful ideas; such as different people should have different opportunities and freedoms.
3. It is important for us to envision our ideal community so we know what we want to achieve, and what we want men to work with us towards.

WEEK 8: FROM HERE TO THERE



SESSION OBJECTIVES:

To reflect on the group experience; to decide the key messages to share with the men's group; to explore how we can work to bring about our ideal community



Time: 2 hours



MATERIALS:

- » "An Ideal Community" summaries
- » Notes about women's feedback
- » Introduction
- » Reflection and Safety Check



Time: 10 minutes

1. Welcome participants.
2. Emphasize the key messages from Week 7
3. Ask them if they thought about the conversation from last week.
 - a. Did they share it with anyone?
 - b. What have they been thinking about?
4. **Safety Check:**
 - a. How are they feeling about being in the group?
 - b. What kinds of responses are they getting about being part of the group?
5. Remind participants that this is the final week of the group.

ACTIVITY A—SHARING THE “AN IDEAL COMMUNITY”



Time: 20 minutes



OBJECTIVE:

To develop a collective vision for the “An Ideal Community”; to discuss sharing the “An Ideal Community” with the men’s group.



HELPFUL TIPS: Make sure that women are comfortable with the ““An Ideal Community”” summary that you have put together—find out if there is any pertinent information to add or any safety issues regarding sharing the information with the men’s group.

1. Remind the women of the “An Ideal Community” activity from last week. Let them know that you wrote up a summary of all of their thoughts and that you would like to read it to them.
2. Ask the women to listen carefully and think about whether this reflects their vision of “An Ideal Community”.
3. Read the summary to the women.
4. After you have read the summary, ask the following questions:
 - » Did this reflect your vision of what your life would look like in a world with no violence?
 - » Was there anything important missing?
5. Explain that you would like to use this narrative to guide a discussion with the men when they begin their groups so they can understand the type of life that women want to have, and how that is similar or different to the reality that exists now in the community.
6. Ask the women to share any reactions or concerns that they have about the narrative being read to the men.
7. Ask the women for any specific additional information or input that they feel should be shared with the men regarding this community where there is no VAWG.

ACTIVITY B—FROM HERE TO THERE



Time: 40 minutes



KEY FEEDBACK AREA:

1. Remind the women of the discussions that we had in previous weeks about what would need to change in their home in order for them to do more of what they want.
2. Ask the women to break into four small groups and assign each group a key area to reflect on from the ideal community (for example, responsibilities in home, use of power, violence in the community, healthy relationships.)
3. Ask two groups to develop a role play answering the following questions:
 - a. What would women need to move from here to there in this aspect of their lives?
 - b. What kind of support would women need?
4. Ask two groups to develop a role play answering the following questions:
 - a. What would men need to move from here to there in this aspect of their lives?
 - b. What kind of support would men need?
5. After 20 minutes, ask women to perform their role-plays. Note common themes that arise on chart paper.
6. Remind the women of the discussion that they had about support two weeks ago. Ask for a volunteer to share what they remember from the discussion.
7. Review the notes that were taken about the ways that the women could support each other.
8. Facilitate a discussion with the women using the following questions as a guide:
 - a. What are they going to do to support the other women in the group to move from here to there?
 - b. What support do they need from others to do the same?
 - c. How can they build on this as the men's groups begin?
9. Make sure to focus on concrete actions that women bring up during the discussion, and ask if these are realistic ways to support each other.
10. Ask the women to reflect silently for two minutes on actions they feel they can personally take, or can ask their husband to take to begin moving from here to there.

HELPFUL TIPS: This discussion will form the check in agenda for subsequent monthly meetings with women so it is important that facilitators take notes about what actions women want to take.



ACTIVITY D—CHOOSING KEY POINTS TO SHARE WITH THE MEN'S GROUP



Time: 30 minutes

1. The facilitator should review the chart paper list containing the various things that women have noted over the last seven sessions in the following categories:
 - a. What you want to see change:
 - i. In your home (tasks/chores)
 - ii. In how men use power
 - iii. In your relationship
 - iv. With safety in your community
 - b. What men can do to help—how men can step outside of the box
2. Ask women to take a few moments and read through the lists—or if working with a group with lower literacy levels, read the notes to the participants.
3. Ask if there is anything that needs to be added or changed.
4. Then let the women know that we want to choose three points from each list that they feel safe enough to tell the men. Explain that these three points will be shared during discussions with the men so they can know what is most important to the women in the community.
5. Remind women about why it is important that men know their opinions.
6. Have the women break into three groups and collectively choose the three top points that they want to share with the men.
7. After 10 minutes, ask each group to share the points they chose and why.
8. Ask the rest of the group if they agree with these three points being the safest and most comfortable to share.

ACTIVITY E—WHAT I'VE LEARNED



Time 20 minutes

1. Remind the women that this is the final weekly group. Let them know that you would like to go around in a circle and talk about something they have learned during the group.
2. Begin with yourself and then ask each of the women to share.
3. After each of the women have shared, ask them to think of the role model they shared during week 2. Ask them if they remember the characteristic or quality that this person possess that they wanted to focus on within themselves. If they don't remember, remind them from your notes from week 2.

4. Ask for volunteers to share what this quality was and how they have been able to build it in themselves during the group.
5. After each woman has named the quality that she wanted to work on, explain that these qualities all exist within us and within the group. Highlight key changes or areas of growth that you, as the facilitator, have noticed within the group. Do not single out individual women during this discussion. Rather, focus on how the whole group has grown and what skills and characteristics they have developed.
6. Thank the women for their contributions and discuss the next steps below.
7. Remind them of the existing support services in community.

CONCLUSION AND NEXT STEPS:

1. Remind the women that if they would like to, you can continue meeting once a month to discuss how things are going in their lives and any changes they are seeing in their homes or relationships.
2. If the women would like to do this, plan for the day, time, and location of the next meeting.



KEY MESSAGES FOR WEEK 8:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. It is very important that the men hear about what is important to the women in this community so they can know what changes they can make that will be helpful.
2. We all need support in order to change and grow. There are specific actions we can take to support each other and get the support we need.
3. The women have worked hard during the group sessions and have gained new skills and positive characteristics. They can continue building these qualities after the group and with the support of one another.

ADDITIONAL SESSIONS FOR ONGOING MONTHLY MEETINGS

Monthly meetings should begin after the last session of the women's curriculum and should last 1-2 hours. The main purpose of the monthly meetings is to continue supporting women in building their skills and knowledge in order to improve their lives, and work with men to bring about changes in areas they identify. It is also important to stay connected to see how the women are doing and find out about any safety issues that they are experiencing. Lastly, monthly meetings allow for women to continue to check in about any changes they are seeing with men in their homes or with male participants in the EMAP men's group.

PREPARATION:

- » Review notes from session 8 of the Women's Curriculum
- » Based on women's feedback about what actions they want to take, develop agendas for the monthly meetings.
- » Confirm day, time, and location of meetings with women participants.

DURING EACH MONTHLY MEETING:

1. Safety check in
 - a. How are they feeling about their continued involvement with the group?
 - b. What kinds of responses are they getting about coming to these meetings?
2. Review:
 - a. Review the areas that women identified they wanted to change in session 8 in the following categories, focusing on what they can do and what men can do to help:
 - » In your home (tasks/chores)
 - » In how men use power
 - » In your relationship
 - » With safety in your community
3. Conduct Activity¹⁰
 - a. Focus on developing the qualities that women discussed during the group (especially at the end of session 2 and during discussion of role models):
 - » How can you build those qualities within themselves?
 - » How can you support each other to develop the qualities within the group?
 - b. Provide more information in key areas that women wanted to further discuss.

¹⁰ See the recommended activities in this section.

4. Reflection:
 - a. Connect back to main themes of EMAP, using the following questions as a guide during each weekly meeting:
 - » How are the women taking actions in their lives towards these changes? Is it possible and safe for them to do so?
 - » How are they supporting each other in moving from here to there?
 - » What changes are they seeing in the men, and are these the changes that they wanted to see?

HELPFUL TIPS: The activities included in this section are suggestions. It is critical that EMAP facilitators choose activities during monthly meetings that reflect the interests and needs of each particular group of women. If the activities below are not relevant, facilitators should choose other exercises to do with the group.



ACTIVITY 1—STEPPING OUT OF THE BOX

OBJECTIVE:

To reflect on beliefs about gender and how they affect us.



Estimated Time: 60 minutes

OPENING:

1. Review gender boxes and ways that we are limited—and limit ourselves.
2. Ask participants to reflect on the following questions:
 - a. What have you noticed about the ways that you stay in the box? Pressure others to stay in the box?
 - b. Step out of the box? Encourage others to step out of the box?
3. Let participants know that we are going to look at different situations that involve people wanting to do things differently.

EXERCISE 1: SCENARIOS

1. Give each of the women one of the following scenarios and ask them to develop a role play:
 - a. Scenario 1: Daughter or son wanting to do something outside of the box and mother demonstrating support.
 - b. Scenario 2: Husband wants to be involved in domestic tasks and chores. Wife feels embarrassed and tells him it is not appropriate for a man to help.
 - c. Scenario 3: Woman wants to do something different and decides to ask her husband for help and support with household chores.
2. Ask each group to perform their role plays and after each one, lead a brief discussion using the following questions as a guide:
 - a. What was going on in the scenario?
 - b. What affect did the response have on the main character?
 - c. Why did the woman respond in this way?
 - d. Would you have responded this way in this situation? Why?
 - e. Is it safe for the person in this situation to do things differently? Why or why not?

EXERCISE 2: WHAT DO YOU BELIEVE?

1. Ask participants to stand up and put signs on different sides of the room to signify “agree”, “disagree”, or “unsure”.
2. Explain that you will be reading statements and if they agree, they should go to the “agree” side, if they disagree, they should go to the “disagree” side and if they aren't sure, they should stay in the middle of the room the “unsure” section.
3. After reading each statement, give the women a couple of minutes to silently choose where they want to stand. After they have chosen, ask for volunteers from each group to explain why they choose the side they did.

STATEMENTS:

- a. It is embarrassing for a man to do women's chores, such as washing clothes or cooking.
- b. It is important that women remember their place and obey their husbands and fathers.
- c. In order for violence against women and girls to end, men need to treat women better and respect them.
- d. If a woman walks alone at night and is raped, it is her fault.
- e. Women have the right to say no to sex, even with their husbands or boyfriends.

DISCUSSION:

1. After women have had time to discuss their opinions about the statements, thank them for their honesty and invite them to take their seats.
2. Lead a brief discussion using the following questions as a guide:
 - a. How do our beliefs about what is appropriate for women and men affect our behaviors? Our ability to support other people who want to step outside of the box?
 - b. How are you limited in your home by what is expected for women? How do you limit others?
 - c. What can we do to support each other in living the lives we want?
 - d. What support do you need?
3. Emphasize the following key points:
 - a. It is hard to begin to do things differently and to support others because we have been taught that certain behaviors and roles are appropriate or inappropriate for women and men.
 - b. It also may not always be safe for us to do things differently or support other people in doing things differently.
 - c. No matter how we choose to act, we are not responsible for violence that men choose to commit.

CLOSING

1. Ask if there are any questions.
2. Ask women to think about ways that they can support other people in their lives to safely step outside of the box, and help expand their own or another's freedom/capacity to act.

ACTIVITY 2:--LET'S TALK

OBJECTIVE:

To explore with women different ways that they respond to situations and consider how they could react to situations in their life differently through practicing a variety of responses.



Estimated Time: 60 minutes

OPENING:

1. Ask the women to think of a time they wished that they had not responded in the way they did. Maybe they ended up fighting or they did not speak their minds. They do not need to share it, just think of the situation. This will be discussed later in the session so ask them to remember the situation.
2. Now ask the women to think of a situation that they responded to someone and the conversation went well. Ask for volunteers to share what the situation. Follow-up with volunteers by asking the following questions:
 - a. How did the woman respond? What did she say? What did she not say?
3. After a few volunteers have shared their stories, ask:
 - a. What kind of other ways are there to respond to that situation?
 - b. When they are talking with their husband, how do they typically respond?
 - c. When they are talking with their children, how do they typically respond?
4. Ask the women for all types of responses, even if they cannot do them.
5. Once there have been a variety of different kinds of responses considered, ask the women:
 - a. Are they able to respond the way that they would like to? Why or why not?
 - b. Are there ways to respond that would not be good? What are examples of those?

INTRODUCE RESPONSE STYLES:¹¹

1. Once the women have explored the different ways to respond, sum up the key ways of the women identified of how to respond (assertive, aggressive and passive) and ask them if they have any questions about the responses.

Aggressive Response	Uses "I" in explaining her position, but she violates the rights of others in the way she responds. Often includes mean, dominant comments. Aggressive responses tend to generate defensive and aggressive responses back. "You're not good enough"
Assertive Response	Use of "I" statements. The response is honest, direct and respectful. "I respect you and I respect myself"
Passive Response	Avoids conflict but also does not communicate her opinion. While she may respond (or simply ignore the situation) she does not stand up for her desires and her rights will be violated. Often gives in and seldom disagrees. "I'm not good enough"

¹¹ Adapted from: "Life Planning Education: A Youth Development Program," Advocates for Youth, 2009.

2. Ask the women to break into three groups and think of a scenario to act out where they would be responding to something. You can also use the possible scenarios listed below:

POSSIBLE SCENARIOS:

1. Your husband asks you to go to the market but you are cooking dinner.
2. Your neighbor asks you to watch her children, but you know she won't collect her children in time and you want to attend women's group.
3. Ask one group to respond aggressively, ask another group to respond passively, and a third group to respond assertively.
4. After the women have prepared their role-plays, ask them to perform their role-plays.

DISCUSSION:

After each role-play facilitate a conversation around the following questions:

1. Which response from the role-plays worked well and why do they think that it worked well?
2. Which response was totally not possible for the women in that situation?
3. Which response is possible but not useful?
4. Are there risks that they should think of when they respond in different ways? What are some of these risks?
5. When thinking of how to respond, what should they keep in mind? For example, their safety.
6. Is there anything they can do to respond more freely and safely? What?

CONCLUSION:

1. Ask the women to recall the situation they thought of at the beginning of class when they did not respond the way they wanted.
2. Ask them to think of how they would respond now. They do not need to share it out loud but take a few minutes for them to visualize the situation and process through how they would respond now.
3. As the women think about the situation, ask them to spend some time during the week thinking about some ways they could have responded differently.
 - a. How can they use different response styles in future situations?
 - b. What do they need in order to be able to respond?

Facilitator Note:

Explore with the women during the discussion that while it is helpful to use these responses in new ways, it is important to protect themselves and to be safe. They are not responsible for stopping or preventing intimate partner violence and conflicts. Since they know their situations the best, they should think of when responses are helpful or harmful.

As they look back in the past, take some time to emphasize that they are not responsible for violence perpetrated against them or others. Sometimes responses have resulted to violence situations; however, it is a personal choice to engage in violence and it is not their fault.

Optional Task: Ask the women to consider their responses during the week and if they are able to respond freely. If not, what do they need in order to respond more freely?

ACTIVITY 3–RESPONDING TO DISAGREEMENTS



OBJECTIVE:

To explore ways that women believe they can use assertive response and encourage them to consider how they can respond safely in different situations.



Estimated Time: 60 minutes

OPENING

Facilitator Note:

As facilitators, please look for opportunities during the discussion to reintroduce key concepts around rights and gender.

1. Review the session from last week. Make sure to review the different response styles.
2. Ask if there are any volunteers who are willing to share examples of their experiences throughout the week.
3. Take some time to explore more about these situations. Ask the woman if she was able to respond freely or if she had to change her response at all. Talk with the women about various approaches they believe they can take that can help them speak freely but also keep them safe.
 - a. What is needed to be able to speak assertively? What do they need to keep in mind?
 - b. Can they respond assertively to their husbands? Family? Village chiefs? Friends?
 - c. When can they respond assertively (if ever) with each of these groups?
 - d. What would happen if they spoke assertively to their husbands in this way? What bad things could happen? What good things could happen? Ask the same questions about the village chiefs and their friends.
 - e. Are they able to respond assertively in a disagreement?

EXERCISE:

1. Ask the women to break into small groups and think about disagreements they have had with people recently. Then ask the following questions and have them respond to each other.
 - a. Who do they have disagreements with?
 - b. What are some of the most common things they have disagreements over?
 - c. Are disagreements always bad? Why or Why not?
 - d. When someone disagrees with them, what are some ways that they respond?
2. Assign each group a person—sister, child, husband, or parent. Ask each group to think about how they respond to disagreements with this person and to develop a role-play showing their response style.
3. After each role play is performed, ask the larger group the following questions:
 - a. How did the woman in this situation respond to the disagreement?
 - b. Would it be beneficial to change this response?
 - c. Is there ever a time when it would be bad or dangerous to use a particular response? When?
 - d. How can women protect themselves during disagreements?

DISCUSSION:

1. Ask the women to consider ways to keep themselves safe as they respond in conflict.
 - a. What are some things that they have done in the past that have worked?

Points to keep in mind:

- » Think of different options of how to respond
- » If it is safe, try to be honest about the issue
- » Try to always show respect to the person
- » Try to be willing to compromise if appropriate
- » Breathe

CONCLUSION:

If a disagreement happens during the week, ask the women to take some time to think about the ideas discussed during today. If they do have a disagreement, how would they respond? What are some ways to respond? How would it be helpful to respond?

ACTIVITY 4–MAKING DECISIONS

OBJECTIVE:

To support the women's efforts to consider when and how they are able to make decisions.



Estimated Time: 60 minutes

OPENING

1. Decisions have an impact on our lives everyday.
2. Ask the women to think of a time when they made a decision they were proud of.
 - a. Ask them what steps they took to make that decision.
 - » What did they consider?
 - » Who did they talk to (if anyone) either for advice or for support?
3. Ask the women to consider if there are steps or things to consider when they make a good decision. To help generate thinking, ask the following questions:
 - a. When they are making a decision do they try to think of different options or possibilities? If so, how do they do that?
 - b. Do they think about their safety when they are making decisions? What about other people's safety?
 - c. Do they ever ask for advice from other women or people they respect? Is that usually helpful? Why or why not?
 - d. What other things are helpful when we need to make a decision?
4. Summarize the things that can help one make a good decision, including:
 - a. Asking others for input (if safe and helpful).
 - b. Considering different options.
 - c. Thinking about safety.
5. Explain that making a decision can be hard, but sometimes the hardest part is actually acting on the decision once it is made.
6. Ask the women to think about the decision that they are proud of again, and reflect on whether it was easy to act on the decision. Ask for volunteers to share stories about what the decision was, what steps they took to make it, and how they acted on it.

7. After a few volunteers have shared their stories, use the following questions to guide the group discussion:
 - a. Why is it sometimes difficult to act on a decision that you have made? What are the challenges that prevent you from taking the next steps?
 - b. When do the women feel they can make decisions?
 - c. What areas do they have decision-making power?
 - d. What decisions can they make safely?
 - e. Even after they have made the decision, do they ever rethink the decision? When and why or why not?
8. As the women consider ways that they can act on their decisions, encourage them to act within their comfort levels. Emphasize that they have the right to their decision and opinions. They also have the right to change their mind if they want.

PRACTICING DECISION MAKING

1. Once the women have discussed things to consider in making a decision and ways to act on their decisions, let them know it's time to practice.
2. Ask the women to think of a decision that they are trying to make now. Ask for volunteers to share their examples. Let them know the decisions can be small or big.
3. Once there are a number of situations and decisions suggested, ask the women to break into pairs.
4. Ask the women to take turns picking a situation and making a decision. When one partner is the decision maker, she can practice communicating what decision she will make and why. The other partner can practice listening and asking questions to help her partner process the decision.
5. When the decision maker has made her decision, ask her partner to take the opposite viewpoint of the decision. Encourage the women to discuss the pros and cons of the decision and try to sway the other using assertive and respectful approaches.
6. Ask the women to take turns considering two situations each.

DISCUSSION:

1. After the exercise, facilitate a discussion about the process. The following questions can serve as a guide for the discussion:
 - a. What was it like to be the decision maker?
 - b. Was it difficult to make the decision? Why or why not?
 - c. What were some of the steps that the women took in making their decisions?
 - d. How did it feel when their partner tried to convince them to change their mind?
 - e. Did their partner make them doubt the decision or help confirm that it was the right decision?
 - f. How many of the women have made decisions similar to the ones discussed today? How did they go about making those decisions?

CONCLUSION:

1. Ask the women to consider the decisions they make as they go through their lives this week. The decisions can be small or large decisions.
2. Ask the women to identify safe times where they can make decisions and encourage them to try it.
 - » When they do make a decision, ask them to consider how it made them feel?
 - » What decisions are they able to make on their own and what decisions do they need to consult their husband or other family members?

ACTIVITY 5—OVERCOMING CHALLENGES**OBJECTIVE:**

To help women explore ways they can use the topics discussed throughout the previous weeks to improve their lives and make the changes that they want to occur.



Estimated Time: 60 minutes

OPENING:

1. Review the previous week.
2. Ask the women what they have learned that they think can help them in achieving their goals. The following can serve as a guide for the discussion:
 1. What were some of the key things that you have learned?
 2. What skills do you want to use in your life?
 3. What will be easy to use?
 4. What will be some of the more challenging things to use?
 5. What are some things that they can use to help them overcome these things that will be challenging?
3. As the women think about those areas that are challenging, ask them to keep these challenges in their mind and come outside to an area where there is space.

EXERCISE, PART 1

1. Walk outside to an area where there is a lot of space.
2. Ask the women to spread out, take a number of small sticks (these can already be collected by the facilitator to save time) and find a space for themselves.
3. Ask the women to draw a river on the ground. One end of the river represents when they were born. The other end of the river, where the river flows out is where they are in present time. The river represents their life.
4. Ask the women to think of the challenges that we have been discussing throughout these group meetings.
5. Explain that when they think of a challenge in their life, they should place a stick in the area where that challenge occurred.
6. Ask the women to place their challenges (sticks) in the river but keep one stick, which represents a challenge they are currently facing that they think the group may be able to help them overcome. This challenge they can hold in their hand. Encourage women to think about challenges related to their life within their intimate relationships and/or homes.
7. Ask the women to do this in silence and encourage them to be reflective of these challenges and considerate of the experiences that the other women are currently having.
8. As the women are doing this, ask the following questions:
 - a. What were some of the challenges that you faced?
 - b. What did you need to overcome these challenges? What did you do?
 - c. As you think about what we have talked about over the past few weeks, consider if any of the things we've discussed could be helpful.
9. When the women are ready, ask the women to bring the stick that is their current challenge and come back together into a circle.



HELPFUL TIPS: Give the women enough space and time for this activity. As the facilitator, be mindful and patient of the experiences the women are having.

EXERCISE, PART 2

1. Once all of the women have joined the circle, ask the women to hold their challenges (sticks) in the air above their heads.
2. Ask the women to take some time to reflect silently about why it has been difficult and what about this particular issue makes it so challenging (3-5 min).
3. Ask the women to take turns sharing the challenge that they are currently facing while they all have their arms up in the air.
4. Once all of the women have shared the challenge they are currently facing, ask if there is anyone in the group who could help someone else in the group overcome their challenge. Encourage them to be creative and think about the different approaches and skills they have talked about over the past few weeks.
5. As the person with a solution shares her idea, ask the women whose challenge has been addressed to put their arm down. Work together to find a way so that all of the women have some ideas of solutions that may help them address their problem.
6. Once all of the women's arms have been lowered, ask them to find the person who thought of the suggestion that could be helpful. Ask them to thank them, affirm them, and give them a piece of the stick.
7. While the women are sharing their sticks, put a small basket or box in the middle of the circle.
8. Ask the women to come forward and throw their challenges into the basket or box. This part of the activity is a small celebration. If the women want to dance or sing, they should feel free to express themselves.
9. After a few minutes, bring the women back together.

DISCUSSION:

1. After all of the sticks are in the basket, facilitate a short discussion about overcoming these challenges. The following can serve as a guide:
 - a. What were some of the solutions that were helpful?
 - b. Were there other solutions that could help you that were not talked about?
 - c. Who are some people you can talk to when you face challenges?
 - d. Is there anyone else you can talk to whom you trust?
2. Ask the women to get in a relaxed position. If they feel comfortable, they can close their eyes or spread out a little bit.
3. Ask them to once again picture the challenge that they are facing.
 - a. What are some steps that you can take to begin to address your challenge?
4. Ask the women to take three deep breaths. Have them slowly stretch up their arms and open their eyes.

CONCLUSION:

1. Ask the women to consider if they can take the first steps in addressing their challenge.
 - a. For example, can they talk to the person they had thought of during the visioning exercise about their challenge and solution?
 - b. Encourage them, if the time is right, to begin taking some of the steps to address the challenge that they had thought about during the exercise.

Facilitator Note:

The envisioning exercises are designed to help the women think freely without distractions. If closing eyes helps, then that is fine. If it is not appropriate and they prefer another way (perhaps sitting randomly and not in a circle) then please accommodate this process.



PART 2: MEN'S CURRICULUM

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

TABLE OF CONTENTS¹

SECTION 1: UNDERSTANDING GENDER, POWER AND ACCOUNTABILITY TO WOMEN AND GIRLS

WEEK ONE: INTRODUCTION

- » Goals: To introduce EMAP; to discuss goals and expectations for the group; to think about the society we live in.

WEEK TWO: UNDERSTANDING GENDER

- » Goals: To explore what the lives of women would look like in a community where no violence, discrimination, and disrespect against women and girls existed; to explore how men and women are socialized to think and act.

WEEK THREE: GENDER ROLES IN MY HOME

- » Goals: To understand the different tasks that women, men, girls, and boys are expected to do during a day; to understand how to have respectful discussions with women in our lives.

WEEK FOUR: STAGES OF CHANGE

- » Goals: To understand and practice accountable discussions; to commit to changes in the home; to begin making a personal action plan for change.

WEEK FIVE: VIOLENCE AND MANHOOD

- » Goals: To understand how violence impacts ideas of manhood.

WEEK SIX: UNDERSTANDING POWER AND RIGHTS

- » Goals: To understand the different types of power; to understand how status and privilege operate in the community; to explore the concept of rights.

WEEK SEVEN: UNDERSTANDING POWER IN THE HOME

- » Goals: To understand power in the home; to analyze one's own use of power; to practice accountable discussions.

¹ Starred activities (*) are the activities that will need to be completed by integrating the input from women gathered during the Women's Dialogue Sessions.

SECTION 2: UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS

WEEK EIGHT: UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS

- » Goals: To understand the different types and root causes of VAWG.

WEEK NINE: SEXUAL VIOLENCE

- » Goals: To understand what sexual assault and rape are; to explore harmful beliefs and myths about sexual violence.

WEEK TEN: INTIMATE PARTNER VIOLENCE (IPV)

- » Goals: To understand why IPV occurs; to explore root causes of IPV; to understand that IPV is selective.

WEEK ELEVEN: TAKING RESPONSIBILITY

- » Goals: To recognize our thoughts, feelings, and emotions; to take responsibility for our emotions and actions.

WEEK TWELVE: CONSEQUENCES OF VIOLENCE

- » Goals: To understand the consequences of violence on individuals, families, and communities; to reflect on why talking about violence may be difficult.

SECTION 3: BEING AN ALLY TO WOMEN AND GIRLS

WEEK THIRTEEN: SUPPORTING SURVIVORS OF VIOLENCE

- » Goal: To discuss victim blaming and how to support survivors of violence; to understand what it means to be an ally to women and girls.

WEEK FOURTEEN: HEALTHY RELATIONSHIPS

- » Goals: To explore the characteristics of healthy vs. unhealthy relationships; to reflect on discussions with women.

WEEK FIFTEEN: BEING AN ALLY IN THE COMMUNITY

- » Goals: To understand what it means to be an ally in the community; to reflect on helpful behaviors; to identify key actions for change.

WEEK SIXTEEN: REFLECTIONS

- » o Goals: To reflect on what we have learned and the changes we have committed to over the group; to identify ways to continue being accountable to women and girls.

WEEKLY SESSIONS SECTION 1: UNDERSTANDING GENDER, POWER, AND ACCOUNTABILITY TO WOMEN AND GIRLS

WEEK 1: INTRODUCTIONS

SESSION OBJECTIVES:

To introduce EMAP; to discuss goals and expectations for the group; to think about the society we live in



Time: 3 hours



MATERIALS:

- » Flipchart
- » Markers

ACTIVITY A—INTRODUCTIONS



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants to the first discussion group. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in these meetings.
2. Introduce and give a little background information about yourself.
3. Explain to the group that you work with _____ (organization name) and are here to talk with them about what it means to be a man in their community and how they can make a difference and help prevent violence against women and girls.
4. **Introduce EMAP.** Spend some reminding men of the following key points:
 - a. Violence against women and girls is a large problem all around the world and in this community.

3

SECTION 3 PART 2: MEN'S CURRICULUM

- b. Violence against women and girls occurs because men choose to be violent. But many men are not violent and do not want women to be harmed. For example, the men in this group are here in part because you are not violent towards women and girls and want to learn more about how to help.
 - c. These meetings will help you to understand why some men choose to be violent and why many of the rest of us stay silent about that violence. We will also look at ways that we may harm women and girls that don't involve physical violence. We will talk about how we can make a difference.
 - d. In order for us to know what we can do to help and how we can improve our relationships, we need to listen to women. As you know, my colleague (female facilitator) has been meeting with women in the community to find out what women need from men.
 - e. During these meetings, I will be sharing feedback that the women have given us and it will be very important that we listen to it. Also, we will be talking about how you can discuss what you are learning with the women in your life. This group is an opportunity for you to make a difference and help become a better man.
5. Ask if any of the men have any questions or concerns.



HELPFUL TIPS: The information that the facilitator provides during this session should be a review for participants, as basic information about EMAP should have already been discussed with the men during the recruitment period. However, it is important to remind men of this information and address any concerns that they may have.

6. **Group Introductions.** Ask the men to introduce themselves and share:
- a. One reason that they chose to participate in the group meetings.
 - b. Something that they hope to learn during the group meetings.
7. Begin the exercise by responding to the question yourself and then ask for the men to respond, one at a time.



HELPFUL TIPS: Record any expectations you hear from the men that are not going to be met during the 16 weeks or any topics that will not be covered. For example, the group will not be providing jobs to men or focusing on other topics/interests. Any expectations that will not be met during this group should be addressed during the expectations discussion below.

ACTIVITY B—OPTIONAL ICEBREAKER



Time: 20 minutes



OBJECTIVES:

To help participants get to know each other.

ACTIVITY OVERVIEW:

Participants are divided into pairs and must take turns telling their partner as much as possible about themselves without speaking. When participants regroup everyone takes turns introducing their partners.

INSTRUCTIONS FOR FACILITATOR:

1. Divide participants into pairs.
2. Let participants know that they will each have five minutes to tell their partner as much as possible about themselves without using any words or sounds.
3. This can be done by using actions, like a mime or the game charades.
4. When 10 minutes are up, ask participants to come back together.
5. Give each participant a chance to introduce his partner and describe what he learned about his partner during the activity.
6. After each introduction allow the men who was introduced to correct or add any information about himself.

ACTIVITY C—GROUP AGREEMENTS AND EXPECTATIONS



Time: 40 minutes



OBJECTIVE:

To establish group agreements and expectations with the participants.

ACTIVITY OVERVIEW:

To develop shared agreements and expectations for the 16 meetings that promotes accountability and trust.

INSTRUCTIONS FOR FACILITATOR:

1. Tell the group that over the next 16 weeks, you will be discussing many different topics, including their experiences related to being a man in their home and community. You will also be talking with them about how they can take action to help improve the lives of women and girls. Explain to the group that you will also be talking about violence that happens to women and girls and what affect it has on us all.
2. Next, ask the group:
 - » Is talking about these topics easy or hard?
 - » Why might it be hard to talk about some of these things?
3. Summarize participants' responses about what might be difficult in talking about these topics. Make sure to mention that it may be challenging to talk about some of the topics because we may have witnessed violence ourselves, or we may have strong feelings about what men and women are supposed to do and how they should act.
4. Ask the group:
 - a. What will make it easier for you to discuss these topics over the next 16 weeks?
 - » What will you need to do?
 - » What will you need from one another?
 - » What will you need from the facilitator?
5. Draw symbols to represent different responses on flip chart. If working with a group that has higher literacy, list responses on flip chart and write "Group Agreements" above the list.



HELPFUL NOTES: If the term "group agreements" does not make sense in your setting, use another term that will resonate with participants, such as "commitments", "group rules", etc.

6. Review the agreements and ask for brief explanations of what some of the key agreements mean. For example:
 - » What does it mean to show "respect" in this group? What will that look like?
 - » How do you want to manage disagreements that may arise within the group?
7. **Make sure to spend time discussing confidentiality and disclosures of violence (see side boxes). This is very important.**
8. Ask the men if they have any questions about confidentiality and disclosures of violence.

9. Remind participants that they will be asked to try new behaviors at home during the group.
Ask participants:
 - » What will you need in order to try new and different behaviors?
 - » What will you need from yourself? From each other? From the facilitator?
10. Let the group know that we will be discussing how to make changes in our behavior as the weeks go on, so they can always add to this list.
11. After reviewing the full list and any questions, ask the participants if they can commit to these behaviors. If so, explain that they will be our agreements as a group about how we are going to act and contribute when we come together each week.
12. Remember to address any unrealistic expectations up front (stipends, t-shirts, etc.)
13. Ask the men to remember these agreements and help hold each other to the rules, expectations, and commitments they just set. Another idea is to have each man remember a different agreement and to begin each week with reminding each other of each agreement.

KEY AGREEMENTS

- » Respect each other's ideas and experiences
- » Confidentiality—keep information private
- » Participation
- » Reflect on your attitudes and beliefs, especially about what it means to be a woman and a man
- » Be open to new ways of thinking
- » Be non-violent in all parts of your life
- » Ask questions
- » Listen to each other

ACTIVITY D—THE OPPOSITE WORLD



Time: 40 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Let participants know you are about to read a description of a society and you want them to listen closely.
2. **Read the description of the “Opposite World” in Annex 17 (page 342).** Do not read the name of the activity to participants.
3. After reading the description, process the activity using the following questions as a guide.

3

SECTION 3

PART 2: MEN'S CURRICULUM

4. If working with a group with higher literacy levels, record responses on chart paper. If working with a group with lower literacy levels, record responses on note paper so they can be re-read later in the activity.
 - » Who is more important in this society, males or females? Who makes all the decisions?
 - » What rules has the group in control created? What are the beliefs that led to these rules?
 - » How do women behave towards men in this world?
 - » What would it be like to grow up in this world as a girl or a boy?
 - » How are women restricted in this world? How are men restricted?
 - » What's good about being a woman in this world? What's good about being a man?
 - » How would you feel about being a boy/man in this world? How would you feel about being a girl/woman?
 - » Who is responsible for the inequality in this world?
 - Emphasize that all of the women in this world make choices about how they treat men—and even if a woman is not violent or mean to a man, she still is benefiting from being a woman.
5. If working with a group with higher literacy, draw a box around participant responses and ask:
 - » How does this sound different from life in this community?
6. Tell participants that the title of the reading is “**Opposite World**” and ask them why they think it is called that.
7. After students give their responses, explain that the reading is called “**Opposite World**” because it describes a world that is the opposite of the one that we currently live in.
8. Change all “women” to “men” and “males” to “females”, then re-read the description and the responses that participants shared.
9. Ask participants:
 - » What do you think of this world?
 - » How do men behave towards women in this world?
 - » Do you know men who treat women with respect and as equals?
10. Explain that when men listen to women and care about their safety, they are being **accountable** to women and girls. This means that they understand that many men harm women and that this is not ok. Being accountable to women and girls also means that men understand that they have a responsibility to stop violence against women and girls, and that this means they need to listen to what women feel need to change.

11. Explain to participants that for the next 16 weeks, you will be working with them to understand the steps that men can take to be **accountable** to women and girls.
12. Thank the participants for their honesty, and again for being a part of this group and this movement their community is trying to start. Ask them to start thinking about men in their life who they consider to be strong and influential.

HELPFUL TIPS: When introducing the concept of Accountability, be sure to use a word or phrase that has meaning in the community. It may be about taking responsibility or demonstrating respect. Be sure to think about how to best define accountability and any examples specific to the community that may help women to understand the term.



ACTIVITY E—MEN THAT I ADMIRE²



Time: 40 minutes

INSTRUCTIONS FOR FACILITATOR:

Encourage participants to name role models in their lives (family, from the community, religious leaders, etc.). This will enable them to complete the activities in the Action and Reflection section.

1. Ask participants to each think of a man he knows whom he admires, or considers to be a role model.
2. Ask the group to identify the qualities that this man possesses that make him a role model.
3. Divide the participants into groups of four and ask them to take turns and each describe one of the qualities that they admire in their role model and explain why.
4. After five minutes, ask participants to come back together as a large group and share some of the reasons they discussed for admiring certain qualities in their role model. If working with a high-literacy group, write the qualities and the reasons why on the board.
5. Facilitate a group discussion using the following questions as a guide:
 - » Are the qualities this man possesses typical of men in this community? If not, how are they different?

² Adapted from: "One Man Can: Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS," Sonke Gender Justice Network, 2008.

- » What affect do these qualities have on other people and on relationships? (For example, if one of the qualities is respectful, the impact might be that people feel good when they are around the role model, they feel they can be honest about their opinion, they feel safe to express emotions, etc.—because they know they will be treated with respect)
- » How does your role model treat women and girls?
- » Did anyone have a hard time identifying a male role model? Do you think other men might also have a hard time naming a role model? If so, why?
- » Are you a role model to anyone? How do you know?
- » What qualities within yourself would you like to develop in order to be a stronger role model in your family, community, etc.?

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Conclude the first session by explaining that these discussions with the women and men will not change things or lessen violence immediately. However, people and communities can change and grow—and by starting these discussions, we can hopefully begin to build new ways of thinking and acting.
2. Explain to the men that this time will allow them to understand why violence against women and girls happens, and what they can do to help make a difference. It will also allow them to hear from the women's group about what is important to them.
3. Review the information below and then conclude the session.

CONFIRMING MEETING TIMES:

- » Explain that you will be meeting with the group for 15 more weeks and then once a month after that until the end of the men's group. The discussions will last three hours.
- » Ask participants to confirm that the meeting dates, time and venue for these sessions are convenient for all. If they are not, facilitate a discussion to arrive to an agreeable consensus on meeting times, dates and venue.
- » Ask participants if they have any questions about the process. Answer all questions and move on to talk about the importance of regular attendance.
- » Explain that if a participant is unable to attend a session, they should let the facilitator know if advance, if possible.

- » Thank participants for all of their questions. Tell them that you are looking forward to working with them over the next several weeks.
- » Review the Action and Reflection activity and explain that the men will be asked to take an action or think about specific things after each session.
- » Tell participants that you have now come to the end of your time together. Remind them of the next meeting day and time.

HELPFUL TIPS: Remind the group that you will be interviewing them today. See Section 4 on Monitoring Tools for guidance around how to administer the Pre-Questionnaire.



ACTION AND REFLECTION

Reflect on what you want to accomplish over the next 16 weeks and perhaps something about a promise to a woman in their community...wife, daughter, sister, mother...about what they want to accomplish in the next 16 weeks



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Violence Against Women and Girls (VAWG) affects everyone in society, not just those who endure violence.
2. Most men are not violent and want to have a society where women and girls are not at risk, simply because of their gender.
3. Men are violent against women because they choose to be violent. It is a learned behavior and like any behavior can be unlearned.
4. The first step to creating a better world for women and girls is by listening to what women and girls have to say, and recognizing that we all have a responsibility for making the world a safer and fairer place.
5. Women's lives will greatly improve if men change their behavior.
6. Group work is only possible if everyone pledges to abide by the key agreements.

WEEK 2: UNDERSTANDING GENDER

SESSION OBJECTIVES:

To explore what the lives of women would look like in a community where no violence, discrimination, and disrespect against women and girls existed; to explore how men and women are socialized to think and act.

 **Time: 2 hours**

MATERIALS:

- » Flipchart
- » Markers (for high literacy group)
- » Rocks or other symbols for the gender boxes
- » Tape or rope for timeline

WELCOME AND REVIEW:

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants to the second discussion group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review of Session 1
 - » Review the key messages from Session 1.
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY A—AN IDEAL COMMUNITY



Time: 40 minutes

HELPFUL TIPS: Be sure to use the adapted version of the “An Ideal Community” that is based on the feedback from the Women’s Dialogue Sessions.



1. Tell participants that you would like to start by describing a community to them. Explain that while you describe the community, you want them to think about what qualities the men in this community would possess.
2. Ask participants to close their eyes, if this is culturally appropriate.
3. With their eyes closed, begin reading the description of the “An Ideal Community” that was created using the feedback from the women’s dialogue sessions.
4. Once you have finished reading the “An Ideal Community”, facilitate a discussion with the men using the following questions as a guide:
 - » What do you think about this world?
 - » Does this sound like the community that you live in?
 - » What is different about this community?



WOMEN'S VOICES

5. Explain that the community that you just described is one that the women’s discussion group envisioned. This is the world that women would like the men to help them create. Remind the men that you will be letting them know the feedback from the women so that they can find out what types of changes they need to make in order to help women and girls.
6. Ask participants:
 - » How do you feel knowing that the women in the discussion group felt that this would be an ideal community to them?
7. Divide participants into small groups and ask them to each reflect on the following questions.
 - » In what ways would your life as a man be different in this world?
 - » Would you want to live in this world? Why or why not?
 - » If women in this community had the same freedom and value as women in the “An ideal community”, how would your family benefit? How would the community benefit?

3

SECTION 3 PART 2: MEN'S CURRICULUM

8. After 10 minutes, ask the groups to come back together and share key points of their discussion.
9. After each group has shared, lead a large group discussion with the following questions:
 - » What would need to change in order for this “An ideal community” to become a reality?
 - » How would men act in this world without VAWG?
 - » What kinds of qualities would they have?
 - » How would they treat women?
10. As participants discuss these questions, **make sure to add in any feedback from the women’s group that participants haven’t mentioned and ask men for their responses to this additional feedback.**
11. Make sure to note specific characteristics that men would have, how they would act and treat women, and what would need to change in order for this “An ideal community” to become a reality.
12. Ask the men if they are interested in helping to create this world and developing the kinds of qualities that the men in this world would possess.
13. Explain that in order to build this world, all men will need to change some of their behaviors—not just men who are violent. Explain that this is because we are all responsible for creating the current world that we live in and the “An ideal community” that we want to bring about.

ACTIVITY B—GENDER LIFELINE³



Time: minutes

1. Introduce the activity and explain that in order to begin building a world with no violence, we need to think about what it means to be a woman and a man in this community.

Option B Note: Prepare for this activity by using tape or rope to create a lifeline on the floor. Use different color symbols to represent different life stages on the lifeline, including: birth, childhood, adolescence, and adulthood.

1. Explain that the lifeline represents the stages of our lives. Use symbols to show major stages: Childhood, adolescence, and adulthood.

³ Adapted from: Transforming Masculinities towards Gender Justice – Regional Learning Community for East and Southeast Asia (RLC) “Rethinking Domestic Violence: A Training Process for Community Activists,” Raising Voices, 2004. Also see: “Rethinking Differences and Rights in Sexual and Reproductive Health: A Training Manual for Health Care Providers,” Family Health International, 1999.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



2. Ask for four volunteers to play the role of a boy 1 and a girl 1 and boy 2 and girl 2.
3. Divide the remaining participants up into the following groups:
 - » Family
 - » Peers
 - » Community
4. Give each group a few minutes to think about the main messages that they would send to the boy and to the girl at the different phases of their life. Ask them to think about what they would tell the boy and the girl about how they should feel, act, and dress.
5. Ask the boy and girl volunteers to stand at the beginning of the lifeline (childhood).
6. Ask each group to tell the boy and girl the messages.
7. After each group has told them the main messages, lead a brief discussion using the following questions:
 - » For the boy and girl the following questions:
 - i. How did it feel to hear these messages?
 - ii. What messages feel positive to you in terms of your development? Which messages feel negative?
 - iii. What did you learn about how you should think about the opposite sex?
 - » For the groups of influence:
 - i. How are the messages that you have given to the girl and the boy different?
 - ii. What are some examples of differences that are due to sex (biological)?
 - iii. What are some examples that are due to gender (societal)?

HELPFUL TIPS: If participants reply that they are “sex” characteristic to the “gender” category, correct them by asking:



- » If a boy or man does not possess that characteristic, is he still a male?
- » If a girl or woman does not possess that characteristic, is she still a female?

- How will these messages affect them?
- What would help you to give more positive and equal messages to them?

8. After discussing these questions, ask the boy and girl to move to the next phase and invite the groups to provide the messages for this phase. Repeat the discussion questions in each phase.
9. After completing each phase of life, thank all volunteers and ask them to return to their seats.

10. Explain that these messages that we all receive are not based in our sex or biology, they are socially constructed based on our ideas, attitudes and beliefs. They are not “natural”, although they may appear to be as we grow up. But they are in fact, learned and cultural. They are expressed daily in stories, attitudes, assumptions and ideas that we learn and act on. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles. They are created by us and reinforced by us.

ACTIVITY C–GENDER BOXES



Time: 50 minutes

PART 1: “ACT LIKE A MAN”

1. If using a board or chart paper, draw a box and write “Act like a man” on top of it.



HELPFUL TIPS: The phrase that the facilitator writes on top of the Man Box and the Woman Box may change in each location. It should be the phrase that is said to a boy when he is crying and an adult wants him to “be a man” instead. For women, it should be the phrase that is said to girls when they are doing something that isn’t considered appropriate for a girl. It is the reminder that there are rules about gender.

2. Ask boy “2” and girl “2” to come to the childhood line and give them each a basket.
3. Place rocks or other items in the middle of the room. Make sure that you have enough items so that the men can have enough symbols for many different responses.
4. Ask boy “1” and girl “1” (now adults) to explain to the second boy and girl what they have learned so far in life about what it means to be a girl/woman and a boy/man.
5. Ask them to begin focusing on what they have learned about what it means to be a man. Ask them if they have ever been told to “Act like a man”. As participants respond, ask the following questions:
 - » What was it like when someone told you that?
 - » Why do you think they said this?
 - » How did it make you feel?
6. For each characteristic that they name, have them put a rock/symbol in the “Act like a man” basket or box.



WOMEN'S VOICES—MAKE SURE TO INCORPORATE FEEDBACK FROM THE WOMEN'S GROUP IN THE MAN BOX

7. Open the discussion up to all of the participants to share more of their ideas about what they have been taught about how men are supposed to behave. Explain that the list should represent the ideas that society tells us all about how a man should act, feel, and think. The following questions may help to fill in the box:
 - » How are men supposed to act in terms of sex?
 - » How are men supposed to act in relationships/family?
 - » What kinds of tasks do men do in the home?
 - » What kinds of tasks do men do in the community?
8. After each question, pause and allow participants time to place rocks and symbols in the box to represent the responses. If working with a group with higher literacy levels, write responses in the box on chart paper.
9. Once the group has brainstormed a list, facilitate a discussion based around the following questions:
 - » Do you know men who do these things or act in these ways?
 - » How did they learn to do these things? Who taught them when they were younger?
10. Explain that these are society's expectations of who men should be, how men should act, and what men should feel and say.
11. Once the group has brainstormed responses, facilitate a discussion based around the following questions:
 - » Is the box helpful or harmful to men? How?
 - Emphasize that the box both benefits men (they are leaders, decision makers, etc.) and limits men (they can't cry, they must appear in control and tough, etc.)
 - » What happens to men who step outside of the box?
 - » What are they called?
 - Use examples that the group has generated to demonstrate what this means (i.e., men who express fear, men who don't objectify women, men who cook, etc.)

Responses in the “Act like a man” box may include the following:

- » Be seen as tough and aggressive
- » Do not cry
- » Be a leader
- » Be the protector
- » Be a good advisor
- » Have lots of sex
- » Have more than one girlfriend/wife
- » Never ask for help
- » Make a lot of money
- » Travel to find work
- » Make decisions in the home
- » Control the finances
- » Know how to fight

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SECTION 3 PART 2: MEN'S CURRICULUM

12. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - » Teased
 - » Beat up
 - » Ignored
 - » Called “gay”, “woman”, etc.
 - » His spouse may be assaulted or harassed
13. It is important to note that women are often punished or blamed for men's actions and choices.
14. Ask the participants:
 - » What messages does this send? What does this teach us?
15. Explain to the group that:
 - » The ideas in the box teach all of us that men are superior to women—that they are the rulers, leaders, and decision makers.
 - » The box also teaches us that there is a right and a wrong way to be a man or a boy.
 - » The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are ways of policing behavior and making sure that men “act like real men”. These ways of acting may directly harm women and girls.
 - » Point out that the names on the outside of the box are mostly derogatory terms for women or gay men—note that this teaches men and boys that women/girls/non-straight men are “less than”, and therefore that it is ok to treat them in disrespectful, dehumanizing or violent ways.



HELPFUL TIPS: Write the responses that the group provides outside of the box. The purpose of this section is to understand that there are rules about what it means to be a man, and those rules are enforced in our society by shaming or even violating men who are perceived to be outside of the box. Emphasize that the insults that are directed at men who step outside of the box are often words used to describe women/girls and gay men. This teaches men that those groups are less than and not deserving of respect.

PART 2: “ACT LIKE A WOMAN/LADY”

16. Now place or draw a box on the floor—or if working with a group with higher literacy, draw a box and write “Act Like a woman” above it.
17. Ask the participants to share their ideas about what they have been taught about being a woman or girl and what the expectations are for how women and girls are supposed to behave.



WOMEN’S VOICES—MAKE SURE TO INCORPORATE FEEDBACK FROM THE WOMEN’S GROUP IN THE WOMEN’S BOX

18. The following questions may help to fill in the box:
 - » How are women supposed to act in terms of sex?
 - » How are women supposed to act in relationships/family?
 - » What kinds of tasks do women and girls do in the home?
 - » What kinds of tasks do women and girls do in the community?
19. If working with a group with higher literacy, write responses on the flipchart inside the “Act Like a woman/lady” box.
20. After generating a number of responses, review some of the ideas in the box and ask the group:
 - » Do you do these things or know other women who do these things?
 - » How did you learn to do these things? Who taught you when you were younger?
21. Explain that these are society’s expectations of who women should be, how women should act, and what women should feel and say. They are taught to us from the moment we are born from many different people and experiences.
22. Once the group has brainstormed a list, facilitate a discussion based around the following questions:
 - » Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?
 - Emphasize that women and girls may enjoy or take pride in some of the characteristics of the box (cooking, caretaking, etc.) and be limited and harmed by others (submissive, passive, etc.)
 - » What happens to women and girls who step outside of the box?
 - » What are they called?
 - Use examples that the group has generated to demonstrate what this means (i.e., women who have sex with more than one man, women who assume leadership positions, etc.)

3 SECTION 3

PART 2: MEN'S CURRICULUM

Responses in the “Act like a Woman/Be a Lady” box may include the following:

- » Be passive—a woman cannot be a leader or chief
- » Give birth to many children
- » Support their family (if a woman is a widow or has been abandoned)
- » Be the caretaker for children and elders
- » Do household chores
- » Be beautiful, but not too sexy
- » Be smart, but not too smart
- » Be quiet
- » Obey
- » Listen to others
- » Be the homemaker
- » Be faithful
- » Be submissive
- » Have sex when your husband wants to
- » Please and serve others, especially your spouse

23. If working with a group with higher literacy, write responses outside of the box. Examples may include:

- » Called sluts, whores, prostitutes
- » May be threatened with rape, harassment, assault
- » May be raped, harassed, assaulted

24. Ask the participants:

- » How does this make women feel?
- » What do the ideas both inside and outside of the box teach people about what it means to be female?
- » What do the messages in the box teach us about the different value that our society has for women vs. men?

25. Explain to the group that:

- » We are taught to think that there is a right and a wrong way to be a woman. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day we are born and continue throughout our lives.
- » These ideas control and restrict the lives of women—they set rules for women to follow and there are dangerous consequences for being seen as not following the rules. Make sure to emphasize here that women are often punished or harmed even if they do follow these rules.
- » These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers and that women are to be subservient and obey. We are taught that men should have more power and control in relationships, the home, and society than women and girls.
- » The names and violent behaviors listed outside of the box are ways that men reinforce this power and control over women and their bodies. Violence is a way of expressing male power or men's right to do what they want with women's bodies.
- » The social roles of women and men are not only different; they are valued differently. Boys learn that men, in general, have more privileges and status than women. This is why it is an insult to a boy to be told he is “acting like a girl” and why boys will not want to carry out tasks that are seen as “girl's duties.”

26. Emphasize the key point that these types of violent behaviors can and do happen to women REGARDLESS of their behavior or actions, and that violence is NEVER the fault of the victim. However, we are taught to focus on what the victim of violence did. This sends the message that a victim may have brought violence onto herself or “asked for it”. This is not true and these ideas are very harmful for all of us.

ACTIVITY D—REFLECTING ON THE BOXES



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants to break into small groups and assign each group one of the discussion topics below:
 - a. Share stories of a time they might have defied social pressures and rigid stereotypes and acted outside of the “box.”
 - i. What allowed them to do this?
 - ii. How did they feel about it?
 - iii. What were the reactions of others?
 - b. Think about a time that they may have pressured someone to stay in the box.
 - i. What made them do this?
 - ii. How did they feel about it?
 - c. Think about key moments when they learned how they were expected to behave as men.
 - i. What happened? What did you learn that you were supposed to do or not supposed to do?
 - ii. Who taught this to you?
 - iii. How did they feel about it?
2. After 10 minutes, ask participants to share the key points of their discussions with the larger group.
3. Highlight the following aspects from what participants share. If working with a group with higher literacy, note these on chart paper.
 - a. What messages they were given about how they should behave as men?
 - b. What allowed them to step out of the box; what it was like to be outside of the box?
 - c. Ways that they might pressure someone to stay in the box or reinforce the teachings inside the box?

3

SECTION 3 PART 2: MEN'S CURRICULUM

4. Ask the group:
 - a. Is it better to stay inside the box or step outside of the box?
5. Emphasize that there are many benefits for men inside of the box. They are the rulers, leaders, and decision makers. However, the box limits men because it denies them access to the full range of human emotions and experiences. Instead, it pressures men to focus on getting, maintaining, and demonstrating their power and value. It also sets men up to think of women as “less than” and inferior.
6. Conclude the session by explaining to the group that over the next several weeks, we will be looking at how these ideas of what it means to be male and female lead to violence against women and girls—and what we can do about that.



CLOSING AND REFLECTIONS



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.



ACTION AND REFLECTION

Over the next week, think about the following questions:

How I can step outside of the box?

What would be challenging about this?

How would the other people in my life respond to these changes?



KEY MESSAGES FOR WEEK 2:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. The roles of men and women are not “natural”, although they may appear to be. Socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles.
2. We are taught that there is a right and a wrong way to be a male or a female. This puts us in boxes. If you act “outside of the box” society punishes you for not being “normal.” Boys learn early on that men have more privileges and status than women. This is why it is an insult to a boy to be told he is “acting like a girl” and why boys will not want to carry out tasks that are seen as “girl’s duties.”
3. Violence is never the fault of the victim. It is a choice made by the person who commits the act of violence. Even if someone acts “out of the box” they do not deserve people to be violent towards them.
4. This work is challenging. There are many benefits for men inside of the box however these benefits are at a disadvantage to men because it denies them access to the full range of human emotions and experiences.

WEEK 3: GENDER ROLES IN MY HOME



SESSION OBJECTIVES:

To understand the different tasks that women, men, girls, and boys are expected to do during a day; to understand how to have respectful discussions with women in our lives



Time: 3 hours



MATERIALS:

- » Timeline handout
- » How to Have Respectful Discussions worksheet
- » Notes of women's feedback to integrate

WELCOME AND REVIEW OF WEEK 3



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants to the second discussion group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review of Session 1
 - » Review the key messages from Session 1.
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY A—GENDER ROLES IN MY HOME



Time: 60 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants to break into four small groups.
2. Hand out a copy of **Annex 18 (page 344)**, the timeline of a day to each group. Explain to participants that it represents a full day from morning to night.
3. Ask participants the following question: In your home, what are the rules or expectations for how women and men, girls and boys are supposed to act and what can they do?
4. After a couple of minutes of large group discussion, ask participants to draw responses into the timeline. Assign one of the following categories to each group:
 - a. Group 1: What do women do in the morning? In the afternoon? In the evening? Before bed?
 - b. Group 2: What do girls do in the morning? In the afternoon? In the evening? Before bed?
 - c. Group 3: What do men do in the morning? In the afternoon? In the evening? Before bed?
 - d. Group 4: What do boys do in the morning? In the afternoon? In the evening? Before bed?
5. After 10 minutes, bring the larger group back together and ask each smaller group to share their timeline with the larger group.
6. Note any themes, similarities, or differences that arise in terms of what the expectations are and how the women feel about them.
7. After the lists have been created, use the following questions to lead a short group discussion:
 - » What do you notice about these timelines?
 - » Who has the longer list of tasks to do each day? Why?
 - » Do different women in the community have different tasks that they are expected to carry out? Why?
 - » How are activities and tasks that women carry out assigned to them? What choice do they have in accepting these tasks or not?
 - » How are the activities and tasks that we as men carry out assigned to us? What choice do we have in accepting these tasks or not?
 - » Which activities are seen as having more value or requiring more skill?

3

SECTION 3 PART 2: MEN'S CURRICULUM

8. Make sure to emphasize that women often do not have a choice about the activities and tasks that they are expected to do each day.
9. Let the group know that part of creating "An Ideal Community" is changing the very strict ideas about what men and women are expected to do on a daily basis. Ask the men:
 - a. What lessons do you think that children learn from seeing the differences in men and women's daily tasks? What do they learn about the value of women's work? Of men's work?
 - b. What are the benefits of sharing domestic tasks? How could that improve families and communities?

ACTIVITY B—MAKING CHANGES IN THE HOME



Time: 60 minutes



WOMEN'S VOICES

1. **Share the key messages from the women's discussion groups about what they would like to see men do differently in the home in regards to household chores and tasks.**
2. Ask the men for their responses and what they feel about hearing this feedback from women in the community.
 - » Are they surprised by the women's feedback?
 - » How do they think that their wife or girlfriend would feel about them beginning to do these things in their home?
 - » How would they feel about doing some of these things in their home?
3. Explain that if we want to have more equal and fair relationships, we need to listen to what women need from us and make changes.
4. We also need to focus on HOW we make these changes. We know that the box teaches men to be dominant and in charge, so we need to know that we may act in those ways, even when we are trying to do something different.
5. Let participants know that you will be reading them scenarios of ways that men may try to make changes in their home.

6. Read each scenario. After you read it, ask the group the following questions:
 - » Was the behavior of the man in the story inside or outside of the man box? How?
 - » Who was making the decisions in the situation?
 - » How could this have looked differently? How can men work with women in their lives—together—to decide what would be most helpful to women?

Scenario 1: You have been thinking about all of the work your wife is expected to do around the house. You decide that she should no longer do the dishes and that the children will do from them now on and she can do the laundry, which you think she will like better.

Scenario 2: You decide you want to talk to your family about what you are learning in the group. When you come home, you tell everyone to stop what they are doing so you can talk to them. You tell them about the Man Box and the Lady Box and after you have finished talking, allow them to get back to their activities.

Scenario 3: You ask your wife if it would be ok for you to discuss some of the ways that you think you would like to act differently so you can have a better relationship. You ask her if she would like to talk about this and when would be good for her to have this discussion.

HELPFUL TIPS: Make sure to explain to men that it is expected that they will have challenges at first in learning how to talk to women in ways that are respectful and equal. This is because of how they have been taught to think about men vs. women. Emphasize that it is very important that men are honest about the challenges they are having so they can overcome them.



7. Explain that you are now going to ask the men to practice talking to their wives/girlfriends about doing things differently in the home. Ask participants:
 - » How would you talk to your wife or girlfriend about this?
 - » What would you say?
 - » How would you decide—with her—what would be the most helpful things that you could do differently?
 - » How would your wife respond to you deciding you want to help with household chores?
8. Write down participants' responses and review each of them with the group.

3

SECTION 3

PART 2: MEN'S CURRICULUM

9. After you have discussed participant responses, review the steps below. If working with a group with higher literacy, **hand out and review Annex 19—Steps to Healthy Discussions**. If working with a group with lower literacy, discuss the key points of the worksheet.
10. Review the steps:
 - » **Step One: Explain** that you want to discuss how you can help to make things more fair and equal in your home.
 - i. “I have realized that you do many more household tasks and I would like to help out”
 - » **Step Two: Ask** if she is willing to discuss this with you. If so, when would be a good time to talk.
 - » **Step Three:** At the agreed upon time, explain that you want can make things more fair and equal in your home. **Listen** to what she thinks about this and what she feels would be helpful.
 - i. “In my group we are learning about how much more women have to do each day in the home. It is not fair. I would like to help out so things are more equal. What do you think about that? What might be helpful to you?”
 - » **Step Four:** If she is comfortable with you making certain changes, **work together** to select 2-3 behaviors that you can do differently.
 - » **Step Five: Respect** what your wife wants. If she is not comfortable with you making changes, seek to understand why and respect her feelings. Do not make decisions for her or insist that change happens in any particular way.
11. After reviewing the worksheet, ask for a volunteer to role-play the discussion. Let participants know that they should practice talking with their wife/girlfriend in a way that models these characteristics and keeps in mind the scenarios from the beginning of the session.
12. Practice the discussion with a few different male volunteers.
13. For each situation, the facilitator should demonstrate different reactions that women may have to this discussion, including mistrust, resistance to change, confusion, etc. The focus of the role-play is to help participants reflect on HOW they are communicating with the women in their life.
14. After each role play, ask men for their responses and facilitate a short discussion using the following questions as a guide:
 - i. How did the man talk to the woman in this situation?
 - ii. How did the woman respond?
 - iii. Did they make decisions together about what was going to happen or did the man decide?
 - iv. How do you, as a man, need to behave in order to have a respectful discussion? How can you listen to what your wife or girlfriend has to say?

15. Explore their responses and connect any defensiveness or resistance to the man box. Pay attention to whether the men are deciding what they are and aren't prepared to do—and therefore, the extent to which they are still deciding the conditions of their help.
16. Let the men know that we will continue to look at the roles men and women play in our community and how we can begin to build “An Ideal Community”.

ACTIVITY C—RELATIONSHIPS AND COMMUNICATION IN “AN IDEAL COMMUNITY”



Time: 40 minutes

1. Divide participants in four small groups and ask them to prepare a short sketch reflecting what the relationships and communication between men and women would be like in “An Ideal Community”. Ask each group to choose a participant to play a husband, a wife, a daughter, and a son. Instruct each group to create a skit that reflects the following questions:
 - » What types of qualities do men in “An ideal community” display?
 - » How do husbands and wives interact in “An ideal community”?
 - » Who makes decisions in the relationship and how?
 - » How are male and female children treated in “An ideal community”?
 - » How is power used in “An ideal community”?
 - » How do people in “An ideal community” handle problems or disagreements when they arise?
2. After 10 minutes, ask each group to present their skit. Make sure that other members pay attention when each group is performing.
3. After the groups have presented their sketches, divide them in three groups and ask them to answer the following questions. For high-literacy groups, give each member of the group the corresponding list of questions below. For low-literacy groups, conduct this portion of the activity as a large group discussion.
4. Questions for Group 1 (the husbands in the skits):
 - » How did you feel to play the role of a man in “An ideal community”?
 - » What was different about the way the man in “An ideal community” acted from the way men in this community act? What was the same?
 - » What was different about the way the man in “An ideal community” acted from the way you normally act? What was the same?

3

SECTION 3 PART 2: MEN'S CURRICULUM

5. Questions for Group 2 (the wives in the skits)
 - » How did you feel to play the role of a woman in “An Ideal Community”?
 - » What was different about the life of the woman in “An Ideal Community” from the lives of women in this community? What was the same?
 - » What was different about the life of the woman in “An Ideal Community” from the lives of the girls and women in your home? What was the same?
 - » Would it be difficult for you—as a man—to treat women the way you did in “An Ideal Community”? Why or why not?
6. Questions for Group 3 (the children in the skits)
 - » How did you feel to be a child of this particular family?
 - » Is it the same way children (girls and boys) are treated in your family? Yes/ No, explain.
 - » What would you need for you to treat your children, brothers and sisters in this way?
7. After 10 minutes, ask the groups to share some highlights from their discussions and their reactions to the activity.
8. Throughout the discussion, make sure to emphasize the key points below.

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.



ACTION AND REFLECTION

Over the course of this week, take some time to speak with your wife, girlfriend, sister, or mother about the daily tasks she is expected to do. Ask her how she feels about doing these tasks and what she would like you to do to reduce her burden. Make sure to practice the steps on the worksheet during this discussion.



KEY MESSAGES FOR WEEK 3:

Facilitators should listen carefully to the group and pull out some key points that everyone should remember. Facilitators can also share these points:

1. There is nothing particular about women that make them better at performing domestic tasks. Women do the majority of domestic tasks because of gender socialization and power differences between men and women.
2. The best way men can be allies is by asking the women in their lives how they can be most helpful to them, rather than making the decision themselves about what they want or don't want to help with.
3. To bring about "An Ideal Community", men must begin to recognize that women need to have a say about how their lives can best be improved.
4. This work is hard and not easy to do but it is the only way to create "An Ideal Community".

WEEK 4: CHANGING BEHAVIORS

SESSION OBJECTIVES:

To understand and practice accountable discussions; to commit to changes in the home; to begin making a personal action plan for change

 **Time: 3 hours**

MATERIALS:

- » Flipchart
- » Markers
- » Personal Action Plans

ACTIVITY A—INTRODUCTION AND REVIEW OF WEEK 3

 **Time: 10 minutes**

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 3
 - » Review the key messages from Session 3
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY B—ACTION/REFLECTION CHECK IN

 **Time: 45 minutes**



HELPFUL TIPS: Review Annex 19: “Steps to Healthy Discussions” (page 345) during the discussion and role plays below

1. Ask participants if they checked in with a woman in their life about how they could be helpful in terms of domestic tasks.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did the woman they asked say to them?
 - c. Were they able to use the steps we discussed last week?
3. Ask for volunteers from the group to role-play the discussion that they had. Ask for one volunteer who feels that the discussion went very well and one who feels that it was hard.
4. Ask for volunteers to remind the group about the steps that were discussed last week regarding how to have respectful discussions. Ask the group to pay attention to whether these steps are happening in the role-play.
5. Remind participants to be honest when they demonstrate how they acted. Remind them that in order to change and grow, they will need to be honest about what is hard for them. Explain that this is very hard work because they are trying to do things differently.
6. After each role play, ask men for their responses and facilitate a short discussion using the following questions as a guide:
 - a. How did the man talk to the woman in this situation?
 - b. How did the woman respond?
 - c. Did they make decisions together about what was going to happen or did the man decide?
 - d. How do you, as a man, need to behave in order to have a respectful discussion? How can you listen to what your wife or girlfriend has to say?
 - e. What did you agree that you would work on changing in your home?
7. Explore their responses and connect any defensiveness or resistance to the man box. Pay attention to whether the men are deciding what they are and aren't prepared to do—and therefore, the extent to which they are still deciding the conditions of their help.
8. Remind the group that it is hard to learn how to have respectful discussions, but essential that they continue to reflect on their attitudes and beliefs that lead them to not listen or to not be respectful.

ACTIVITY D—UNDERSTANDING BEHAVIOR CHANGE**Time: 60 minutes****PART 1: INTRODUCING STAGES OF CHANGE**

1. Emphasize to the men that it is not easy to change our behaviors, but it is possible if we work hard at it.
2. Ask each participant to think of a specific example of when he changed his behavior (i.e., gave up drinking, used his time better, changed friends, etc.).
3. Ask the men to remember some of the steps they went through before they were able to change those behaviors. Give participants a few minutes to remember this time in their lives. Invite participants to close their eyes or write down the steps they took if that is helpful to them.
4. After a few minutes, invite one or two participants to share their experiences.
5. Using one participant's experience as an example, ask that group member to describe his process of change in more detail. Help him along by asking:
 - » When did you realize it was a problem?
 - » How did you realize it?
 - » What did you do? How did you decide to make a change?
 - » Did anyone help or support you?
 - » What happened next?
6. Record the different phases of change that the group member describes. After he has finished discussing his process of change, review the following phases below and connect them to examples that the participant has shared:

ADVANCE PREPARATION**Prepare a flipchart with the following information:**

- » **Stages of behavior change**⁴
- » **Pre-contemplation:** A person is unaware of the issue/problem and its consequences for her/his life.
- » **Contemplation:** A person begins to wonder if the issue/problem relates to her/his life.
- » **Preparation for action:** A person gets more information and develops an intention to act.
- » **Action:** A person begins to try new and different ways of thinking and behaving.
- » **Maintenance:** A person recognizes the benefits of the behavior change and maintains it.

⁴ Prochaska et al, Stages of Change Theory, 1992.

PART 2: INTRODUCING PERSONAL ACTION PLANS

1. If working with a group with higher literacy, hand out the “**Personal action plans**” worksheet in **Annex 20 (page 346)** and review with participants. If working with a group with lower literacy levels, discuss the different areas for change that participants will be asked to reflect on.
2. Explain to the men that we will be discussing different areas of their lives where they can make changes.
3. Ask the men to break into small groups and discuss:
 - a. What are the things that you and your wife agreed would be helpful for you to do differently in the home? Will you do those things?
 - b. What will help you to achieve these goals?
 - » Ex. Practicing listening skills, learn more about what motivates me to end VAWG, learn to share feelings.
 - c. What challenges might you face in doing this?
 - d. How do you think your friends and family would react to you making these changes?
 - e. If I face a setback, how will you get back on track?
4. If working with a group with higher literacy levels, ask the men to write down the 2-3 changes they have identified in the “**Changes in my home**” column.
5. Then ask them to write down 1-2 actions they will need to take in order to make this change in the “**How I will achieve these goals**”.
6. After 10 minutes, ask for volunteers to share their goals for change and what steps will be taken to achieve it.
7. Make sure to hold men accountable if any of the changes or the action steps are focused on traditional ideas of masculinity.
8. Emphasize the following key points:
 - a. Change is hard but it is possible. If we want to change and believe it is important, we are all capable of making changes in how we think and act.
 - b. The reason that we are working to change is to help improve our relationships and the lives of women. We need to make sure that the ways that we think we need to change are actually going to be helpful to women. The way to do this is to talk to the women in our lives about what we are learning and how we can work as partners with them. This is not easy to do because many of us do not talk to women in our lives in these ways. We have to learn new ways of talking to each other.
9. Collect the **Personal action plans** and let participants know that you will keep them and give them back to participants throughout the sessions.

ACTIVITY—UNDERSTANDING ACCOUNTABILITY AND DEFINING AN ALLY



Time: 45 minutes

1. Introduce **Accountability** by asking participants the following questions:
 - » What is accountability?
 - » Who are you accountable to in your life? In what ways?
 - » What happens to our own sense of self/integrity when we are not accountable?
 - » What are we telling others about ourselves when we do not act in accountable ways?
2. Remind the group that when we are talking about preventing violence against women and girls, accountability means listening to women and understanding that women are not only harmed by men's physical violence, but by many of the other traits in the man box.
3. Ask the men for examples of ways that women are harmed by men that are NOT physical. Examples may include:
 - » Men making decisions about women's lives
 - » Not respecting or ignoring what women have to say
 - » Men ignoring violence that other men commit—sending the message that violence is ok
 - » Calling women names
4. Explain that we will be talking more about these non-physical forms of violence in a few weeks.
5. **Remind the men of “An ideal community”. Explain that in order to build this world, men must begin to act in new ways that are respectful to women and girls. Emphasize that the men in this group are expected to identify ways that they can improve their behavior to women and girls and to be accountable to women about the changes they say they will make.**
6. Ask the men:
 - » Do you know any men that are helping women and girls in their community?
 - » If so, what kinds of things are they doing?
 - » What do you think of these men? What do others in the community think of them?
7. **Introduce the idea of an ALLY.** Explain that an **ally is a man who listens to women and helps to prevent men's violence against them.** An ally is accountable to women and girls.
8. Explain that it is not easy to be an ally because not everyone supports change in how men act towards women. Remind the men of the Man box.

9. Explain that our **Personal action plans** are a way for us to be accountable to the women and girls in our lives. They will help us learn how to become allies.
10. Let the men know that you will be supporting them in making these changes and checking in with them about how it is going.
11. Conclude the activity by asking participants to close their eyes and picture a woman or girl that they care deeply about. Then ask them to think about how they want men and boys to behave towards her. Lastly, ask them to think about how they want to behave towards her and how they want her to feel.
12. Ask participants to go around the room and say one word that describes how they are feeling after this session.

HELPFUL TIPS: When discussing Accountability and Ally, be sure to use words or phrases that has meaning in the community. It may be about taking responsibility, demonstrating respect, or speaking out to support others. Be sure to think about how to best define accountability and any examples specific to the community that may help men to understand the term.



CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time



ACTION AND REFLECTION (10 MINUTES)

Talk to a man you admire and respect about why you have chosen to be in this group and why you are concerned with men's violence against women and girls. Find out what he thinks about what you are saying and how he thinks men can make a difference to help prevent violence.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- 1.** It is very important to focus on how we are having discussions with the women in our lives so we can make sure we are not acting inside of the man box.
- 2.** In order to improve the lives of women and girls, men must take responsibility for the ways that we act that support violence. When we do this and commit to changing our harmful behaviors, we are being accountable to women and girls. Men in this group are expected to identify ways that they can improve their behavior to women and girls and to be accountable to women.
- 3.** Men who actively help to prevent violence and promote equality for women and girls are allies. In this group, we will learn how to act as allies.

WEEK 5: VIOLENCE AND MANHOOD

SESSION OBJECTIVES:

To understand how violence impacts ideas of manhood



Time: 3 hours



MATERIALS:

- » Flipchart
- » Markers

WELCOME AND REVIEW OF WEEK 2



Time: 10 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 4
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

ACTIVITY A—ACTION AND REFLECTION FOLLOW UP



Time: 25 minutes

1. Ask participants to get into pairs and discuss how their conversation went about why you are concerned about men's violence against women and girls. Specifically, ask them to discuss:
 - a. Who did they talk to? What did they say? How did the person respond?
 - b. How did they feel having the discussion?
 - c. Were they unable to have these conversations? What was the barrier(s)?
 - d. What kinds of ways can they manage these barriers?

3

SECTION 3 PART 2: MEN'S CURRICULUM

2. Ask for volunteers to share their experiences with the larger group.
3. Make sure to note any challenging responses that the men report, such as questions about violence against women and girls being deserved or a man's right, or challenges to them about why they are attacking men. Note any of these types of responses and make sure to discuss them further during the activities about violence and manhood.
4. Emphasize that caring about violence against women and girls is not in the "Man box" and therefore, people may feel uncomfortable about participants stepping outside of the box.



HELPFUL TIPS: Review Annex 19: Steps to Healthy Discussions during this discussion and conduct role-plays if further support and practice is needed. For guidance on conducting role-plays with male participants, see Week 3, Activity C.

ACTIVITY B—HOW DO WE LEARN VIOLENCE?



Time: 45 minutes



HELPFUL TIPS: This exercise is extremely dynamic and good fun for the participants. However, make sure that the important reflection and analysis within the session occurs. When the games are being played, make sure that participants do not get so involved that they are in danger of physically hurting themselves or other members of the group. If you feel that it is about to happen, stop the game immediately and use that as a starting point to start reflection and analysis of the game. This activity can be carried outside if there is a playground or open space available. Encourage participants to play the games as they did when they were boys. It is important that they identify with the game and its objectives. Make sure that feelings and emotions are expressed freely.

1. Invite participants to think and call out names of games they played as children/ youth. Remember names of games they have called out or write it on chart paper. When participants finish naming games, stimulate reflection using the following questions:
 - » Why did we play these games?
 - » What did these games teach us about being men?
 - » Were girls allowed to play these games?
 - » What do the games have in common?
2. Form five small groups and invite each group to select one game from the list that they will practice and demonstrate for the other groups. Make sure that each of the group chooses a different game and tell them to be imaginative and creative if they need specific materials to play the game.
3. Give the groups 15 minutes to practice their game.
4. Invite each of the group to play its game in front of the others, instructing them to pay attention to how the game is played and how the participants relate to each other during the game.
5. After each group plays its game, lead a discussion using the following questions:
 - » What most caught your attention about the game and why?
 - » Who was in charge/ gave orders and how he (they) do it?
 - » In what ways were cooperation and solidarity present in the game?
 - » What ways did aggression and violence manifest themselves in the games?
 - » Why is it so important for us, as men, to win and not to lose?
 - » What messages do we learn about what it means to be a man from these games?
6. Ask participants to identify and name few games that they think teach positive qualities of cooperation in the community.
7. Optional questions:
 - » What can we do as parents to promote nonviolent, cooperative games and recreation for children and young brothers in our community?
8. Conclude activity emphasizing key points.
9. Transition into next activity

ACTIVITY C–VIOLENCE AND “RESPECT”⁵



Time: 45 minutes



OBJECTIVES:

To discuss how for men, the ideas of “getting respect” and “feeling disrespected” are often associated with conflict, confrontation and violence; to connect these ideas of manhood to the gender boxes.



HELPFUL TIPS: In this activity, the facilitator should change the names in the story to names more common in the community. However, avoid using names of group members to avoid misunderstanding and jokes.

INSTRUCTIONS FOR FACILITATOR

1. Divide the participants into groups of between five and six. Explain that they are going to create and present a short role-play depicting an exchange of insults or an argument between men. Give each group one of the scenarios below and ask them to create a skit that represents how most men in this community would act in these situations.
 - » **Group 1:** A group of friends is in a bus. Two of the men in the group begin fighting. The other men...
 - » **Group 2:** A group of guys is playing football after school. Janvier accuses Ali of a foul and pushes him in front of all the other players. Ali responds by...
 - » **Group 3:** It is Sunday, Joe is coming from church with his wife Jeanne. On their way home, they met a guy who was looking at his wife and the guy calls Joe's wife by her name, just to greet her. Joe responds by...
 - » **Group 4:** Jean-Baptiste is having an afternoon drink with some other men. He tells them about how his wife was asking for money and yelling, so he beat her. The other men ...
 - » **Group 5:** Jean Marie is visited by his girlfriend. He wants to have sex with her and she seems hesitant. He responds by...

⁵ Adapted from: “One Man Can: Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS,” Sonke Gender Justice Network, 2008

2. Explain to the group members that each skit should last about three minutes and that they can add any details that they like. Allow about 10 minutes for groups to discuss and prepare their skits.
3. Ask each group to perform its skit. After each one, allow time for discussion and comments. Use the questions below to generate discussion:
 - » Are these situations realistic?
 - » What are the different kinds of behaviors that the men in these situations chose to engage in?
 - » How else might they have reacted?
4. Post the Gender boxes next to the list of behaviors from the questions above. If you are working with a low-literacy group, remind participants of some of the qualities listed in the Man Box—and then read the behaviors that they listed in the prior discussion.
5. Then ask the group:
 - » Do our reactions as men have anything to do with the Man box?
 - » How does the Man box influence our actions?
 - » How can it lead to violent actions?
 - » How are these behaviors harmful to women?
 - » How are they harmful to men?
 - » How do these behaviors benefit men?

ACTIVITY D—HOW BOYS LEARN TO BE MEN



Time: 45 minutes

HELPFUL TIPS: During this discussion it is important to emphasize that many men who witnessed or experienced abuse as children grow up with a strong commitment not to have that happen in their lives. Men may be influenced by what they see and learn growing up, but they are capable of choosing to act very differently.



3

SECTION 3

PART 2: MEN'S CURRICULUM

1. Let participants know that you will be reading a series of statements. For each statement that is true for them, they should stand up. If the statement is not true for them, they should remain sitting.
2. Explain that these statements may bring up personal memories for participants, and that they do not have to stand if they don't feel comfortable.
3. Ask the men to remain silent during the exercise and take note of any emotions they experience.
4. Read the list of statements below and pause to allow men time to stand in between each one. You may want to add in statements depending on local context and knowledge the particular group you are working with.
 - i. When I cried as a little boy, someone comforted me.
 - ii. During my childhood, I saw men treat women with disrespect.
 - iii. Some men in my family refer to women in derogatory terms.
 - iv. Women in my family are expected to serve the men; girls are expected to serve the boys (clean, cook for them, etc.)
5. After you have read all of the statements, divide participants in three small groups. Ensure that they are as heterogeneous as possible in order to have a wide variety of life experiences within each of the groups.
6. Ask each group to talk about their reactions to hearing the statements. Did any particular memories come up related to what it means to be a man?
7. After a few minutes, give each group the questions below to discuss. Provide each group with a flipchart and markers and ask them to take notes while they are talking and prepare a synthesis of their reflections to bring back to the plenary session. If working with a low-literacy group, choose one person to be the spokesperson and have each group member to give that person an object after they share to represent their personal reflection. During the large group share out, the objects can be shared by the spokesperson to summarize the full group experience.
8. During the discussion, spend some time with each of the groups and ask questions that stimulate reflection and sharing. It can help the groups to deepen their analysis if you share something from your own experience with them.
9. After 10 minutes, bring all the groups and ask them to form a semi circle and ask each group to present its flipchart or share its objects.
10. After the presentations, invite participants to share how it felt to have this discussion and whether they think that the ways that we are taught to be as men are helpful or harmful to us all.

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time



ACTION AND REFLECTION:

During this week spend time with your son (or a young male in your life) playing an alternative game than what you might normally play. Discuss with him if he noticed a difference in playing something that was less violent; ask if this was an activity he preferred. If you don't have an opportunity to spend time with a young male, discuss with your wife/important female person in your life the games they enjoyed as a child and compare the potential similarities and differences.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. From a young age men are taught that winning and never losing is an essential part of being a man. Violence is come to be seen as an acceptable practice to achieve this goal.
2. Unfortunately, women are often the recipients of this violence as boys turn into men.
3. Violence is not a genetic, natural trait in men but a socially learned behavior. As such, it can be unlearned and non-violent behaviors can be taught and used instead.

WEEK 6: UNDERSTANDING POWER AND RIGHTS

SESSION OBJECTIVES:

To understand the different types of power; to understand how status and privilege operate in the community; to explore the concept of rights

 **Time: 3 hours**

MATERIALS:

- » Personal action plans
- » Deck of cards
- » “An ideal community” story
- » Flip chart
- » Markers

WELCOME AND REVIEW OF WEEK 4

 **Time: 10 minutes**

- » Welcome the men back to the group. Ask what they thought of the discussion last week.
- » Review key messages from Week 5
- » Reflection questions

ACTIVITY A: ACCOUNTABILITY CHECK IN

 **Time: 40 minutes**

1. Hand out **Personal action plans** or remind the men of the key actions that they said they wanted to take regarding changes in the home.
2. Let the men know that you want to talk about how the changes they are making in their home are going.

3. Have the men discuss the following questions in small groups:
 - a. Have they been making the changes?
 - b. How has it been going?
 - c. How has their family been responding?
 - d. What has been going well? What has been hard?
 - e. What are the next steps they need to take to make sure they are being helpful to their wife or girlfriend?
4. Make sure to spend time listening to each group and point out any common resistance responses during the share out.
5. After 20 minutes, ask the men to share their experiences.

HELPFUL TIPS: During check ins with men about the changes they are making in their behavior, it is important that the facilitator supports the men and holds them accountable. This means first creating an environment where men can be honest about whether they are making changes and how it is going. It is essential that men feel that they can talk openly about what is going well and what isn't. It is also important that the facilitator hold men accountable to their commitments to change and challenge them if they are not or if they are expressing any common resistance reactions.



ACTIVITY B—UNDERSTANDING POWER⁶



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants:
 - a. What is power?
2. Explain that power is the ability to influence or control people, opportunities, or resources.
3. Ask participants:
 - a. What kinds of power are there?
4. Explain that power can be used in different ways—it can be used for good, but it can also be abused.

⁶ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 24.

3

SECTION 3 PART 2: MEN'S CURRICULUM

5. Tell participants that you will be reading them scenarios and you want them to tell you whether they think the examples demonstrate good uses of power or abuses of power.
6. Give each participant a card that is green on one side and red on the other side.
7. Ask participants to hold up the green side if the type of power described is good, and the red side if the type of power is bad.
8. After each scenario, discuss why the type of power is good or bad.
9. If working with a higher literacy group, participants can be divided into smaller groups and each group can be given a scenario to discuss and then share out their responses.
10. After discussing the scenarios, review the different uses of power.
 - a. Power To - can be used to help others, bring about change, or expand opportunities.
 - b. Power With - can be used to help others and to work together on common goals.
 - c. Power Over - bad uses of power are when people use power OVER others—either by threatening them, denying them opportunities, or hurting them.
11. Conclude the activity by asking participants the following questions and then moving into the next activity about status:
 - a. Do all people in the community have the same amount of power?
 - b. How do you know if someone has power?

ACTIVITY C—UNDERSTANDING STATUS



Time: 20 minutes



HELPFUL TIPS: For the exercise below, make sure to take time to define “status” with participants and modify the definition to best fit the local context. For example, in some communities, the village chief may have the highest status or social standing and power, while in others, the religious leader may occupy the most powerful social role.

INSTRUCTIONS FOR FACILITATOR

Part 1: Greetings⁷

1. Shuffle a deck of playing cards. Tell participants that you are going to ask each of them to choose a card from the deck of playing cards.
2. Explain that the highest value in the deck is Ace, then the King, Queen, Jack, 10, 9 and all the way to the lowest value which is 2. If the Ace is confusing to people, remove it. Walk around the room and ask each person to choose a card and put it FACE DOWN on their lap.

⁷ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 23.

3. Emphasize to participants that they should not look at the card they have chosen.
4. Now ask participants to hold their card up to their forehead without looking at it. Everyone should now be able to see everyone else's card except her/his own.
5. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. Explain that participants should not talk but greet others according to the status or social position of their card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
6. Make sure that participants understand what status means and use other words if they are easier or more relevant.
7. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
8. After a few minutes ask the participants to go back to their seats still holding their card to their forehead.
9. Go around the circle and ask each participant to guess her/his card and explain the guess.

ACTIVITY D—TALKING ABOUT STATUS AND POWER IN THE COMMUNITY⁸



Time: 20 minutes

INSTRUCTIONS FOR FACILITATOR

1. Ask participants:
 - a. How did it feel to be treated according to your card?
2. Note that for those with higher cards, it might have felt good to be treated with respect, honor, etc., while for those with lower cards, it might have felt bad to be ignored, dismissed, or treated as unimportant.
3. Ask participants:
 - a. Does this happen in our real lives? Do certain people get treated better or worse in our families and communities?
4. Ask who in the community gets treated like the higher value cards and who gets treated like the lower value cards.
5. If working with participants that have higher levels of literacy, use chart paper to fill out a list with one side for the people who are treated like the higher value cards and the other for those who are treated like the lower value cards. See the sample list below.

⁸ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 24.

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SECTION 3 PART 2: MEN'S CURRICULUM

6. After participants have given responses, lead a brief discussion about status and power using the following questions as a guide and emphasizing the following points:
 - a. What is status?
 - » Explain that status is one's social standing in the community. This refers to how they are viewed by others and how much power they are thought to have.
 - b. What is power?
 - » Explain that power is the ability to influence or control people, opportunities, or resources.
 - c. Do those with higher status in this community also tend to have more power?

GROUPS THAT TEND TO HAVE UNEQUAL POWER IN SOCIETY	
MORE POWER / HIGHER STATUS	LESS POWER / LOWER STATUS
Men	Women
Adults	Children
Employers	Employees
Wealthy	Poor
Teachers	Students
Doctors	Nurses
Community leaders	Community members
Citizens	Document and Undocumented migrants
Immigrant officer	Informal cross border trader
Politicians	Community members
Pastors	Church members
People without disabilities	People with disabilities
(Unidentified) Gun men	Men without gun
Majority ethnic groups	Minority ethnic groups

- » Remind the group that everyone has some sort of power. For example, even a baby has the power to influence his or her parents to feed or change them. However, different groups of people have been given different amounts of control and opportunities in society and therefore, some groups tend to have more overall power than others. These groups also tend to be the groups that have higher status.

- d. What are power and status differences based on?
 - » The differences in status and power between groups are not based on who they are as individual people but on other things, like their age, wealth, ethnicity, job, sex, etc.
 - e. Do all men have the same amounts of power? Do all men?
 - » Explain that because of status, not all men have the same amount of power.
7. Review what we have learned about power and status so far today:
- a. There are different types of power that we all have
 - b. Power is relative—everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in groups that tend to have less power in society. In certain circumstances, they may have more power than another group.
 - c. Certain groups tend to have more overall power than others
 - d. Higher status groups tend to also have more power

ACTIVITY E—UNDERSTANDING PRIVILEGES AND RESTRICTIONS BETWEEN WOMEN AND MEN⁹



Time: 20 minutes

1. Begin by asking participants to list some of the privileges from the previous activity.
2. Ask participants:
 - a. Which of these were specific to men—what were men able to do simply by being men?
3. Divide the participants into four groups. Explain that two groups are going to focus on men for this activity, while the other two focus on women.
4. Ask each group to discuss the things that men can do because they are men or that women can do because they are women (two groups discuss men and two discuss women). Encourage them to think of as many responses as possible. As a facilitator, make sure that you capture these responses and place a stone or leaf in a box or at the center when they are naming these things. Responses may include:
 - a. Men: Freedom to go out at night, make own decisions, have sex with several partners, drink alcohol, more access to education, heritage and job opportunities, to be leaders, etc.
 - b. Women: Giving birth, close bond to children, share worries and anxieties with friends, etc.

⁹ Adapted from: “Manual for Men Working with Men on Gender, Sexuality, Violence and Health, Sayahog, 2005.

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SECTION 3 PART 2: MEN'S CURRICULUM

5. Ask the groups to repeat the exercise, but this time to focus on the restrictions or limitations of being a man or a woman. Possible responses include:
 - a. Men: Cannot express emotions or cry openly, care for children is limited, pressure to make money, etc.
 - b. Women: Limited decision-making, limited access to education, heritage and job opportunities, must take care of elders and children, do not eat on the table etc.
6. Ask each group to briefly present their thoughts. It is likely that the list of privileges for men will be longer than the list of restrictions, while, for women, the restrictions list will be longer than that for privileges. Note this as you discuss. Also note that the privileges for men will be bigger and less constraining than those for women—and that men often have the opportunity to do the things on the women's lists, but choose not to out of fear of social consequences, whereas women often do not have the option or the consequence could be far more severe.
7. You might also want to explore through the discussion the following questions:
 - a. Who places restrictions or limitations on women? On men?
 - b. How are the restrictions different for women and for men?
 - c. What effect do restrictions like those listed have on an individual? On the woman, On the family? On the community? (Link this question to the restrictions listed above.)

ACTIVITY F—UNDERSTANDING RIGHTS



Time: 30 minutes

1. Ask the group:
 - a. What are human rights?
 - b. What do we have the right to do just by being a human being?
 - c. Do we have the right to...education? freedom? Safety?
 - d. What else would be considered a human right?
2. If you are using a board or chart paper, write these examples down. If the group is having trouble thinking of rights, provide some additional examples:
 - a. Equal treatment under the law;
 - b. Food, water, shelter, and clothing;
 - c. Being treated with respect and dignity;
 - d. Freedom from torture;
 - e. Freedom of expression;
 - f. Freedom of thought, conscience, and religion;

- g. The right to assemble and to participate in society;
- h. The right to education; and
- i. The right to health, including access to health information and services.



INTEGRATE WOMEN'S INPUT:

Make sure to focus on the rights that women felt were most important and incorporate women's feedback about how men can help women to be able to have more rights.

3. Re-read **“An ideal community”** story and let the group know that when you read it this time, you want them to identify what rights people have in this world. After you finish reading, ask participants:
 - a. What rights do people living in this world have?
 - b. How do people living in this world know that they have these rights?
 - c. Does everyone have the same rights? Men? Women? Children? Why or why not?
 - d. What do you think happens in the “An Ideal Community” if someone feels like they can't access their rights?
4. Let the group know you now want them to work in small groups and think about the community they live in and how the rights from “An ideal community” function in their real community. Ask each group to think about four rights from “An Ideal Community” story and assess whether those rights are available to people in their current community. After 10 minutes, bring the group back together and facilitate a discussion using the following questions as a guide:
 - a. Do these rights exist for people in this community?
 - b. Does everyone have the same rights? Men? Women? Children? Why or why not?
 - c. How can men help women to be able to have more rights?
 - d. Who makes these decisions?

3

SECTION 3 PART 2: MEN'S CURRICULUM

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.



ACTION AND REFLECTION (10 MINUTES)

Take on a role they wouldn't normally do (i.e. cook dinner, put the kids to bed, grocery shop) and reflect how they thought it was (harder than they thought, easier, more time consuming than they expected) and how they felt when doing it (embarrassed, helpful, proud, angry, etc.).



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. There are different types of power.
 - a. Power to—can be used to help others, bring about change, or expand opportunities.
 - b. Power with—can be used to help others and to work together on common goals.
 - c. Power over—Bad uses of power are when people use power OVER others—either by threatening them, denying them opportunities, or hurting them.
2. A person's status is directly tied into how much power they have. Men are taught not to act like girls because girls have low status in the community. Having low status mean that you do not have as much access to power.
3. Differences in power and status give certain people privileges that others do not have. Privileges are an ability to do something that not everyone can do. All men have privileges that women, even those of higher status, do not.
4. Both men and women have restrictions imposed on them by gender. Nevertheless, men have far fewer and less severe restrictions than women.
5. When one group is considered not to have power, then they are often treated with less respect, and more powerful groups do not care about what happens to them. This leads to abuse.
6. If men treat women with equal respect, than women's status and their power in the community will increase. This will create the foundation for our "An Ideal Community" in the next session.
7. Human rights are the concept that everyone deserves to be treated equally regardless of their class, gender, race, or any other factor. Because women live their life under the threat of violence, their human rights are violated.
8. The "An ideal community" cannot exist if human rights are not respected.
9. Men can help create "An ideal community", and honor the human rights of women, if they act as being allies to women.
10. Individuals are discriminated against on the basis of their class, age, sex, tribe, educational levels, physical abilities, and so on. Power structures operate to keep discrimination in place and very often use violence to achieve this.

WEEK 7: UNDERSTANDING POWER IN THE HOME

SESSION OBJECTIVES:

To understand power in the home; to analyze one's own use of power; to practice accountable discussions.

 **Time: 3 hours**

MATERIALS:

- » Flipchart
- » markers

WELCOME AND REVIEW OF WEEK 6:

 **Time: 10 minutes**

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 6
 - » Review the key messages from Session 6
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY A—ACTION AND REFLECTION CHECK IN

 **Time: 30 minutes**

1. Remind participants of the Action and Reflection from last week: Take on a role they wouldn't normally do (i.e. cook dinner, put the kids to bed, grocery shop) and reflect how they thought it was (harder than they thought, easier, more time consuming than they expected) and how they felt when doing it (embarrassed, helpful, proud, angry, etc.).

2. Ask for volunteers to demonstrate, without using words, the role that they took on in their home. Explain that they should act out the activity they took on, and how they felt about doing it.
3. Explain that actors should use no words and the audience will guess what they are demonstrating.
4. Have 3–5 volunteers act out the roles and after each one, ask participants:
 - a. What role did the participant take on?
 - b. How did he feel about doing it?
 - c. How do you know?
5. Also, use this activity as an opportunity to expand their ability to tell what emotions others are feeling. This can be done by exploring how they knew what the participants in the role-plays were feeling (i.e., their facial expressions, body language, etc.). If the audience is incorrect about how the actor was feeling, make sure to point out the importance of asking people how they feel instead of assuming.
6. After all of the volunteers have demonstrated their roles, lead a brief discussion connecting their feelings about doing these tasks to the gender boxes. Emphasize that doing new activities, especially those that have traditionally been seen as “women’s work,” can bring up different feelings in men.
7. Connect this to the different ideas of power and value that are connected to “men’s work” vs. “women’s work”.

ACTIVITY B—TALKING ABOUT STATUS AND POWER IN THE HOME



Time: 30 minutes

INSTRUCTIONS FOR FACILITATOR

1. Remind participants of the status activity from last week.
2. Ask participants:
 - a. Who holds the high status/high power cards in the family, men or women?
3. Emphasize that as a community we generally tend to assign women a lower status than men—and this results in women being treated differently than men, and having different day to day lives than men.

3

SECTION 3 PART 2: MEN'S CURRICULUM

4. Read the case study about Mary to the group:
 - a. Mary's father says he has some very important matters to discuss with her and her mother. He tells Mary that because she is now 18 years old he has arranged her marriage to a rich man. This man is the son of a good friend of the family and has a good reputation. Mary's mother tries to ask questions about the man, but Mary's father simply says the marriage is arranged and it will be a good one. Mary has never met the man she is now engaged to marry. She feels afraid because he is much older than she is and she has heard horrible stories about men beating their wives. She says nothing to her father about her fears. She listens to him speak and then thanks him quietly.
5. Lead a discussion with the following questions below:
 - a. Does this kind of situation happen in this community?
 - b. Who has power in this scenario?
 - c. What kind of power does the father have? Does Mary have any power? Does the mother have any power?
 - d. How does power relate to having choices?
6. Remind participants of the discussion that you had last week about expectations and gender and ask:
 - a. What are the expectations of Mary? Of her mother?
 - b. What ideas from the gender boxes do we see in this scenario?

ACTIVITY C—ANALYZING MY POWER



Time: 60 minutes

1. Let the group know that you are now going to read more statements aloud. For these statements, participants should just silently acknowledge whether their response is "Always", "Sometimes" or "Never". Tell the men that this is a personal exercise for self-reflection and that answers will not be recorded, collected, or shared with others, so to please answer silently and honestly. Make sure to pause after each statement to give the group time to reflect. Ask the group to keep in mind the conversation that you just had about power, superiority, and value.



WOMEN'S VOICES:

Make sure to adapt the statements based on women's feedback about what they want to see change in regards to men's use of power in the home.

2. Adapt the statements below as needed based on the women's feedback . Then choose some of the phrases below to read aloud, giving a moment for participants to reflect after each. Examples of statements:
 - » When I talk to my partner, I often raise my voice.
 - » I can't stand to be refused sex.
 - » I feel that I can have several sexual partners without telling my partner.
 - » I beat my children when they don't listen.
 - » I beat my wife if there is good reason.
 - » I like to have the final decision in all matters at home.
 - » I welcome all people into my _____ (religious institution, health clinic, school, etc.)

3. After completing the exercise, lead a group discussion, using the following questions as a guide:
 - » What was it like for you to complete this reflection?
 - » What did you find difficult?
 - » What do your answers tell you about yourself?
 - » What did your answers tell you about how you use your power? What did it tell you about how you have been taught to value other people?
 - » When we use our power over someone else do we usually feel good about this?
 - » Is treating people equally and with respect easy all the time? Why or why not?
 - » Do these power differences help or harm us? Do they help or harm those who have less power?

HELPFUL TIPS: Describing acts of violence that happen outside our own homes is typically much easier than commenting on or sharing about violence within the home. Talking about violence we have committed is even harder. If participants share violence that they have committed, they will often seek to justify their actions or blame others. It is important to pay special attention to common resistance responses during this discussion, as behaviors like minimizing, justifying, or blaming the victim for violence may arise. Make sure to use the steps to challenging harm to address any common resistance responses that come up. In addition, if current use of violence is disclosed, it is essential that the facilitator talk with the participant after the session. See “Disclosures of Violence” in Section 2 of the Implementation guide.



**WOMEN'S INPUT AREA:**

Include key messages that women shared about changes they would like to see how men use power in their home

ACTIVITY D—POWER IN THE HOME**Time: 45 minutes**

1. Ask participants to break into small groups and answer the question below. If working with a high-literacy group, have them use chart paper to document their responses.
 - i. How do you use power in your home?
 - ii. What are ways that you use power with? Power over?
 - iii. How does your use of power affect the discussions you have with your wife? Decision making in the home?
2. After 10 minutes, ask for volunteers to share some of the ways that they use power in their home.
3. Ask the participants:
 - i. What would you like to change about the way that you use power in your home?
 - ii. How can you begin to use power with your family instead of power over?
 - iii. How would you talk with your wife about this?
4. Ask them if they remember the key points of how to have respectful discussions and review these.
5. Ask for volunteers to demonstrate role-plays of talking with their wife or girlfriend about how they use power in the home.
6. Practice the discussion with a few different male volunteers.
7. As in session 2, for each situation the facilitator should demonstrate different reactions that women may have to this discussion, including mistrust, resistance to change, confusion, etc. The focus of the role-play is to help participants reflect on HOW they are communicating with the women in their life.
8. After each role-play, ask men for their responses and facilitate a short discussion using the following questions as a guide:
 - i. How did the man talk to the woman in this situation?
 - ii. How did the woman respond?
 - iii. Did they make decisions together about what was going to happen or did the man decide?
 - iv. How do you, as a man, need to behave in order to have a respectful discussion? How can you listen to what your wife or girlfriend has to say?

9. Explore their responses and connect any defensiveness or resistance to the man box. Pay attention to whether the men are deciding what they are and aren't prepared to do—and therefore, the extent they are still deciding the conditions of their help.
10. Let the men know that if they feel they can do it in a respectful way, they are encouraged to talk to their wife/family about how they can build more power with in their home.

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.



ACTION AND REFLECTION

Talk with your wife or girlfriend about what she would like to see change in terms of how power is used in the home.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. From a young age, men are taught that being powerful is the most important trait in life. Young men are taught to not to act like girls because girls are weak and have no power. This creates the foundation for violence against women and girls, as they create associations between femininity and inferiority.
2. Equal relationships are based on communication and mutual respect. Both partners make decisions and neither person dominates the relationships and their children, boys and girls are treated equally and have (share) the same opportunities in the family.

SECTION TWO: UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS

WEEK 8 : UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS



SESSION OBJECTIVES:

To understand the different types and root causes of VAWG



Time: 3 hours



MATERIALS:

- » Tree handout
- » Personal Action Plans
- » Flipchart
- » Markers

WELCOME AND REVIEW:



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Welcome participants.
2. Review of Session 6
3. Ask participants about their reflection over the past week about
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY A—ACTION AND REFLECTION CHECK IN



Time: 45 minutes

1. Ask participants if they checked in with a woman in their life about how they could use power with more in their home.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did the woman they asked say to them?
 - c. Were they able to use the steps we discussed last week?
3. Volunteers to role play—ask for one volunteer who feels that the discussion went very well and one who feels that it was hard
 - a. Participant plays wife
 - b. Another participant plays you
4. After each role play, ask men for their responses and facilitate a short discussion using the following questions as a guide:
 - a. How did the man talk to the woman in this situation?
 - b. How did the woman respond?
 - c. Did they make decisions together about what was going to happen or did the man decide?
 - d. How do you, as a man, need to behave in order to have a respectful discussion? How can you listen to what your wife or girlfriend has to say?
 - e. How is it different pretending to talk to your wife vs. talking to a man you admire?
5. Explore their responses and connect any defensiveness or resistance to the man box. Pay attention to whether the men are deciding what they are and aren't prepared to do—and therefore, the extent to which they are still deciding the conditions of their help.
6. Reminders to the group that it is hard to learn how to have respectful discussions, but it is essential that they continue to reflect on their attitudes and beliefs that lead them to not listen or to not be respectful.
7. Reminders to the group that it is hard to learn how to have respectful discussions, but it is essential that they continue to reflect on their attitudes and beliefs that lead them to not listen or to not be respectful.

8. Ask the men to break into small groups and discuss:
 - a. What are the things that you and your wife agreed would be helpful for you to do differently? Will you do those things?
 - b. What steps can I take to achieve these goals?
 - c. What challenges might I face in doing this?
 - d. If I face a setback, how will I get back on track?
9. After 10 minutes, ask if anyone would like to share one personal goal for change and what steps will be taken to achieve it.
10. If working with a group with higher literacy, hand out the Personal Action Plans and ask men to write down the changes they will be making in the 2nd category: Changes in my use of Power.
11. Let the men know that you will be supporting them in making these changes and checking in with them about how it is going.

ACTIVITY B—UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS¹⁰



Time: 45 minutes

1. Let participants know that today we are going to talk about men's violence against women and girls.
2. Ask participants what comes to their mind when they hear the word "violence"
3. Introduce the idea that the acts of violence identified can be divided into four types and provide examples of each type:
 - » Physical (hurts the body)
 - » Emotional (hurts the feelings and the self-esteem)
 - » Sexual (controls sexuality)
 - » Economic (controls access to money, property or resources)
4. Explain that we have actually already been talking about violence when we have discussed non-physical ways that men can harm women. Ask participants to name some of these forms of violence.
5. Explain that violence can be a one time incident or ongoing. It can be big or small. It can be planned or unexpected. There are many different ways that violence can look. All forms of violence are harmful and not ok.

¹⁰ Adapted from: "Rethinking Domestic Violence: A Training Process for Community Activists," Raising Voices, 2004.

6. Divide participants into four small groups and assign one type of violence (physical, emotional, sexual and economic) to each group. Ask each group to take 15 minutes to brainstorm all the different acts of violence within that category (type). In this stage, ask participants to link the acts of violence previously identified to each type (e.g., beating to physical violence).
7. When the participants are finished, ask each group to present their ideas to the others. After presenting, invite the other participants to ask questions or to add any acts of violence that were left out.
8. Add in the types of violence to the trunk and branches of the tree in Annex 21.
9. After a group discussion on each of the four types of violence, ask participants to reflect on all the different kinds of violence perpetrated against women. Pause for a few minutes of reflection.
10. Invite the participants to ask questions or to add any acts of violence that were left out.

ACTIVITY C—EXPLORING ROOT CAUSES OF VIOLENCE



Time: 30 minutes

1. Ask the group:
 - a. Why do you think these types of violence occur?
2. Lead a discussion with the group about VAWG. Make sure to emphasize the following points throughout the discussion :
 - » Men are most often the perpetrators of all of the different forms of VAWG
 - » VAWG occurs because of harmful beliefs and attitudes about men and women (connect to session on gender boxes/gender socialization), including:
 - a. Women are inferior to men and the property of men
 - b. Men have the right to control the lives of women
 - c. If men choose to be violent against women or girls, it is because the woman “deserved it”. Violence is seen as a way to teach women a lesson and discipline them.
 - » VAWG is a way of reinforcing and demonstrating male power and control. women.
 - » Violence as strategic and planned—FGM, forced marriage
 - » VAWG occurs because we live in a world that says it is ok for men to harm women.
3. Read the scenarios describing different acts of violence that occur in the community.

3 SECTION 3

PART 2: MEN'S CURRICULUM

Responses about types of VAWG may include the following:

- » Rape
- » Sexual exploitation
- » Female genital cutting
- » Forced marriage
- » Insertion of objects into genital openings
- » Attempted rape
- » Sexual threats
- » Humiliation
- » Intra-familial rape
- » Early marriage
- » Domestic violence
- » Sexual harassment
- » Molestation
- » No access to education and heritage for women and girls
- » Wife-inheritance
- » Peppering (the rubbing of hot pepper into women's eyes and vaginas)
- » Abandonment
- » Denial of food and other resources
- » Cursing and using hurtful language

4. If working with a group with higher literacy levels, break participants into small groups and give each group a scenario from Worksheet 2 with a different type of VAWG that is relevant in the community.
5. Make sure to include examples of emotional violence or financial violence, not just physical violence.
6. Read each scenario and then ask the group to answer the following questions:
 - a. Is this an example of violence against women and girls?
 - b. If so, what type of violence is this?
 - c. What do you think people in the community said about what caused this violence to happen?
 - d. What other choices did the man have rather than violence?
7. Share out:
 - a. Note differences in what the women consider violence and why they think VAWG has occurred.
 - b. On a flip chart, record all the reasons that women give for WHY violence occurred in the story they discussed.

ACTIVITY D—ROOT CAUSES VS. CONTRIBUTING FACTORS



Time: 40 minutes

1. Emphasize that despite other factors that may be contributing to the man's frustration, ultimately he is responsible for his behavior. Emphasize that men, like women, choose how to respond in different situations and that, no matter what, a violent response is never acceptable. No one can "make" another person be violent.
2. Draw symbols to represent power and harmful attitudes and beliefs at the deepest roots of the tree.
3. Write or add in symbols of contributing factors on the ground next to the tree. Explain that these things do not cause violence but they can make it more likely to occur.
4. To help clarify the difference, ask the group:
 - » If (contributing factor) did not exist, would VAWG still happen?
 - » In fact, does it still happen?
 - a. Emphasize that violence against women and girls still occurs when men are not drunk or angry or poor

HELPFUL TIPS: Point out any reasons for VAWG that were given that blame women and girls. Explain to the group that we are taught to blame women and girls for the violence that men commit against them but that it is only the person who chooses to commit violence who is responsible.



5. Emphasize the following key points:

- » Violence against women and girls occurs because of the harmful beliefs that exist about women and girls (refer back to examples from the gender boxes) and the power differences in society—which generally gives men control and authority over women.
 - a. In other words, men commit violence because they can—there are no consequences because of men's higher status and power in the community. If she told anyone about the violence, what would they say?
- » Violence is never the fault of the victim but often the victim is blamed for violence that happens to them.
- » Violence is not about anger or drinking too much—it is about men choosing to exert power over women in harmful ways. Violence is a choice. Men have control when they know they need to.

HELPFUL TIPS: During this discussion, victim blaming may come up. If men express these types of ideas, such as, « sometimes women ask for violence by misbehaving » or « sometimes men rape women because they lead them on » - make sure to ask what other participants think and get a range of perspectives. Explain to the group that men often blame women for the violence that they commit against them, but this is not true. The only person responsible for violence is the person who chooses to perpetrate it. Ask the men why they think so many people tend to blame women and connect this discussion back to the man box.



CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time

ACTION AND REFLECTION (10 MINUTES)

Over the course of the next week, talk with three people and ask them why they think men use violence against women.

KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. There are many types of violence. Violence means more than beatings and rape; it also includes controlling sexuality and access to economic resources.
2. Violence also involves not only direct force, but also threats, intimidation and coercion. The threat of violence can be just as harmful as actual violence itself.
3. Violence Against Women and Girls (VAWG) occurs because of societal beliefs about men and women. These beliefs include that if men choose to be violent against women or girls, it is because the woman “deserved it”. This is not true.
4. Ultimately, violence against women occurs because men in society allow it to occur. It is the behavior of men, not the actions of women, that leads to VAWG. Violence is a choice.
5. Male violence impacts all aspects of women's health and well-being, and has serious repercussions for families, communities and wider society.

WEEK 9: SEXUAL VIOLENCE

SESSION OBJECTIVES:

To understand what sexual assault and rape are; to explore harmful beliefs and myths about sexual violence.



Time: 3 hours



MATERIALS:

- » Flipchart
- » markers

ACTIVITY A—REVIEW OF WEEK 9



Time: 20 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 9
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

HELPFUL TIPS: This discussion may bring up strong feelings for participants as it addresses major myths that men are taught about sexual assault and rape. As with all sessions within EMAP, facilitators should read through the notes in the sections below before facilitating this discussion to ensure that they understand what is true and false. It is essential that facilitators challenge these myths and connect them to the previous discussions about gender, power, and rights within the curriculum. In order to do this, it is important that facilitators identify and address their own socialization around sexual assault before facilitating this session.



ACTIVITY B—IS THIS RAPE?



Time: 80 minutes

1. Ask the participants to share their understanding about rape. If they are having a difficult time to explain it, ask them for an example of what actions they might call a rape. Try to come to a group consensus on how to define rape.

Review the following definition: Rape is any nonconsensual sexual intercourse; any degree of penetration by anything (penis, finger, object, etc.) in either the vagina or anus is considered rape.

2. Ask participants to identify other types of sexual violence. Explain that sexual violence can include rape but also includes any form of undesired sexual contact, including but not limited to forced kissing and unwanted touching of a person's body.
3. Ask participants:
 - i. How do we know if sexual contact is desired or not?
4. Define "Consent"
 - i. Explain that if someone says "yes" to something due to pressure or threats, this is not true consent.
5. Ask participants to break into small groups.
6. Explain that you will be reading them scenarios. After each one, you want them to talk with their group and decide if what you have read is rape or not.
7. Allow participants a few minutes to discuss in their small groups and then report back their decision to the larger group.
8. After each group has decided if they believe the scenario was rape or not, go back to the definition that was presented for rape. Then proceed to the next scenario.
9. After all of the scenarios have been discussed, facilitate a discussion using the following questions:
 - » How does this discussion today connect to the previous discussions we have had about gender socialization and power?
 - » What can men do to help prevent other men from choosing to rape women and girls?
10. Complete the activity by asking the participants if they have any questions about the definition of rape. Before closing, remind the group again that rape is never acceptable, and that a woman has the right to be free from all types of violence and sexual violence.

SCENARIOS—IS THIS RAPE?

1. A man forces his wife to have sex with him when she does not want to do so by threatening that he will refuse to give her money if she does not have sex with him.
 - » Facilitator's note: It is always rape if the woman does not consent, no matter what her relationship with the man. This includes husband and wife. It goes back to the point that women have rights and wishes that the husband should consider and respect.
 - » Do you think that most men think women have the right to say no to sex? Do you think most men respect that right ?

2. A woman says that she wants to have sex with a man. She takes off her clothes, but then decides that she does not want to have sex with him. He gets very angry and tells her that she can't tease him like that. He tells her that if she really loved him she would have sex with him. He continues to say this and proceeds to have sex with her. She doesn't say anything.
 - » Facilitator's note: Even if a person changes his or her mind after originally consenting to sex, it is still rape if sex is non-consensual. Pressuring someone to have sex when they do not want to is rape.

3. A man has a girlfriend. The couple has had sex together before. The man wants to have sex but his girlfriend does not. He tells her that he will break up with her if she does not have sex with him. She begins crying and says she loves him but does not want to have sex. He begins to have sex with her anyway even though she has expressed that she does not want to.
 - » Facilitator's note: This is rape. Even though the couple has a sexual history, the girlfriend never gave her consent for this sexual encounter.

4. A father has sex with his daughter.
 - » Facilitator's note: This is rape and the sexual abuse of a child. When children are sexually abused, adults use force, tricks, bribes, threats, and pressure to engage them in sexual activity. The use of force is rarely necessary to engage a child in sexual activity because children are trusting and dependent. Sexual abuse is an abuse of power over a child and is a violation of a child's right to normal, healthy, and trusting relationships.

ACTIVITY C—HOW VIOLENCE AFFECTS DAILY LIFE¹¹**Time: 60 minutes****WOMEN'S VOICES:**

When discussing what women do to stay safe, integrate feedback from Session 6 of the women's curriculum.

1. Draw a line down the middle of a flip chart paper from top to bottom.
2. On the one side draw a picture of a man and, on the other, a picture of a woman.
3. Let the participants know that you want them to reflect on a question in silence for a moment. Tell them that you will give them plenty of time to share their answers to the question once they have thought it over in silence.
4. Ask the questions:
 - a. "What do you do on a daily basis to protect yourself from sexual violence?"
 - b. "What do you lack in order to be able to protect themselves?"
5. Ask the men in the group to share their answers to the questions. Most likely none of the men will identify doing anything to protect themselves.
6. If a man does identify something, make sure it is a serious answer before writing it down.
7. Leave the column blank unless there is a convincing answer from a man.
8. Point out that the column is empty or nearly empty because men don't usually even think about taking steps to protect themselves from sexual violence.
9. Now ask the men to think of their wives, girlfriends, sisters, nieces, mothers and imagine what these women do on a daily basis to protect themselves from sexual violence.
10. Once you have captured ALL the ways in which women limit their lives to protect themselves from sexual violence, break the group into pairs and tell each pair to ask each other the following question—explain that each person will get five minutes to answer the question:
 - a. What does it feel like to see all the ways that women limit their lives because of their fear and experience of men's violence?
11. Bring the pairs back together after 10 minutes and ask people to share their answers and their feelings. Allow plenty of time for this discussion, as it can often be emotional.

¹¹ Adapted from: "One Man Can: Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS," Sonke Gender Justice Network, 2008.

12. If men are defensive, make sure to look more closely at their reactions. Make it clear that you're not accusing anyone in the room of having created such a climate of fear.
13. Then ask each pair to find two other pairs (to form groups of six people) and discuss the following questions (write these out on newsprint) for 15 minutes:
 - a. How much did you already know about the impact of men's violence on women's lives?
 - b. What does it feel like to have not known much about it before?
 - c. How do you think you were able to not notice this given how significant its impact on women is?
 - d. How does men's violence damage men's lives as well?
14. Bring the small groups back together after 15 minutes and ask each group to report back on its discussion.
15. Write down the groups' answers. Sum up the discussion, making sure that all the key points are covered.

CLOSING

 **Time: 20 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time

ACTION AND REFLECTION

Talk with your partner/woman you are close to about the topic of safety in your community. Thinking of the content shared this week see if they mention something similar (i.e. not feeling comfortable walking around at night, always having to walk with a group of people to go to a certain part of town/store). Ask for their thoughts about how you could support them in this scenario. Be prepared to share out with the group next week about this experience.

**KEY MESSAGES:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Because women live in a society where there are many threats to their safety, they often are forced to consider situations that most men never think about, such as how to protect themselves from sexual violence. Most men have no idea that women go through this and in the process have their human rights violated.
2. Being an ally means helping the voices of women be heard but it does not mean using physical violence against other men to achieve this aim.
3. Sexual contact should only occur when it is desired by both parties in the relationship. When this happens, it creates a situation for sexual consent.
4. Rape is any situation where there is not sexual consent and penetration occurs. This includes penetration by anything in either the vagina or the anus.
5. If someone only agrees to consent to sexual activity through the threat of violence, then it is not actually consent.
6. Rape is about male power and domination, not sexual gratification. Men rape in order to feel in control.
7. Rape can never be excused and is always wrong. It is a deeply traumatic experience.

WEEK 10: INTIMATE PARTNER VIOLENCE (IPV)

SESSION OBJECTIVES:

To understand why IPV occurs; to explore root causes of IPV; to understand that IPV is selective



Time: 3 hours



MATERIALS:

- » Flipchart
- » Markers

ACTIVITY A—REVIEW OF WEEK 9



Time: 10 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 9
 - » Review the key messages from Session 9
 - » Ask participants:
 - What questions or thoughts do you have about what we discussed last time?
 - Did anything come up for you this week?

ACTIVITY B—ACTION AND REFLECTION CHECK IN



Time: 30 minutes

1. Ask participants if they spoke with a woman that they are close to about the topic of safety in the community and how they could support them in feeling more safe.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did the woman they asked say to them?
 - c. Were they asked to help in any way?

ACTIVITY C—VIOLENCE IN THE HOME (60 MINUTES)**Time: 60 minutes****OBJECTIVE:**

To understand that violence is about maintaining control rather than losing control.

1. Ask participants if they remember the four types of violence that you discussed last week.
List their responses:
 - a. Physical
 - b. Emotional
 - c. Sexual
 - d. Economic
2. Remind participants that all of these types of violence result from the same root causes—living in a world where men and women are given unequal power and raised to think that women are inferior to men.
3. Read the story below about Jean and Miriam. Modify (change names to ones common in the local context) or add things to the story if the participants have suggestions, without changing Jean's violence against Miriam.

Miriam and Jean:



Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family and, from the beginning, expected Miriam to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbors that he was the boss in his house. Many of their neighbors were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbors about Jean. Although they would often see her with bruises on her face, they just kept quiet.

4. Facilitate a discussion with the participants, using the following questions as a guide:
 - » Is this story realistic? Do similar things happen to women in their community?
 - » What kinds of violence did the stories demonstrate?
 - Control over wife's actions or choices
 - Sexual assault or rape
 - Shouting
 - Degrading comments, insults
 - Threatening
 - Throwing objects, punching objects
 - Punching, hitting, slapping
5. Ask participants to break into small groups and further develop the story.
6. Ask two of the groups to think further about the woman in the story, using the following questions as a guide:
 - » What do her parents say about the abuse? (Based on culture and tradition)
 - » What did people say to her when she was experiencing violence? (The attitude of community members about the abuse)
 - » How does she cope with the abuse? (Her silence based on cultural restrictions)

3

SECTION 3 PART 2: MEN'S CURRICULUM



HELPFUL TIPS: It is important to emphasize the difference in perspectives from which the two groups are approaching the role-plays. Ask each group to truly imagine the perspective it is trying to portray. For example, the group that is role-playing the male perspective has to imagine what is going on inside the man it is portraying, not what the group members think he should do.

Encourage both groups to think of real people they know or have seen experiencing violence. Give the groups 30 minutes to discuss, create, and practice their role-plays before coming back into the main group. Move between the groups as they prepare the role-plays, and offer advice or guidance as needed.

7. Ask the other group to create a role-play from the man's perspective, addressing the following types of questions:
 - » What has he been taught about what it means to be a man?
 - » What did people say to him when he was being violent?
 - » How did he treat other people in his life?
 - » How did he feel when he was being violent? What was he thinking?
8. After 15 minutes, ask the groups to come back together and perform their role-plays for each other.
9. After the two groups have performed the role-play focusing on Miriam, ask participants identify factors that made the woman vulnerable to violence from her husband/boyfriend. The participants may suggest the following:
 - » The woman's community said nothing.
 - » Her parents told her it was to be expected or it was normal.
 - » He paid a bride price for her and therefore feels he owns her.
 - » People blamed her for being a bad wife or a bad girlfriend.
 - » The community thinks that she needs to be taught a session.
 - » She was dependent on her husband for money.
10. Emphasize that, ultimately, the woman was vulnerable because the community assigned a low status to her and her worth as a human being. Emphasize also that the woman is not responsible for the violence committed against her.

HELPFUL TIPS: If participants blame the woman for “causing” their husband’s violence, make sure to address this. Point out this idea and explain that we are taught to blame the victim, but that it is never the victim’s fault. Violence is a choice that the perpetrator makes, based on societal ideas about the value and status of the victim.



11. Ask the groups that are focusing on Jean to act out their role-plays.
12. Ask the audience why Jean was violent towards Miriam. Participants may suggest:
 - » He felt entitled to do whatever he wanted to her. (Link to Understanding rights)
 - » He wanted to assert his authority where he could (i.e., over her).
 - » He was angry and took it out on his wife, because he can.
 - » He was jealous because he saw her talking with a male neighbor.
 - » He sees violence as normal because violence is a common thing since the war.
 - » Nobody stopped him.
 - » He used to fight in the war and is just applying what he learned during the war.
 - » Lack of leadership in the community.
 - » He was drunk.
13. Explain that all of these ideas stem from his desire to demonstrate his power and entitlement, as a man, over his wife. However, it may feel as if they stem from other reasons—like frustration, anger, or feeling disrespected. It is essential to explore each of these reasons and connect them back to ideas about women having lesser value than men. He could make this choice because he knew that any violent action he took would likely have no consequences.
14. Emphasize that despite other factors that may be contributing to the man’s frustration, ultimately he is responsible for his behavior. Emphasize that men, like women, choose how to respond in different situations and that, no matter what, a violent response is never acceptable. No one can “make” another person be violent.

ACTIVITY D—ROOT CAUSES OF IPV: POWER AND CONTROL



Time: 40 minutes

1. Explain that violence in the home is about one person trying to assert and maintain power and control over the other person.
2. Ask the group:
 - » Is this how we usually think about violence in the home?
 - » How many of you have heard men explain acts of violence against women by saying that the man just lost control?
3. It is likely that some, if not many, participants will stick up their hands. Acknowledge that the idea that men become violent when they lose control is very common.
4. Ask the group to brainstorm explanations that are often given for men losing control and becoming violent. Connect reasons that are similar to the ones that were named in the role-play with Jean. Responses might include the following:
 - » Having too much to drink or having taken drugs
 - » Having a hard day at work
 - » Being provoked when his wife/girlfriend doesn't listen to him
 - » Meal not ready in time or not well cooked
 - » He felt disrespected by his wife/girlfriend
 - » He was jealous



HELPFUL TIPS: If any of these reasons were listed by the men during the role plays about Jean and Miriam, make sure to point this out and highlight that many of us have learned to blame women for men's violence. Emphasize that becoming an ally means taking responsibility for our harmful ways of thinking.

5. Explain that while men may feel all of these things, the reason that they choose to become violent with their spouses is not because they lose control but because they can. Remind the group of the discussion last week about root causes of violence—and explain that the causes of violence in the home are the same.
6. Let the men know that you are going to read them scenarios.
7. After each scenario, ask participants how the response of the man is different based on the person, even if his emotion is the same.

8. Read the scenarios below.
9. Conclude the activity by emphasizing the main points of the discussion.

SCENARIOS:

1. A man is drunk and at the bar. The bartender tells him that the bar is closing and he needs to go home. The man is upset and angry that he is being asked to leave. On the way home, he sees his boss and a policeman. He manages not to hit them or rape them. When he gets home to his wife, he sees that dinner is not on the table and then “suddenly” loses control and hits her.
2. While at work a man is yelled at by his boss. He is upset and embarrassed but manages not to hit or scold his boss. When the man gets home he throws the dirty dishes from the sink across the room while yelling at his wife that she is incompetent and a bad wife.
3. A man and his friends are out at a local bar eating and drinking. The man approaches a woman whom he thinks to be very attractive. The woman walks away from him and his friends begin laughing. When the man gets home he sees his wife sleeping in bed and begins to touch her. The wife replies that she is not feeling well and does not want to have sex tonight. The man tells her that she does not have the choice to just say no and proceeds to have sex anyway, despite his wife’s statements of not being interested.
4. While at the market you accidentally push an elder in the community. The elder becomes angry and begins yelling at you. You arrive home later that evening. Your son asks you to play a game with him but you respond that you do not like that game. Your wife jokingly says that you are too scared you will lose at the game and that is why you don’t want to play. You walk over to your wife and slap her across the face a few times, warning that she better not disrespect you like that ever again in the future.

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.

3 SECTION 3

PART 2: MEN'S CURRICULUM



ACTION AND REFLECTION (10 MINUTES)

Reflect on ways that you may take out anger or frustration on your wife/girlfriend. Identify and commit to changing this behavior.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Violence is used by men to maintain control of women. It is not because men lose control of their emotions.
2. Non-violent men enable violence to continue, often without knowing it, because they remain silent about the actions of other men who do commit violence.
3. Violent men commit violence because they understand there will be no repercussions of their actions.
4. Violence that occurs in the home is just as harmful as violence committed in public.
Women are not the property of men under any circumstance.

WEEK 11: TAKING RESPONSIBILITY

SESSION OBJECTIVES:

To recognize our thoughts, feelings, and emotions; to take responsibility for our emotions and actions

 **Time: 3 hours**

MATERIALS:

- » Personal Action Plans
- » Flipchart
- » Markers

WELCOME AND REVIEW

 **Time: 10 minutes**

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 4
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

ACTIVITY A—ACCOUNTABILITY CHECK IN

 **Time: 40 minutes**

1. Hand out Personal Action Plans or remind the men of the key actions that they said they wanted to take regarding changes in the home.
2. Let the men know that you want to talk about how the changes they are making in their home are going.

3

SECTION 3 PART 2: MEN'S CURRICULUM

3. Have the men discuss the following questions in small groups:
 - a. Have they been making the changes?
 - b. How has it been going?
 - c. How has their family been responding?
 - d. What has been going well? What has been hard?
 - e. What are the next steps they need to take to make sure they are being helpful to their wife or girlfriend?
4. Make sure to spend time listening to each group and point out any common resistance responses during the share out.
5. After 20 minutes, ask the men to share their experiences.

ACTIVITY B—UNDERSTANDING VIOLENCE¹²



Time: 45 minutes

1. Remind the group of the discussion from the previous week about why men choose to be violent against women and girls. Ask for volunteers to explain the discussion.

¹² Adapted from: Peacock, D. and K. Tyhimba, "Men as Partners: A domestic violence, anger management and responsible fatherhood program," 2002.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



2. Read the following story to the group, personalizing it to make it appropriate to the context:

Jean Eric was on his way to visit the sub-prefecture 10 kilometers away, when his motorcycle hit a sharp object and his tire popped. He pushed the motorcycle for five kilometers in order to finally arrive at the office of the sub-prefecture at noon. Jean Eric went directly to the authorities to submit his papers to purchase a new plot of land near the village. When he arrived, the door was locked. A nearby policeman told Jean Eric that the sub-prefect had traveled for the day.



Jean Eric then went to a repair shop to fix his tire. He had to wait for one hour while the man doing repairs took a break for his lunch. When the tire was finally fixed, the man asked for 5,000 Franc Congolais.

Jean Eric had no money left to eat or drink before returning home to the village. As he drove his motorcycle home he was caught in the rain. His tires slipped and he nearly fell several times.

When Jean Eric arrived home he bathed, dressed and then told his wife to bring him a meal. She said she had returned late from the market today because of the rain, so the food was not yet cooked. Jean Eric yelled, calling his wife useless and stupid. He entered the house threatening to hit his wife. As he did so, he pushed his 8-year-old daughter out of his way; she stumbled and fell in the mud.

3. Facilitate a discussion with participants around the choice to be violent. Make sure to emphasize the following key points:
 - » Jean Eric's violence toward his wife and child was not about losing control or being angry. Rather, he made the choice to take out his emotions and demonstrate his power toward his family because he has been taught they are of less value and therefore, ok to mistreat.
 - » Jean Eric also knows that there will most likely be no consequences for this choice, whereas there would be for becoming violent with the authorities or the tire repairman.
 - » The anger and violence is **SELECTIVE** towards his wife and child. Make sure to tie this concept back to previous discussions on violence against women and girls as a choice rather than the result of uncontrollable emotional urges.
 - » The man box teaches men not to be emotional as that is reserved for women. Men are taught that anger is one of few emotions that they can express and still be respected. Therefore, men often do not know how to express their emotions in healthy ways and their pain often gets taken out on women.

4. Ask participants:
 1. How did Jean Eric feel during the day? Was this a good day or bad day for him? Why?
 2. How did he deal with those feelings? (re-read the story and pause after each segment to get responses for this question).
 3. Why did Jean Eric choose to act violently toward his wife and child?
 4. Was it because he was angry? If so, then why didn't he become violent with the policeman or the tire repairman?
 5. How else could Jean Eric have expressed his emotions throughout the day? How else could he have expressed them to his wife?
 6. How does Jean Eric's choice to become violent with his wife and child relate to the ideas in the man box about what it means to be a man? What it means to be a woman?
5. Explain that all of us will experience feelings of anger, powerlessness, and frustration throughout our day. In order to help prevent violence against women and girls and have healthy and respectful relationships, we need to:
 - a. Recognize when we are experiencing these feelings
 - b. Identify where they are coming from (gender socialization, power lists)
 - c. Manage those emotions in a way that does not hurt or intimate others
 - d. Find alternative ways of dealing with our emotions include talking to others about our feelings, taking a walk, taking deep breaths, helping someone else and being giving toward others

ACTIVITY C—UNDERSTANDING THOUGHTS, FEELINGS, AND EMOTIONS¹³



Time: 45 MINUTES

1. Ask participants:
 - » How do you know when you are feeling upset or angry?
2. Explain that there are internal sensations and thoughts that we can learn to pay attention to which will help us to recognize when we are becoming angry, upset, etc.

¹³ Adapted from: Peacock, D. and K. Tyhimba, "Men as Partners: A domestic violence, anger management and responsible fatherhood program," 2002.

3. Review the internal warning signs below:
 - » **Thoughts:** Look for thoughts that increase the likelihood of negative attributions; thoughts that degrade and objectify and that make it easier to abuse someone else. Also, look for thoughts that reveal rigid attitudes about gender roles, and thoughts that condone the use of violence. (For example, She's trying to embarrass me. I'll show her who's in charge. I can't lose her. I'm not good enough for her.)
 - » **Feelings:** Try to identify the emotion(s) that put individuals most at risk for being violent. For instance sadness and depression are warning signs for some, whereas embarrassment and shame may be more accurate warning signs for others.
 - » **Body sensations:** Identify body sensations and physical behaviors that serve as warning signs. This is often a difficult new concept. You might give examples—clenched fists, tight jaw, etc.—or give an example of starting at the top of the head and moving downward, doing an inventory of sensations
4. Write the words “Thoughts”, “Body Feelings”, “Emotions” on the board/chart paper.
5. Ask the participants what thoughts, body feelings and emotions they think Jean Eric felt over the course of the day, prior to his interaction with his wife.
6. Review each of his interactions throughout the day and ask for responses in each category. Allow time for reflection in between each question. Ask each participant to imagine that he is Jean Eric, from the previous activity.
 - » What are Jean Eric's thoughts when he learns that the sub-prefect has traveled for the day?
 - » What are Jean Eric's feelings?
 - » What are his body sensations? Does his body temperature change? Does he feel tension in his jaw or his temples? Does his heart rate speed up? Is he shaking or trembling?
7. Read the second part of the story, from when Jean Eric leaves to go home. Then ask the questions below:
 - » When he arrives there, what are his thoughts?
 - » What are his feelings?
 - » What are his body sensations?
 - » What tone of voice does he use with his wife and children?
 - » How does he hold his hands? Are his fists clenched?
8. Explain how Jean Eric was feeling many different emotions throughout the day—frustration, helplessness, and anger—but only chose to express anger when he went home to his family.
9. Ask participants:
 - » Where did Jean Eric's anger come from?

10. Explain that Jean Eric's anger towards his wife is an expression of his entitlement and expectations. He is angry because he expects her to have his food waiting for him. This is the key reason that Jean Eric becomes violent with her.

ACTIVITY D—TAKING RESPONSIBILITY FOR MY EMOTIONS



Time: 45 minutes

1. Ask the men to think about a recent argument that they had with their wife/girlfriend.
2. Ask them to discuss the argument in pairs and address the following questions:
 - » What happened?
 - » What were they thinking? How were their bodies feeling during the argument? What emotions were they experiencing?
3. After 10 minutes, ask volunteers to describe the situation and to identify the thoughts, feelings, and body sensations that they experienced.
4. After reviewing these categories, ask the group to help think of other ways that the participant could have handled the situation.
5. Ask the group:
 - » What can you say when you are upset?
 - i. I'm feeling angry right now.
 - ii. I've had a bad day.
 - iii. I felt disrespected today. Can we talk about what happened?
 - » What can you do differently when you are angry or upset?
 - » What if your wife or girlfriend says 'I don't want to talk about this now, I want to talk about it when you have had time to think it over.'
 - » How do you behave towards your wife or girlfriend when you are angry or upset?
 - » How do your emotions affect your wife/girlfriend and children?

HELPFUL TIPS: Challenge participants to really explore and identify the root causes of their thoughts. For example, if a participant expresses the thought “It is my wife’s job to have dinner waiting for me, she is not doing what she is supposed to do”—ask the group how this relates to: Gender socialization (women are supposed to be caretakers and serve men), Power over (it is her job to do this for me—I am the boss, and Entitlement (I am entitled to this and she is not doing it, it is my “right” as a man).



1. Refer back to the case study with Jean Eric.
 - » At which point could he have chosen to take responsibility for his emotions?
 - » How might he have done this appropriately, without injuring his wife or daughter?

CLOSING



Time: 10 minutes

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time



ACTION AND REFLECTION

For next week, talk to your wife or girlfriend about how you could behave differently when you are angry or upset. Remember to use the steps that we have been discussing.

**KEY MESSAGES:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. VAWG occurs because men have been taught that women are of less value and therefore okay to mistreat.
2. VAWG is an example of selective violence. Men don't behave violently in situations where it is culturally unacceptable to do so.
3. Because of gender socialization men are taught that the one emotion it is okay to show is anger. Because men do not know how to express emotions, oftentimes violence against women is used in its place.
4. It is important for men to recognize all of their emotions, and not just anger.
5. Recognizing emotions is a key step in the behavioural change necessary for "An ideal community".

WEEK 12: CONSEQUENCES OF VIOLENCE

SESSION OBJECTIVES:

To understand the consequences of violence on individuals, families, and communities; to reflect on why talking about violence may be difficult



Time: 3 hours



MATERIALS:

- » Annex 20 Personal action plans
- » Flipchart
- » Markers

WELCOME AND REVIEW



Time: 10 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 11
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

ACTIVITY A—ACTION AND REFLECTION CHECK IN



Time: 40 minutes

1. Ask participants if they checked in with a woman in their life about how they could take more responsibility for their emotions.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did their wife or girlfriend say to them?
 - c. Were they able to use the steps we discussed last week?

3

SECTION 3 PART 2: MEN'S CURRICULUM

3. Volunteers to role play—ask for one volunteer who feels that the discussion went very well and one who feels that it was hard
 - a. Participant plays wife
 - b. Another participant plays you
4. Group and facilitator feedback on the role-play and supporting areas where participants need to make changes.
5. Reminders to the group that it is hard to learn how to have respectful discussions, but it is essential that they continue to reflect on their attitudes and beliefs that lead them to not listen or to not be respectful.
6. Ask the men to break into small groups and discuss:
 - a. What are the things that you and your wife agreed would be helpful for you to do differently? Will you do those things?
 - b. How can you begin to take these actions?
 - c. What challenges might you face in doing this?
 - d. If you face a setback, how will you get back on track?
7. After 10 minutes, ask if anyone would like to share one personal goal for change and what steps will be taken to achieve it.
8. If working with a group with higher literacy, hand out the Personal action plans and ask men to write down the changes they will be making in the first category: Changes in self.
9. Let the men know that you will be supporting them in making these changes and checking in with them about how it is going.

ACTIVITY B—CONSEQUENCES OF VAWG¹⁴



Time: 60 minutes



HELPFUL TIPS: In this activity, facilitator is free to change the names in the story to names more common in the community. However, avoid using names of men's discussion group members or their spouses to avoid misunderstanding and jokes.

¹⁴ Adapted from: "Rethinking Domestic Violence: A Training Process for Community Activists," Raising Voices, 2004.

1. Re-read the story about Jean and Miriam below.

Miriam and Jean



Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family and, from the beginning, expected Miriam to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbors that he was the boss in his house. Many of their neighbors were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbors about Jean. Although they would often see her with bruises on her face, they just kept quiet.

2. Divide the participants into four smaller groups focusing on the consequences of violence for either Miriam, Jean, the children, or the community.
3. Ask the groups to discuss the questions below and develop a role-play demonstrating the impact and consequences of Jean's violence toward Miriam. Ask each group to use the questions below as a guide for their role-play.

GROUP ONE—MIRIAM:

- a. What are the consequences for Miriam living in this kind of relationship?
- b. What are the possible consequences for Miriam if she tried to leave the marriage?
How would the community react to her?
- c. How did it make Miriam feel about herself?
- d. How did it make Miriam feel about Jean?
- e. How does it affect their relationship?
- f. How does it affect Miriam's relationship with her children?
- g. How does it make Miriam feel about her relationships with other people around her?
- h. How would her family react if she told them about the violence she is experiencing?

GROUP TWO—JEAN:

- a. What are the consequences of Jean's violence for Jean?
- b. How did it make Jean feel about himself?
- c. How did it make him feel about Miriam?
- d. How does it affect their relationship?
- e. How does it affect Jean's relationship with his children?
- f. How did it make Jean feel about his relationships with other people around him?

GROUP THREE—CHILDREN:

- a. What are the consequences for the children?
- b. What do children learn about relationships from watching their parents?
- c. What do they learn about gender and power?

GROUP FOUR—COMMUNITY:

- a. What are the consequences of Jean's violence on the community?
 - b. What response did the community have to Jean's violence?
 - c. What impact did this response have on Miriam and on Jean? What messages did they hear from the community?
4. After 20 minutes, ask each group to perform their role-play. If working with a higher literacy group, ask for a volunteer to read the questions that they used as a guide in developing their role-plays.
 5. As the group shares their role-plays, make a list of consequences for each category: "Jean", "Miriam", "Children", and "Community".
 6. After each role-play, ask for audience reactions and responses. Then review the consequences that were demonstrated and ask if the group have any additional consequences to add. Possible consequences may include:
 - a. Consequences for Miriam: Stress, injury, hopelessness, HIV infection, isolation, unwanted pregnancy, etc.
 - b. Consequences if Miriam left Jean: Homelessness, no longer belonging to the family/tribe/clan, increased risk of rape and sexual assault by other men if she is seen as no longer married, leaving her children (who are seen as belonging to the husband), no resources.
 - c. Consequences for Jean (and other men) could include: Sadness, shame and remorse, poor relationships with children, unhappiness, imprisonment, lack of intimacy with wife/girlfriend, ill health, ostracism, etc.
 - Make sure to emphasize that there are positive consequences for Jean as well: Access to money, all home tasks taken care of, power, control.

- d. Consequences for children could include: Depression, poor performance in school, fear, distrust of adults, bullying, violence, substance abuse, absenteeism, disruptive behavior at school and in the community, etc.
 - Emphasize that children's responses to abuse are not predictable and many children who grow up in violent households are determined to not repeat their past, while others may act out a learned behavior. For most children, witnessing violence has an impact on them—whether it is increased stress levels, self-blame, fear of parental injury/death, and/or isolation.
 - e. Consequences for families could include: Resources spent on health care for injuries, lack of harmony and happiness, tension, family breakups, etc.
 - f. Consequences for communities could include: Lack of development, lack of peace, increased number of street children, inability to draw on the full potential of women for solutions to community problems, overburden on social services (police, healthcare providers, local leaders), etc.
7. Conclude the activity by asking the men to think about violence that they have witnessed or experienced in their own lives and what the consequences have been.
 8. Ask the men to reflect on whether they spoke with anyone about the violence that they witnessed or experienced.
 9. Explain that sometimes it is hard to talk about violence because we may worry about how people will respond, or if they will believe us or support us. Let participants know that we are now going to talk about how we can be supportive and listen to people who have experienced violence.

ACTIVITY C—WHY TALKING ABOUT VIOLENCE CAN BE HARD¹⁵



Time: 60 minutes



OBJECTIVE:

To understand the importance of listening skillfully to support a survivor of VAWG; to practice gender equitable behaviors.

1. Let participants know that we will now practice how to listen and provide support.
2. Ask participants to get into pairs. One member of the pair is a listener and the other tells a story.

¹⁵ Rethinking Domestic Violence: A Training Process for Community Activists, "Raising Voices, 2004.

3 SECTION 3

PART 2: MEN'S CURRICULUM

3. Ask the storyteller to think about a stressful situation he experienced recently. It can be anything from being late for work to getting lost in a new place.
4. The storyteller can only use sounds and gestures to tell their story. They can use a maximum of three words to give the listener some clues.
5. The listener has to observe and try to piece together the story based on what he sees. After the stories have been told, ask the participants to return to the main group.
6. In the main group, the listeners have to try to tell others what they heard. The storytellers then tell the group briefly what their stories were all about.
7. Ask the listeners to each discuss how it felt to have to piece together the story. Ask the storytellers how it felt to be so limited in the way they could tell their stories.
 - » How did they feel about what their listeners heard?
8. Discuss how the situation the participants just experienced is comparable to a woman trying to relate her experience of abuse. Brainstorm a list of the different things that may prevent a woman from telling her story. For example:
 - » She may be too ashamed to talk about the violence.
 - » She may feel she is betraying her family.
 - » She may be scared of the consequences of talking to an outsider.
 - » She may not know whom she can trust.
 - » She may be scared of the consequences from the perpetrator.
 - » She may not be able to predict his reaction and be afraid he will make the situation worse.
9. Ask participants about ways in which they could listen or things they could say so that the person sharing his story could overcome some of the barriers that prevent him from being heard. Some suggestions that participants may have include:
 - » Ask questions but don't interrupt.
 - » Reassure the storyteller that they will not judge or blame them.
 - » Tell the storyteller that they will not tell anyone else what they share unless the storyteller is ok with it.
 - » Pay close attention and focus on what the storyteller is describing
10. Emphasize that in order to do this activity effectively, men will need to use behaviors outside of the man box and maybe ones that are within the woman box.
11. Ask the men to get back into their pairs and this time, have the listener practice some of the behaviors that the group has discussed.

12. After a few minutes, ask each group to present their discussions in the main group and what was different this time.
13. After each group has presented, ask participants what is challenging about listening in these ways.

CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time



KEY MESSAGES:

1. VAWG has consequences for everyone in society, not just the women who suffer at the hands of the abuser.
2. The impact of VAWG on children is enormous and plays a major role in how they see the world and what their understanding is of appropriate and inappropriate behavior.
3. Being accountable for individual actions is the primary step in order to end VAWG.
4. In order to be accountable, men must learn how to listen to women.
5. Being a good listener isn't about telling someone what they should do, it is to simply listen to what women have to say and ask how you can help.

SECTION THREE: BEING AN ALLY TO WOMEN AND GIRLS

WEEK 13: SUPPORTING SURVIVORS OF VIOLENCE

SESSION OBJECTIVES:

To discuss victim blaming and how to support survivors of violence; to understand what it means to be an ally to women and girls

 **Time: 3 hours**

MATERIALS:

- » Personal action plans
- » Flipchart
- » Markers

WELCOME AND REVIEW

 **Time: 10 minutes**

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 12
3. Ask participants
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

ACTIVITY A—ACCOUNTABILITY CHECK IN



Time: 40 minutes

1. Hand out **personal action plans** or remind the men of the key actions that they said they wanted to take regarding changes in themselves.
2. Let the men know that you want to talk about how the changes they are making are going.
3. Have the men discuss the following questions in small groups:
 - a. Have they been making the changes?
 - b. How has it been going?
 - c. How has their family been responding?
 - d. What has been going well? What has been hard?
 - e. What are the next steps they need to take to make sure they are being helpful to their wife or girlfriend?
4. Make sure to spend time listening to each group and point out any common resistance responses during the share out.
5. After 20 minutes, ask the men to share their experiences.

ACTIVITY B—IT'S NOT HER FAULT



Time: 40 minutes

1. Ask for a volunteer to remind the group about the discussion last week on consequences of violence. Make sure that Miriam's silence about Jean's violence is mentioned.
2. Use the following questions to lead a discussion about why it is hard for survivors to talk about violence:
 - a. What do you think makes it difficult for survivors to talk about the violence they are experiencing?
 - b. How do you think most people respond to survivors?
3. Let the group know that you are going to read them a story about an incident of sexual assault that happened in one of the communities where meetings like this were taking place. Be aware that some participants may have friends or relatives who have been raped and discriminated against and this story might arouse feelings of anger and sadness.
4. Make sure to link the discussion around this story to the prior session on consequences of violence and to the underlying causes of violence (gender socialization and power differences).

3 SECTION 3

PART 2: MEN'S CURRICULUM

5. Read the story below:



Sarah's Story:

In February 2002, Sarah, a community health center nurse was doing a night shift duty, when a group of six unidentified gun men entered the center, and asked her to show them where the money was kept. She responded that she did not know and then they started shouting at her and calling her names. The men then made the choice to rape Sarah and several female patients at the health center.

In the morning, she reported the incident to her colleagues for support and went home to inform her husband. He began insulting her and accusing her for facilitating the incident. He beat her and chased her away.

She began to walk to her parent's home but when passing through the health center, her male colleagues started pointing at her. When she arrived to her parents home, they did not even give her chance explain the situation. They refused to let her enter the house and yelled at her that they now could be expected to pay back the dowry price to her husband.

She found herself without support and abandoned. Two days later, she decided to commit suicide and hanged herself.

6. After reading the story, allow for a couple of minutes of silence as the men process the information.
7. Then facilitate a discussion using the guiding questions below. Make sure to focus on the following key concepts during the discussion:

KEY CONCEPTS

- a. Sarah experienced multiple forms of violence, including:
- » Verbal abuse (by the men who raped her, her husband, her male colleagues, and her parents)
 - » Emotional abuse (being blamed for the violence that was done to her.)
 - » Physical abuse (by the men who raped her and by her husband.)
- b. The men who raped Sarah and the other female patients did so because of gender socialization, and power differences. They did not have value for the women and felt entitled to assault them.
- c. The responses of Sarah's husband, parents, and community all were very unsupportive. She was ridiculed and blamed for the assault that was committed against her.

- d. The men who raped Sarah were the only ones responsible for what happened. The responses of the community were also based in gender socialization and the ideas about what it means to be a woman in society.

GUIDING QUESTIONS:

- » What caused the men to rape Sarah and the women at the center?
- » Do you think this story could also happen in your community?
- » What made Sarah want to kill herself?
- » What caused the reactions of Sarah's parents and her husband?
- » How would you and other members of your family respond to this incident if it happened to your wife or to one of your sister or daughter?

ACTIVITY C—SUPPORTING A SURVIVOR



Time: 60 minutes



OBJECTIVE:

To understand how to support a survivor of sexual violence.

HELPFUL TIPS: Before beginning this session, it is essential that the facilitator reviews the referral pathways and knows who is available and what services are available to support survivors. Also, it is essential to make sure participants understand confidentiality. Give time to discuss what we mean by confidentiality. It is one of the guiding principles that cannot be compromised.



If women want help, men can be supportive of women who have been raped. Men can give both emotional and practical support to women as requested, from just being there and listening to her, to helping her to seek different kinds of professional help if available. Please note that this is not a counseling session or suggesting that participants are in a position to provide counseling to survivors following this session.

Make sure to explore how the Man Box makes it hard for men to know how to be supportive and to listen—especially to women. Highlight that learning how to take the experiences and words of women seriously is the foundation for helping to prevent men's violence against women and girls.

3 SECTION 3

PART 2: MEN'S CURRICULUM

1. Remind participants of what it means to be an **ALLY**.
2. Explain that one of the most important things that men who are allies can do is to support women who share that they have been raped or are being beaten in their home.
3. Open a group discussion by asking what the participants think they, as husbands, relatives, friends or colleagues, can do to support a survivor of sexual violence like Sarah.
Ask participants:
 - a. How do you think you could best support a woman who told you she had been raped or was living with violence?
 - b. If working with a group with higher literacy levels, generate a list of things that men can do to support survivors, including:
 - » Listen to her and believe her.
 - » Allow her to express her emotions and talk as much or as little as she wishes.
 - » Let her know that you do not judge or blame her.
 - » Respect how she wants to handle it - do not force her to take actions she is not ready to take. Let her take control and make decisions about her healing and her life.
 - » Respect confidentiality - do not disclose her problem to other people.
 - » Make sure she has good information about services that could help her and support her to access those services if and when she is ready
 - » Do not try to 'solve' her problems or take matters into your own hands or threaten the men/man who has committed violence against her.
 - This may end up resulting in more violence and danger for her, as women are often punished for men's violence towards each other.
4. If working with a group with higher literacy levels, provide each participant with a copy of Annex 22 "Supporting a survivor" (page 348). Review the worksheet together and allow time for any questions from participants; also be sure to highlight referral focal points in the local community.
5. During this discussion, emphasize the following points:
 - » It is essential that men listen to women about what they need so men do not unintentionally create more danger for women.
 - » This is not easy for men to do as men are taught to make decisions for women. However, listening to women and believing them about their experiences are the first steps to being an ally.
6. Ask the men to break into small groups and assign each group a role of a man from the story.
 - » Group A = Sarah's husband
 - » Group B = Sarah's male colleagues
 - » Group C = Sarah's father
 - » Group D = other men in the community

7. Provide each group with the guiding questions below and ask them to develop a role play/ scenario that demonstrates:
 - » What could these men have done differently to support Sarah? How could they have been allies to her?
 - » How could these men help to prevent another incident like this from happening to other women?
8. After 20 minutes, ask each group to perform their role-play. After each group has performed, ask the group to identify the ways that the men in the scenario were supportive of Sarah. Use Annex 22 as a guide if working with a higher literacy group.

HELPFUL TIPS: Again, in this section, remember to emphasize the importance of finding out what women’s experiences are and the ways that they may want/need help. It is essential to highlight the importance of using Power to rather than Power over characteristics when trying to prevent VAWG. This means following the lead of the women who are experiencing the violence rather than taking over. It means challenging the ideas in the man box and practicing new, equal ways of interacting with women.



CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.

**ACTION AND REFLECTION (10 MINUTES)**

Together with someone else in the group, conduct an interview with at least one community member to ask why s/he or other community members might sometimes choose to keep quiet rather than to support survivors of violence. Identify at least three reasons given by members of the community. Later, with your partner, discuss how you might respond to these reasons or excuses in order to convince people to choose action over inaction.

**KEY MESSAGES:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Listening to women and believing them about their experiences are the first steps to being an ally.
2. Men should never judge a woman who is the victim of abuse.
3. Women must be allowed to make their own choice on how they want to handle their abusive situation. Men should not tell women what to do.
4. It is important to remember that only qualified professionals should perform any counseling of survivors. Your role as a facilitator or as an individual a woman has trusted, is to listen to, believe, and refer the survivor to the appropriate medical, psychosocial and legal services.

WEEK 14: HEALTHY RELATIONSHIPS

SESSION OBJECTIVES:

To explore the characteristics of healthy vs. unhealthy relationships; To reflect on discussions with women



Time: 3 hours



MATERIALS:

- » Flipchart
- » Markers

WELCOME AND REVIEW



Time: 10 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 13
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?

ACTIVITY A—ACTION AND REFLECTION FOLLOW UP



Time: 20 minutes

1. Ask participants to get into pairs and discuss how their conversation went about. Specifically, ask them to discuss:
 - a. Who did they talk to? What did they say? How did the person respond?
 - b. How did they feel having the discussion?
 - c. Were they unable to have these conversations? What was the barrier(s)?
 - d. How could they overcome these barriers?

3 SECTION 3

PART 2: MEN'S CURRICULUM

2. Ask for volunteers to share their experiences with the larger group.
3. Make sure to note any challenging responses that the men report, such as questions about violence against women and girls being deserved or a man's right, or challenges to them about why they are attacking men. Note any of these types of responses and make sure to discuss them further during the activities about violence and manhood.

ACTIVITY B—HEALTHY AND UNHEALTHY RELATIONSHIPS¹⁶



Time: 60 minutes



HELPFUL TIPS: For groups with lower literacy levels, the facilitator can identify three different leaves—a green one, brown one and yellow or orange leaf. The green leaf represents “Very Healthy” the brown, dry leaf represents “Very Unhealthy” and the yellow or orange leaf represents “Depends”. When considering the qualities, sticks and stones can represent the qualities under each leaf.

Advance preparation if working with groups with higher levels of literacy: Prepare three flipcharts, one with each of the following written on it: “Very Healthy,” “Very Unhealthy,” and “Depends.”

1. On the wall in front of the group, place the Very Unhealthy flipchart or leaf on the left, and the Very Healthy flipchart or the leaf on the right. Explain that this is the Relationship Range that will be used to discuss behaviors in relationships. Make clear that intimate relationships can be anywhere on this range between healthy and unhealthy.
2. Break the participants into pairs. Ask each person to share with his partner an example of a healthy relationship and an unhealthy relationship. The examples the men give can be from their own lives or from people who they know. Allow each person five minutes to share his examples.

¹⁶ Adapted from: “Engaging Men and Boys in Gender Transformation: The Group Education Manual,” The ACQUIRE Project (EngenderHealth) and Promundo, 2008.

3. Bring everyone back together. Ask the group to explain what their understanding of healthy and unhealthy intimate relationships is. Share the following:

In healthy relationships, both partners are respectful to each other and feel safe with each other and valued. In unhealthy relationships, one or both partners are stressed or fearful because of continuing problems with the relationship that are not being addressed.

Ask the group to brainstorm the qualities of a healthy relationship using the following questions as a guide. Write the responses from the group on the Very Healthy flipchart.
4. Emphasize these key qualities: respect, equality, responsibility and honesty. Make clear that the qualities of an unhealthy relationship are the opposite of those of a healthy relationship.
5. Next to the Relationship Range, put up the flipchart marked Depends.



WOMEN'S VOICES:

Include situations based on women's input during session #7 of the Women's Curriculum

6. Read aloud the eight situations listed below:
 - » One person usually makes every decision for the couple.
 - » You are able to do what you want without informing your partner in advance
 - » You are both able to decide whether you want to have sex or not, when and what kind of sex you want to have.
 - » You and your partner both have time to rest and sleep.
 - » You enjoy spending time with your wife/girlfriend.
 - » You argue and fight often with your wife.
 - » You and your wife/girlfriend talk about problems when they arise.
 - » You do not talk about sex with your wife/girlfriend.
 - » You know what your partner likes when having sex
 - » You listen to your partner and value her opinion.
7. After reading each situation, ask one participant to say how healthy or unhealthy this situation is in a relationship and why he thinks so. Tell the selected group member to place the card in the appropriate place on the Relationship Range or in the Depends category.
8. After each statement, ask the group what it thinks about the placement. Allow time for discussion. If there is disagreement, remind the men of the qualities of a healthy relationship. Ask them if the situation shows these qualities.

9. Repeat this for each statement, then lead a discussion guided by the following questions:
 - » How can friends and family support people in unhealthy relationships?
 - » What skills and support do men need to create healthier relationships?
 - » What aspects of the Man Box make it difficult for men to have healthy, equal relationships?
 - » What do you think a healthy relationship looks like to your wife? What does she consider respect? Are there any additional characteristics or qualities that she would list or would be important to her?

ACTIVITY C—RESPECT IN INTIMATE RELATIONSHIPS¹⁷



Time: 60 minutes

1. Re-read “An Ideal Community” and ask participants to pay close attention to the characteristics of the relationships that are described.
2. Ask participants to join back with their small groups and develop a scene that presents a relationship based on respect and equality. There may be conflicts or differences of opinion, but the presentation should show what respect looks like in a relationship and should not include violence.
3. Emphasize that the role-plays should show HOW one can demonstrate respect and equality (for example, by listening to your partner, not interrupting them, supporting their right to make their own decisions, talking kindly to them even when you are upset, etc.)
4. Allow 15–20 minutes to develop the story or scene, and then ask each group to present to the group.
5. Allow each group five minutes to present and allow the other groups to ask questions after each role-play.
6. When all the groups have performed, open up a discussion using the following questions as a guide:
 - » What characteristics made these relationships healthy?
 - » How do both partners support and take care of one another?
 - » Do you see examples of respectful relationships in your families and communities?
 - » What is necessary to achieve a relationship based on respect and equality?
 - » What steps have you already been taking in your personal action plans to have healthier relationships?

¹⁷ Adapted from: “Engaging Men and Boys in Gender Transformation: The Group Education Manual,” The ACQUIRE Project (EngenderHealth) and Promundo, 2008.

- » To create healthier relationships, what could we change about the way we:
 - Think—ask for examples
 - Speak—ask for examples
 - Act—ask for examples
- 7. Make sure to highlight that being in a healthy relationship requires thinking about your partner as valuable and deserving of respect. It also means you must make choices, all the time, to demonstrate those beliefs.

HELPFUL TIPS: It is important that men recognize that part of being in an equal relationship is meeting the emotional needs of other people, not just expecting to be taken care of. Discuss how women are expected to provide emotional support and understanding to men without any expectation of men providing them with this support as well. Men have a responsibility to support their mothers, wives and girlfriends, and often daughters as well.



ACTIVITY D—ACCOUNTABILITY IN MY RELATIONSHIP



Time: 20 minutes

1. Ask participants to silently reflect on the following questions:
 - a. What aspects of my relationship with my wife/girlfriend are healthy?
 - b. What aspects of my relationship are unhealthy?
 - c. How does my wife/girlfriend feel about our relationship?
 - d. What can I change about the ways that I act to make my relationship healthier and more equal?
2. After a few minutes of silent reflection, ask for volunteers to share some of the ways that they feel their relationships are healthy and unhealthy.
3. Now ask for volunteers to share some ideas of how they can make their relationship healthier.
 - a. What specific behaviors would they need to change?
4. Ask participants to talk to their wife or girlfriend this week about what aspects of their relationship are healthy and what aspects are not healthy. Using the steps to healthy discussions, find out what changes she feels would help to improve the relationship.

3 SECTION 3

PART 2: MEN'S CURRICULUM

CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind them of the next meeting day and time.

ACTION AND REFLECTION

Over the course of this week, try to identify two steps you could take to make your relationship one that is healthy and is based on respect. If you think your relationship already fits that description, think of two ways to strengthen it even further. Discuss these actions with your wife or girlfriend and make a commitment to them.



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. In healthy relationships, both partners are respectful to each other, and feel safe with each other and valued.
2. Men must hold themselves accountable to have a healthy relationship.
3. Healthy relationships are essential to creating our “An Ideal Community”.
4. Gender has an impact on people staying in unhealthy relationships. In general, it can be more difficult for women to leave unhealthy relationships than men. Women earn less money than men and have less control over economic resources such as land or credit. This makes many women economically dependent on their husbands. Women are also concerned about being separated from their children.
5. Socially, women are more stigmatized for being divorced or separated. There is huge social pressure on women to preserve the family and be respectable.

WEEK 15: BEING AN ALLY IN THE COMMUNITY

SESSION OBJECTIVES:

To understand what it means to be an ally in the community; to reflect on helpful behaviors; to identify key actions for change

 **Time: 3 hours**

MATERIALS:

- » Personal Action Plans
- » Flipchart
- » Markers

WELCOME AND REVIEW

 **Time: 10 minutes**

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 14
3. Ask participants:
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?
4. Remind the men that next week is the last week that the group will meet. Ask the men how they are feeling about the group ending soon. Encourage the men to discuss their emotions about this.

ACTIVITY A—ACTION AND REFLECTION CHECK IN



Time: 40 minutes

1. Ask participants if they checked in with their wife or girlfriend about how they could make changes to improve their relationship and make it healthier.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did their wife or girlfriend say to them?
 - c. How does she feel about the relationship?
3. Ask if any participants would like to do a role-play so they can practice having these discussions in healthy and equal ways. If any participants volunteer, ask the group to provide feedback for the participant about what he could do to be more accountable to his wife or girlfriend. Model supporting the participant and challenging any harmful behavior.
4. Ask the men to break into small groups and discuss:
 - a. What are the things that you and your wife agreed would be helpful for you to do differently? Will you do those things?
 - b. What steps can I take to achieve these goals?
 - c. What challenges might I face in doing this?
 - d. If I face a setback, how will I get back on track?
5. After 10 minutes, ask if anyone would like to share one personal goal for change and what steps will be taken to achieve it.
6. If working with a group with higher literacy, hand out the Personal Action Plans and ask men to write down the changes they will be making in the second category: **Changes in my Relationship.**
7. Then ask them to write down 1-2 actions they will need to take in order to make this change in the section on **“How I will achieve these goals”.**
8. Make sure to hold men accountable if any of the changes or the action steps are focused on traditional ideas of masculinity.
9. Let the men know that you will be supporting them in making these changes and will be checking in with them about how it is going.



WOMEN'S VOICES

ACTIVITY B—HELPING TO PREVENT VIOLENCE AGAINST WOMEN IN THE COMMUNITY



Time: 40 minutes

1. Explain that today we are going to discuss how we can be helpful in preventing violence in the community.
2. Post signs that read “Most Helpful”, “Helpful”, “Harmful”, and “Most Harmful”



HELPFUL TIPS: Some of the statements below should be modified to reflect the feedback from the Women’s Group, particularly with regards to what they have identified about what men can do to help in the community. As always, women’s safety and confidentiality must be prioritized when gathering this information and integrating it into the men’s curriculum.

3. Explain to participants that you will read several statements to the group. After each sentence, participants should think about whether the statement is helpful or harmful in preventing violence against women, and helpful to create a safer and more respectful world. The group should try to make a decision about the placement that they all can agree on. Help the group to talk out their thoughts and arrive at a decision.
 - » Ignore a fight between a man and his wife that is taking place in the street in front of your house.
 - » Tell your sister that you are concerned about abuse in her home.
 - » A medic in the community avoids asking a woman who comes in every week with black and blue marks if she needs help because he wants to respect the privacy of the family.
 - » Talk to your neighbors to convince them that they should not married their daughter too early.
 - » Watching pornography.
 - » A community leader finds out about VAWG happening in the community and remains silent.
 - » Ask your wife how she thinks that men can show women more respect.
 - » Visit a local women’s organization that is working to prevent violence and ask them how you can help them.

4. After each statement has been placed on the wall, ask the group the following questions:
 - a. Was it easy to know whether every action was helpful or not? Why or why not?
 - b. How can you make sure that you are doing things that women want you to be doing and that are actually making them safer and strengthening their power?
5. Explain that one of the challenges in working to become an ally is understanding the difference between being an ally and a protector.
6. Tell the group you are going to read them statements and for after one, you will ask whether the action is being an ally or a protector.
 - a. “If I notice that people aren’t listening to a woman in the community, I interrupt to make her point for her.”
 - i. This is acting as a protector as the man is interrupting the woman to talk for her, rather than addressing the larger problem that people are ignoring her.
 - b. “I encourage my daughter to dress conservatively so that she doesn’t experience violence”
 - i. This is acting as a protector because it puts the focus on the actions of the woman rather than focusing on helping men learn to respect women regardless of what they are wearing.
 - c. “If I hear someone say something rude about a woman, I let them know that I found the comment offensive”
 - i. This is being an ally. It is strengthening women’s power by letting men know that it is not ok to talk about them in rude ways.
7. Ask participants:
 - a. Why can acting as the “protector” for women be a problem?
7. Emphasize that when acting as a protector, the focus becomes on the woman’s behavior or action, rather than on the larger environment that is creating the problem.
9. Explain that some key questions for men to keep in mind as they work to be allies are:
 - a. Is what I’m doing right now helping to strengthen the voice and power of women? Or is it serving to strengthen my own voice or status?
 - b. Is what I’m doing helping to increase or decrease safety for women and girls?
 - c. Is my action addressing the larger context that creates the situation (i.e., men ignoring women, men touching women’s bodies without their permission, etc.)
 - d. How do I know this is what women want or need? How could I know if this is helpful to women and girls and not harmful?
10. Explain that the best way to know if what you are doing is helpful or harmful is to ask women and girls directly—and then take their responses seriously—don’t try to convince them of your point of view.

ACTIVITY C—DON'T STAND THERE... ACT!¹⁸



Time: 40 minutes



HELPFUL TIPS: During this activity, it is critical to emphasize that men should only take action if it will not further endanger the safety of the woman. Explain that this means thinking ahead about whether the woman will be punished for the ally's involvement during or after the action.

1. Explain that this activity will examine how men can be allies in the community in order to stop men's violence.
2. Remind the group that one of the things that an ally does is to interrupt when abusive or violent behaviors are happening. Emphasize that an ally does this in a manner that strengthens the power of women and always considers their safety first.
3. Brainstorm with the group some of the things that men can do as allies in their community to stop violence. Some examples they might give include:
 - » Talk to a friend who is verbally or physically abusive to his wife/girlfriend in a private, calm moment, rather than in public or directly after an abusive incident.
 - » If several of the perpetrator's friends are aware of or have observed the abusive behavior, strategize a group intervention of some kind. There is strength in numbers.
 - » Challenge a disrespectful joke or statement about a woman by saying that you find it upsetting or offensive.
 - » Talk to a woman who is experiencing violence and ask how you can help her.
4. Ask participants to choose one of these examples and develop a role-play of how they would act as an ally in this situation.
5. Have each group present its role-play. Debrief with the entire group, using the following questions as a guide:
 - » In the role-plays, what worked well and what didn't work so well when it came to acting as an ally?
 - » What was the role of women in these scenarios?

¹⁸ Adapted from: "Engaging Men and Boys in Gender Transformation: The Group Education Manual," The ACQUIRE Project (EngenderHealth) and Promundo, 2008.

6. Ask participants what reasons a man might give for not taking action. Some examples might include:
- » “It’s a private affair.”
 - Ask where this idea comes from and connect it back to the Man Box and the idea of women as men’s property.
 - » “It’s not my business.”
 - Same as above.
 - » “My friends will not take me seriously or will laugh at me.”
 - Same as above. This is connected to the idea that speaking out against men’s violence against women isn’t something that men do because it isn’t important and it isn’t part of the man box.
 - » “I may get hurt if I get involved personally.”
 - Make sure to emphasize that safety is always the most important issue and if it seems that it would be unsafe for a man to get involved—for either him or the woman—then he may want to go and get other help rather than getting involved directly.
 - » “She may get hurt if I get involved”
 - This is a very important point, as men getting directly involved in violence that they see is not always the safest approach for the survivor. Women may be further harmed or punished if someone else gets involved. It is essential to think about whether the survivor’s safety will be further compromised and what the consequences may be for her if someone else gets involved.
 - » “That is the job of the police.”
 - This may be true, especially if it isn’t safe to get involved. Yet if safety is not an issue, then it is important to recognize that preventing violence and promoting equality is the job of all of us. In addition, the police are not always able to intervene in violent situations. And in some places and contexts, certain behaviors, such as shouting at someone, pressuring them to have sex, or threatening them, may not be considered a crime.



HELPFUL TIPS: If a woman or girl is in a violent situation, it may not always be possible or safe to ask about how you can best support them. And if you do ask, she may not be able to answer honestly, especially if the person who is committing violence against her is around. In this case, you may want to visit a local organization that focuses on the problem that the woman is experiencing and ask them what they suggest should happen next. It may also help to talk with someone that she trusts, such as a sister, friend, and mother—and say that you are aware that she is having a difficult time and you would like to help if possible. Remember, in most communities, women have been providing services and support to each other for a long time. These community leaders can offer essential feedback and advice regarding action plans. Also, it is essential to remember that it is **NOT** appropriate or safe for men to be providing counseling or mediation to women.

7. Summarize the discussion by highlighting the need for men to become more active bystanders, what kind of action those men can take, and the support that men might need to do so.

ACTIVITY D—ACCOUNTABILITY IN THE COMMUNITY



Time: 30 minutes

1. Ask participants to break into small groups and answer the question below. If working with a high-literacy group, have them use chart paper to document their responses.
 - a. How can I be an ally to women in this community?
 - b. What actions can I take to help prevent violence against women and girls?
2. After 10 minutes, ask for volunteers to share some of the ways that they use power in their home.
3. Record the ideas that are presented. Challenge the participants to think about whether their lists reflect promoting women's leadership and decision-making or represent the continuation of male decision-making and authority. To explore this, ask the following questions when reviewing the men's examples:
 - a. How do you know these actions would be helpful to women and girls?
 - b. In what ways is this supporting the decision making and leadership of women?
 - c. What would you need to do in order to make sure that women benefit from this action?
 - d. Are these actions being an ally or protector?

HELPFUL TIPS: Emphasize during this discussion that it is important that men make sure the actions they are doing are helpful to women. For example, acting as a mediator or a counselor to a woman or a man who is violent is not an appropriate role for an ally. An appropriate role would be asking the woman (if it is safe for her and for you to do so) if she would like to speak to someone about the violence that she is experiencing and giving her the information for services in the community. This supports women being able to make their own decisions about what will be best for them.



4. Conclude the discussion using the key points below.

CLOSING

 **Time: 10 minutes**

INSTRUCTIONS FOR FACILITATOR:

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Review the action and reflection assignment below and answer any questions that participants have about the assignment.
4. Remind participants that next week is the last meeting. Ask them to bring a symbol that represents life outside of the man box.

ACTION AND REFLECTION (10 MINUTES)

Talk to two women in your life about 2–3 actions that you can take (big or small) to be an ally to women and girls in the community.

Reminder to men: Bring something to the final meeting that symbolizes life outside of the Man Box.

**KEY MESSAGES:**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. When men see the human rights of women being violated and do not attempt to make a difference, they are complicit in helping to maintain a society where VAWG is permissible.
2. If men are not taking action to make the women in the community safer, then they are only allowing them to be unsafe.
3. Before a man tries to “help,” they should think if their actions will be something that women want them to make. It is important to talk to women and find out what would be helpful to them, rather than assuming that we know. If we do not ask women how we can help them to prevent violence, we may end up reinforcing the behaviors in the Man Box, including being controlling, making decisions for others, and dominating. Instead, we can practice Power With—and ask women in our families and communities how we can support them in building a safer world.
4. Part of being an ally is interrupting or intervening in abusive and violent behaviors in ways that to strengthen and contribute to the power of women.
5. Men should think about ways they can use their power and privilege to help women.
6. Our actions make a difference—they are either helpful or harmful in preventing violence against women and girls.
7. All of our behaviors have an impact on those around us—even those that we consider small or not a big deal. By investigating how our behavior affects others—and how it contributes to reinforcing negative or harmful attitudes and beliefs about women and girls—we can begin to choose new behaviors and play an active role in preventing VAWG.

WEEK 16: REFLECTIONS

SESSION OBJECTIVES:

To reflect on what we have learned and the changes we have committed to over the group; to identify ways to continue being accountable to women and girls



Time: 3 hours



MATERIALS:

- » Personal Action Plans
- » Flipchart, Markers
- » Symbols for Man Box exercise

WELCOME AND REVIEW



Time: 10 minutes

1. Welcome the men back to the group. Ask what they thought of the discussion last week.
2. Review of Session 15
3. Ask participants
 - » What questions or thoughts do you have about what we discussed last time?
 - » Did anything come up for you this week?
4. Remind the men that this is the last week that the group will meet. Let them know that we will spend time today discussing what we have learned, what has changed for us, and what we will continue to do differently in the future.

ACTIVITY A—ACTION AND REFLECTION CHECK IN



Time: 30 minutes

1. Ask participants if they checked in with two women in their lives about actions they can take to be an ally to women and girls.
2. If so, ask for volunteers to share with the group:
 - a. How did the conversation go?
 - b. What did the women that they spoke to say to them?
 - c. How did they feel having these discussions?
3. Ask the men to break into small groups and discuss:
 - a. What are the actions that you want to do differently?
 - b. What steps can I take to achieve these goals?
 - c. What challenges might I face in doing this?
 - d. If I face a setback, how will I get back on track?
4. After 10 minutes, ask if anyone would like to share one goal for change and what steps will be taken to achieve it.
5. If working with a group with higher literacy, hand out the Personal Action Plans and ask men to write down the changes they will be making in the second category: **Changes in my Community**.
6. Then ask them to write down 1-2 actions they will need to take in order to make this change in the section **“How I will achieve these goals”**.
7. Make sure to hold men accountable if any of the changes or the action steps are focused on traditional ideas of masculinity.
8. Let the men during the men's reflection meeting that you will be supporting them in making and sustaining these changes, and discussing how they can support one another.

ACTIVITY B—REVIEWING MY PERSONAL ACTION PLAN



Time: 60 minutes

1. Ask the men to review their Personal Action Plans with the person sitting next to them.
2. Explain that each pair should review each category in their action plans and discuss the following questions:
 - » Have you been able to do these changes?
 - » What have the main barriers been?
 - » How do you feel about these new behaviors? How have they been helpful to you? To the women and girls in your life?

3. After 20 minutes, ask each pair to choose 2-3 new behaviors that they have taken and how they feel about the changes they have made.
4. Note any similar feelings that participants bring up and thank them for their honest reflections.
5. Now ask participants:
 - a. How have their thoughts, feelings, and behaviors changed about the women and girls in their lives?
 - b. How have their relationships with the women and girls in their lives changed?
 - c. How have their relationships with other men changed?
6. Each participant should have a turn to speak without interruption. Encourage participants to stay quiet and listen supportively while others tell their stories. Moderate this sharing carefully, and ensure that no one makes comments or criticizes the speaker.
7. Continue until all the participants who wish to speak have spoken. It will help build trust in the group if you, as the facilitator, share your own reflection on this topic as well.
8. As the activity closes, emphasize that being an ally means continuing to reflect on how we can improve the lives of women and girls.

ACTIVITY B—OUTSIDE OF THE MAN BOX



Time: 40 minutes

1. Ask participants to explain to the group the items or symbols they brought that represent what it means to be outside of the man box.
2. If working with a group with higher literacy, write their responses on chart paper as they present their item/symbol.
3. After all of the participants have shared their ideas about what it means to be outside of the man box, share your own symbol or item as well.
4. Summarize key points of this discussion and emphasize the differences between life inside and outside of the man box.

ACTIVITY C—HOW I WILL CONTINUE TO BE ACCOUNTABLE TO WOMEN AND GIRLS



Time: 30 minutes

1. Re-read “**An ideal community**” to participants and then ask them:
 - a. How will you continue to be accountable to building this world?
 - b. What steps from your action plans will help you to be accountable?
 - c. How can you support each other to continue acting as allies?
2. Brainstorm a list of ways that men can continue to make changes and act as allies to women in all the ways that we have discussed over the last 16 weeks.
3. If working with a group with higher literacy levels, review **Annex 23 “Steps that men can take to be allies of women and girls” (page 351)** and discuss any questions that men have.
4. Remind the men that being an ally is lifelong work. It is something that men must choose to do every day.



CLOSING



Time: 30 minutes

1. Ask participants to gather in a circle.
2. **Part 1: Next Steps**
 - a. Explain that this is our final session but that there will be another meeting where the group can discuss what they want to do next to continue working to prevent VAWG. Provide the date, time, and location for this Reflection Meeting.
 - b. Explain that following the reflection meeting, there will be a closing event where men will be invited to bring their families and celebrate the work that they have done during the group.
 - c. Let the group know that you will be asking to interview them about what they have learned. Provide details about when this will take place. Emphasize that these interviews are very important because they will help you to determine what has worked well and what needs to be improved with the EMAP intervention.

3. Part 2: Reflection

- a. Ask each participant to think about something that they have learned or that has changed for them during the 16 weeks.
- b. Begin with your own learning or discovery. Then ask for volunteers to share.
- c. Tell participants how much you enjoyed participating in the discussion group and how much you have learned from them. Highlight some key things that you found particularly interesting.
- d. As you close, be sure to reflect on some of the major themes discussed over the past 16 weeks. Thank participants for their willingness to contribute, to reflect, and to take steps toward building gender-equitable, violence-free homes. Challenge them to continue supporting each other in an effort to be role models for other men in the community.

HELPFUL TIPS: Before the final meeting ends, make sure to set a time, date, and location for the Reflection Meeting



KEY MESSAGES:

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

1. Each of us can make a difference in helping to create the “An ideal community”.
2. Being an ally is something we need to do every day. We need to be committed to change if we want to truly help to prevent VAWG. As we move forward, let's think about ways that we can continue to support each other to be role models in our homes and communities.
3. There are big differences between life inside and outside of the Man Box and we can make choices to step outside of the box every day.
4. This is the beginning of a journey of working to help build safer and healthier communities. You have a big role to play!



SECTION 4: MONITORING TOOLS

The following section provides instructions on how to use the EMAP monitoring tools. The full tools are located in the annexes at the end of this section.

WHAT ARE THE MONITORING TOOLS FOR EMAP?

PRE-POST QUESTIONNAIRES (FOR MALE PARTICIPANTS)

In order to assess the impact of the intervention, EMAP uses a pre- and post-questionnaires to measure changes in attitudes, beliefs, and behaviors of male participants.

1. EMAP PRE-QUESTIONNAIRE

The EMAP pre-questionnaire is used to collect an initial measure on certain indicators related to the overall goals of the EMAP intervention. The EMAP pre-questionnaire contains three parts that aim to assess the attitudes, beliefs, and behaviors of male participants prior to beginning the EMAP intervention. The three parts are:

1. Gender Roles
2. Violence against women and girls
3. Techniques for healthy and equal relationships

Given the nature of the questions and that the majority of participants are likely to have low literacy skills, facilitators should conduct individual interviews with participants. Both facilitators should conduct the interviews together due to the time it will take to interview all of the participants. However, if the pre-questionnaire interviews are conducted at the end of session 1, the 2nd EMAP facilitator should only join the session after the session has ended in order to respect confidentiality.

WHEN TO ADMINISTER THE PRE-QUESTIONNAIRE:

The Pre-questionnaire should be administered to participants individually during the pre-EMAP meeting or at the end of session 1.

HOW TO ADMINISTER THE PRE-QUESTIONNAIRE:

Step 1: At the beginning of session 1, remind participants that you will be asking them to stay for up to an hour after the meeting for an interview that will help you find out more about their thoughts on gender. Let them know that it is their choice if they want to stay or not.

4 SECTION 4 MONITORING TOOLS

Step 2: Explain the purpose of the questionnaire. The staff should introduce the questionnaire and ask consent to interview members. Consent can be obtained orally from the whole group at once.

Here is a sample script for introducing the pre-questionnaire and requesting their informed consent to participate in the data collection exercise:

Sample Script

EMAP Facilitator:

Before finishing the meeting today, we would like to ask each one of you a few questions about your experiences with violence, and beliefs about being a woman and a man. The purpose of these questions is so that we can better understand your attitudes, beliefs, and behaviors, and make sure that the discussions we will have are adapted to your needs.

The information you give us in the interview will remain completely confidential. There will be no way to know who answered what to each question because we will not ask for your name. The interview is not mandatory. You may choose to participate or not and you may also stop the interview or skip a question at any time. Participation in an interview will not affect your participation in EMAP in any way. Those who chose not to be interviewed will still be able to participate in these discussions.

You should participate in an interview only if you want to, there should be no other reason motivating your participation. Each interview will take no more than 5 minutes.

If you would like to be interviewed please sit in a line so that we can call you one at a time. My co-facilitator and I will ask each person individually to answer questions in a private place away from the rest of the group so that the conversation won't be overheard.

If you prefer not to be interviewed, please feel free to go.

This process should take approximately one hour to complete with two staff conducting 25 interviews (12 or 13 each). This time should be calculated into the anticipated length of the pre-session meeting.



HELPFUL TIPS: Should a participant disclose an incidence of violence during an interview, the facilitator should use the referral mechanism or the safety planning mechanism in place.

Step 3: Administer the Pre-Questionnaire. Ask each man the questions in all of the categories listed in the questionnaire. If working with a higher literacy group, the questionnaire can be given out to each participant to fill out privately and individually. However, the questionnaire is intended for groups that have lower literacy levels. For these groups, the facilitators should show the participant the symbol associated with each category and ask them to respond based on which one represents their experience.

2. EMAP POST-QUESTIONNAIRE

The EMAP Post-Questionnaire does not attempt to measure the long-term effects of the EMAP intervention, but can help determine the immediate effects of participating in such a discussion. The final evaluation questionnaire can be administered either during the Men's Reflection Meeting or the closing event. In either case, both facilitators can administer the questionnaire. Alternatively, facilitators could mobilize and train additional staff to help conduct interviews.

WHEN TO ADMINISTER THE POST-QUESTIONNAIRE:

The Post-questionnaire should be administered either during the Men's reflection meeting or the closing event for men and their families. The EMAP facilitator should decide when they will be administering the tool and let men know during the final weekly session of the curriculum.

HOW TO ADMINISTER THE POST-QUESTIONNAIRE:

Step 1: At the end of session 16, let participants know that you will be asking them questions that are similar to those you asked them during the first session. Let them know that it is their choice if they want to participate in this interview or not. Remind participants that this interview will be confidential, just like the first one.

Step 2: Review the purpose of the questionnaire. See the above section on the EMAP Pre-Questionnaire for guidance on how to discuss the purpose of the questionnaire.

Step 3: Conduct the interviews.

ASSESSING THE DATA:

After conducting the post-questionnaires with male participants, the male facilitator is expected to compile the results and measure the changes in responses from pre to post. The final evaluation questionnaire repeats many of the questions included in the pre-intervention questionnaire. However, it is not necessary to attribute codes to each respondent because the analysis is based on the average response given during the baseline compared to the average response given at the final evaluation, disaggregated by sex and member status.

4 SECTION 4 MONITORING TOOLS

ADDITIONAL MONITORING TOOLS¹

EMAP also provides monitoring tools to support implementation teams in meeting their goals:

WOMEN'S REFLECTION SURVEYS

The Women's reflection survey is intended to be conducted by the female facilitator during the Women's reflection group meeting in Phase 5 of the EMAP intervention. This survey allows for women to provide feedback on their experience of being part of EMAP, and discuss any recommendations that they have for improving the intervention. The surveys ask for women's input in four key areas:

1. Accountability
2. Group process
3. Men's behavior
4. Overall impact

It provides a structured method for gathering and assessing women's feedback on their experience being part of the EMAP intervention. It also determines whether the intervention has achieved its goals in regards to listening to and being guided by the voices of women.

When to use the Women's reflection survey: The Women's reflection survey should be conducted by the female facilitator during the Women's reflection group meeting in Phase 5 (refer page 52) of the EMAP implementation guide.

HOW TO USE THE WOMEN'S REFLECTION SURVEY:

Step 1: Review the survey and make sure to set aside 30-45 minutes to complete it with female participants.

Step 2: Explain to the group that:

- » You are asking them questions so you can find out what they liked and didn't like about being part of EMAP.
- » The information will help you improve EMAP for other people who participate, so it is very important that they answer the questions honestly.
- » There are no right or wrong responses.
- » All information will be kept confidential.

Step 3: Implement the Women's Reflection Survey

The women's reflection survey is divided into four sections and contains 14 questions. The female facilitator should ask each question to the group and record their responses.

¹ The full version of these monitoring tools can be found at the end of this section.

END OF INTERVENTION REPORTS

FEMALE FACILITATORS

After the Women's reflection surveys have been conducted, the female facilitator should review the information and determine the main themes that women have discussed. Based on this, the female facilitator can provide examples of how the EMAP intervention could improve or change. These recommendations should then be discussed and finalized at the last EMAP weekly team meeting. Upon beginning a new round of the EMAP intervention, the end of intervention report should be reviewed by the EMAP team during Phase 1.

WHEN TO COMPLETE THE END OF INTERVENTION REPORT – FEMALE FACILITATOR:

The End of intervention report should be completed after the Women's reflection surveys have been conducted.

HOW TO COMPLETE THE END OF INTERVENTION REPORT – FEMALE FACILITATOR:

Step 1: Review the Women's reflection surveys and assess the main themes that came up in each reflection area listed on the form.

Step 2: Based on these findings, provide recommendations and examples for how EMAP can be improved in the future.

Step 3: Review your recommendations with the EMAP facilitator and supervisor at the final weekly meeting and determine final recommendations. These can be recorded on page 2 of the End of Intervention Report

Step 4: Make copies of this report and provide it, along with the End of Intervention Report–male Facilitator and End of intervention report – Curriculum (Annex 28 , page 372, Annex 29, page 374), to the next team that will be implementing EMAP.

MALE FACILITATORS

After the pre and post questionnaires with male participants have been conducted, the male facilitator should review the information and summarize the main changes that men have reported regarding their attitudes, beliefs, and behaviors. Based on this information, the male facilitator can provide examples of how the EMAP intervention could improve or change. These recommendations should then be discussed and finalized at the last EMAP weekly team meeting. Upon beginning a new round of the EMAP intervention, the end of intervention report should be reviewed by the EMAP team during Phase 1.

4 SECTION 4 MONITORING TOOLS

WHEN TO COMPLETE THE END OF INTERVENTION REPORT—MALE FACILITATORS:

The End of intervention report should be completed after the Pre-post questionnaires (Annex 24, page 353, Annex 25, page 360) have been conducted and the male facilitator has assessed the data.

HOW TO COMPLETE THE END OF INTERVENTION REPORT—MALE FACILITATORS:

Step 1: Review the information from the Pre-post questionnaires and summarize the main changes that men have reported regarding their attitudes, beliefs, and behaviors.

Step 2: Based on this information, provide recommendations and examples of how the EMAP intervention could improve or change.

Step 3: Review your recommendations with the EMAP facilitator and supervisor at the final weekly meeting and determine final recommendations. These can be recorded on page 2 of the End of intervention report.

Step 4: Make copies of this report and provide it, along with the End of Intervention Report—female facilitator and End of intervention report—curriculum (Annex 27, page 370, Annex 29, page 374), to the next team that will be implementing EMAP.

SUPERVISORS

After the final weekly session report forms have been completed by the EMAP facilitators, the supervisor should assess the findings each week and complete the End of intervention report—curriculum. This form focuses on what activities were liked/disliked by participants and offers suggestions for how to improve the curricula based upon participant feedback.

WHEN TO COMPLETE THE END OF INTERVENTION REPORT—CURRICULUM:

The End of intervention report—curriculum should be completed by the supervisor after the final weekly session report forms have been completed and turned in by the EMAP facilitators.

HOW TO COMPLETE THE END OF INTERVENTION REPORT—CURRICULUM:

Step 1: Review the information from the Weekly session report forms and summarize the activities and sessions that participants reported to like the most and the least.

Step 2: Based on this information, provide recommendations and examples of how the EMAP curricula could improve or change.

Step 3: Review your recommendations with the EMAP facilitators at the final weekly meeting and determine final recommendations. These can be recorded on page 3 of the End of intervention report—curriculum.

Step 4: Make copies of this report and provide it, along with the End of intervention report–female facilitator and End of intervention report–male facilitator, to the next team that will be implementing EMAP.

HELPFUL TIPS: Additional Monitoring Tools, such as the Accountability Checklists and Weekly Session Report forms, are located at the end of Section 1 of this guide.



EMAP MONITORING TOOLS–OVERVIEW

EMAP MONITORING TOOLS–OVERVIEW			
TOOL	PURPOSE	METHOD	RESPONSIBLE STAFF
EMAP PRE-QUESTIONNAIRE	To collect information about male participants' attitudes, beliefs and behaviors prior to the intervention.	Data collected by facilitators prior to the beginning of the men's discussion groups.	EMAP facilitators
EMAP POST-QUESTIONNAIRE	To collect information about male participants' attitudes, beliefs' and behaviors after the intervention.	Data collected by male facilitator after the final session of the men's discussion groups.	EMAP male facilitators
EMAP WOMEN'S REFLECTION SURVEY	To collect feedback from female participants about their experience being a part of the EMAP intervention.	Feedback collected by female facilitator during the Women's Reflection Group Meeting in Phase 5	EMAP female facilitators

4 SECTION 4 MONITORING TOOLS

EMAP MONITORING TOOLS—OVERVIEW			
TOOL	PURPOSE	METHOD	RESPONSIBLE STAFF
EMAP END OF INTERVENTION REPORTS	To assess program feedback and data and provide recommendation for ways to improve future implementation of EMAP	Assessments conducted by the female facilitator for the Women's Reflection Survey, and by the male facilitator for the Pre/Post Questionnaires. Recommendations reviewed and finalized by the EMAP team.	EMAP facilitators, supervisor
*ACCOUNTABILITY CHECKLISTS	To support the ongoing self-reflection and learning of the EMAP team regarding Accountable Practice.	Forms completed by facilitators and supervisor prior to each weekly meeting. Reviewed during weekly meetings.	EMAP facilitators, supervisors
*EMAP MONTHLY OBSERVATION FORMS	To assess the quality and accountability of an EMAP group during monitoring visits.	Observation conducted by EMAP supervisor during monthly group meetings. Reviewed during weekly meetings.	EMAP supervisor
*EMAP WEEKLY SESSION REPORT FORM	To reflect on areas of strength and challenge within weekly sessions; to identify common resistance responses	Assessment conducted by EMAP facilitators after each session. Reviewed during weekly meetings	EMAP facilitators
*INTEGRATING WOMEN'S VOICES	To include women's feedback and priorities within the men's curriculum sessions.	Key messages selected by female participants and recorded by the female facilitator during Session #8 of the women's curriculum. These messages are then integrated into the men's curriculum by both facilitators.	EMAP facilitators

*These tools are located at the end of Section 1 of this implementation guide.





ANNEX SECTION

- Annex 1:** Agenda and Talking Points: introducing EMAP to the Community
- Annex 2:** Accountability Checklist: Female Facilitator
- Annex 3:** Accountability Checklist: Male Facilitator
- Annex 4:** Accountability Checklist: Male Facilitator
- Annex 5:** Weekly Report Form – Female Facilitator
- Annex 6:** Weekly Report Form – Male Facilitator
- Annex 7:** Monthly Observation Report – EMAP Supervisor
- Annex 8:** Integrating Women's Voices
- Annex 9:** Accountable Practice: Do's and Don'ts for EMAP Facilitators
- Annex 10:** Male Allies Checklist for EMAP Facilitators
- Annex 11:** Responding to Disclosures of Violence
- Annex 12:** Steps to Challenging Harm in EMAP
- Annex 13:** Common Resistance Reactions: Definitions and Examples
- Annex 14:** Timeline of Daily Tasks
- Annex 15:** An Ideal Community, Part 1
- Annex 16:** An Ideal Community, Part 2
- Annex 17:** Opposite World
- Annex 18:** Timeline of Daily Tasks
- Annex 19:** Steps to Healthy Discussions
- Annex 20:** Personal Action Plans
- Annex 21:** Understanding Root Causes vs. Contributing Factors
- Annex 22:** Supporting a Survivor
- Annex 23:** Steps that Men Can Take to Be Allies to Women and Girls
- Annex 24:** Pre-Questionnaire, Male Participants
- Annex 25:** Post-Questionnaire, Male Participants
- Annex 26:** Women's Reflection Survey
- Annex 28:** End of Intervention Report – Male Facilitators
- Annex 29:** End of Intervention Report – Curriculum (Supervisor)

ANNEX 1

AGENDA AND TALKING POINTS: INTRODUCING EMAP TO THE COMMUNITY

Note to Facilitators: In addition to reviewing this document, it is important that facilitators review the information listed under the Key Actions in Section 1, Phase 2 of the EMAP implementation guide. This section contains specific guidance for introducing EMAP to different members of the community (i.e., community leaders, community members, and existing women's groups).

PREPARING FOR THE MEETING

- » Review meeting agenda.
- » Have clear talking points and be familiar with EMAP concepts.
- » Schedule a time and place to meet with community members.
- » Advertise meeting in the community.

This document contains general information about how to talk about EMAP. If focusing on this content is not safe or strategic in your setting, you will have to adjust the approach. Remember, the goal of these meetings is to generate support from community leaders, which may mean describing EMAP as a program that focuses on the specific needs of women and girls related to health and well-being, and the role that men can play.

KEY TALKING POINTS

- » **Introduce yourself and your organization**

Start by introducing yourself and your role at your organization. Even if you have met the leader(s) before, it is helpful to reintroduce yourself and include your association with your organization in this context. It is also important to:

 - Explain the work that your organization already does within the community and recognize the contribution of the individuals who you work with (i.e., local GBV committee, health center, etc.)
 - Let community leaders know that your organization appreciates their support and looks forward to continuing to work with them.

- Explain that you asked for the meeting in order to describe a new program that your organization is starting in the community, and that you are seeking their feedback.
- Let the group know that this program is also happening in many other communities around the world.
- Thank participants for their time and interest.

» **Introduce EMAP**

Facilitators do not need to go into details about the discussions but should address the following key points:

- EMAP was started because violence against women and girls is an enormous problem all around the world.
- Many men are concerned about the high rates of violence against women and girls in their community and want their communities to be safe for everyone.
- In order to help build safer and healthier communities and homes, it is important for all of us to understand the attitudes and behaviors that lead to violence against women and girls.
- Men have an important role to play in preventing violence against women and girls. EMAP helps men who are interested in working together with women to learn how to make a difference in their communities.
- Ask community members if they have questions. Remember, this is an opportunity for the facilitators to cultivate interest, understand the concerns that community members might have about participating in such discussions, and, ultimately, to gain their buy-in.

WOMEN'S DISCUSSION GROUPS

- » EMAP will engage 10–20 women and 10–20 men in separate sex discussion groups.
- » The first group will be with women and it will meet with the female EMAP facilitator for eight weeks.
- » The purpose of the women's groups is to make sure that women have a voice in how work to prevent violence on their behalf.
- » Key messages from these discussions will be shared with the men during the men's groups so that men can hear about what is important to women in their community.
- » EMAP participants will not receive a monetary or material incentive for their participation. This is a voluntary choice.
- » Discussion topics include: preventing violence against women and girls, understanding gender roles and socialization; and how to have healthy communication and relationships.
- » It is important that the women who choose to join these groups attend every session as possible.

SELECTION CRITERIA FOR WOMEN'S GROUPS:

The EMAP women's discussion group is open to all women in the community, although they need to fit the basic criteria below:

- » Age 20 or older but preferably at least 25;
- » Resident of the village, having lived in the community for a minimum of six months with plans to continue living there for at least the coming six months;
- » Ability to participate actively in group work and reflection activities;
- » Commitment to attend meetings, sessions and other activities regularly without incentives;
- » Prior involvement (preferably) in VAWG programming or supporting women in the community;¹
- » Open to discussing sensitive topics and to sharing their feelings and reflections.

MEN'S DISCUSSION GROUPS

- » The EMAP men's discussion group will engage 10-20 men in weekly discussions that help them to reflect on belief systems and to practice individual changes in attitudes and behaviors.
- » These groups will each meet with the male EMAP facilitator on a weekly basis for approximately four months or 16 weeks.
- » EMAP participants will not receive a monetary or material incentive for their participation. This is a voluntary choice.
- » The purpose of the men's groups is to help men who want to help build safer relationships and communities to understand the role men can play in preventing violence.
- » Discussion topics will include how societal beliefs impact men's and women's lives; how violence against women and girls impacts individuals, families and communities; and how men can play a role in building healthy, more equitable relationships and communities.
- » These can be sensitive topics, so we encourage the participation of men who are open to sharing, dialogue and reflection. Men should also be ready to practice new behaviors discussed over the course of the EMAP meetings so they can help to improve the lives of women and girls.
- » EMAP men's groups are intended for men who want to make a difference in their home and community by helping to prevent violence against women and girls. EMAP is not intended for perpetrators or to be used a method of punishing perpetrators of violence. Men who are violent against women and girls may be asked to leave the group.

¹ This may not always be possible, as some communities may not have allowed prior work to occur with women.

SELECTION CRITERIA FOR MEN'S GROUPS

The men's discussion groups are open to all men in the community, although they need to fit the basic criteria below:

- » Age 20 or older but preferably at least 25;
- » Resident of the village, having lived in the community for a minimum of six months with plans to continue living there for at least the coming six months;
- » Ability to participate actively in group work and reflection activities;
- » Commitment to attend meetings, sessions and other activities regularly without incentives;
- » Commitment to not using violence against women and girls.

In addition, male participants are expected to be:

- » Open to discussing sensitive topics and to sharing their feelings and reflections.
- » Interested in learning how to make a difference and help build healthy and safe relationships and communities.
- » Ready to practice new behaviors to help improve lives of women and girls in their home and community.
- » Willing to discuss sensitive topics with women in their lives and listen to women's opinions and ideas.

The previous use of violence will not automatically exclude a man from participating in EMAP. Nevertheless, all participants must commit to being nonviolent for the duration of the group.

DISCUSSION AND NEXT STEPS

The information that you provide here will depend on which group you are addressing and which steps you have already taken. See the key actions in Section 1, Phase 2 of the EMAP Implementation Guide for specific recommendations for each group.

- » This meeting is one step in the process of beginning EMAP in this community.
- » After this meeting, we will return to the community on ___ day to hold a meeting with community members to explain EMAP. This will be an opportunity for community members to ask questions and for us to review the objectives of EMAP.
- » Following the community meeting, we will meet with women in the community who help to prevent violence and support survivors. Then we will ask the women who are interested in being part of the women's' groups to meet as a group so we can answer questions and explain the purpose of EMAP. After this meeting, we will select the final 10-20 women who will participate and begin the weekly women's discussions. After 4-6 meetings with the women, we will meet with and interview men who are interested in being part of the men's groups. After individual interviews, we will select the final group of 10-20 men to participate and will begin the men's meetings after the women's groups ends.

ANNEX 2

ACCOUNTABILITY CHECKLIST: FEMALE FACILITATOR

ACCOUNTABLE PRACTICE WEEKLY CHECKLIST FOR EMAP FACILITATORS (WOMEN)

INSTRUCTIONS

Women EMAP Facilitators should use this checklist as part of building their ongoing self-awareness about their Accountable Practice. It is a learning tool to help facilitator's to identify and focus in on areas of challenge related to Accountable Practice. As such, it requires honesty and self-reflection on the part of the facilitator in order to be most effective and useful.

This list should be completed each week, prior to the weekly EMAP meeting with both facilitators and supervisor. After the weekly meeting, facilitators should provide copies of the form for the EMAP supervisor.

It is expected that at the beginning of each weekly EMAP meeting, each EMAP facilitator will provide a 10-15 minute summary to the EMAP team of their responses to the Accountable Practice Weekly Checklist and will highlight the categories within this form where they require additional support, feedback, or guidance.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



WEEKLY CHECK IN MEETINGS				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I completed this form prior to the last weekly meeting and came prepared to review it				
2. I checked in with the EMAP male facilitator at our last weekly meeting about any concerning gender norms or power dynamics that I have observed, either between us or within the community				
3. I felt comfortable during the meeting to speak up and share my observations				
4. I felt heard and listened to during the weekly check in meetings				

FACILITATOR RELATIONSHIP				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I feel that the EMAP male facilitator listens to me and values my opinion				
2. In discussions with the EMAP male facilitator, he asks questions and engages constructively with I am saying.				
3. If NO to Question 1 and/or 2– I have spoken with my the EMAP male facilitator and/or supervisor about this issue				

4. The EMAP male facilitator and I are sharing an equal workload for the EMAP intervention				
5. The EMAP male facilitator and I are equally contributing to different types of work (i.e., leading meetings, writing up reports, administrative				
6. If NO to Questions 4 or 5 – I have spoken up about unequal workloads or distribution of work between myself and the EMAP male facilitator				
7. I feel supported by my colleagues and supervisor and safe to speak up about any issue that arise related to accountability				

PARTICIPANT RELATIONSHIP				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. This week, I promoted equitable attitudes/ behaviors and use of power during the weekly EMAP lesson with the female participants				
2. This week, participants made comments/ statements during the EMAP lesson that I facilitated that were harmful to women and girls				

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



<p>3. If yes to Question 2 – I identified and addressed these comments during the lesson using the Key Facilitator Skills</p>				
<p>4. If yes to Question 2 – The individual or group was able to reflect on the harmful comment/situation and learn from it</p>				
<p>5. This week, I made comments/statements during the EMAP lesson that I facilitated that were harmful to women and girls.</p>				
<p>6. If yes to Question 5 – I identified and addressed these comments during the lesson and asked the EMAP team for support in order to transform my harmful beliefs and attitudes.</p>				
<p>7. I feel equipped to respond to challenging situations that arise during the weekly lessons</p>				
<p>8. If No to Question 7 – I have reached out to the EMAP team for support in order to build my skills as an EMAP facilitator</p>				

PERSONAL ACCOUNTABILITY				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I have spent time this week reflecting on and identifying on my harmful ideas or beliefs about gender				
2. I have spent time this week reflecting on and identifying the use of power in my position within my setting				
3. Based on these reflections, I have demonstrated new behaviors this week that (please provide examples of specific behavior changes).				
4. If yes to Question 2 – The individual or group was able to reflect on the harmful comment/situation and learn from it				

INTEGRATING WOMEN'S VOICES/CURRICULUM ADAPTATION (NOTE: BEGIN COMPLETING THIS SECTION AFTER THE WOMEN'S GROUP HAS ENDED AND THEIR KEY MESSAGES HAVE BEEN SELECTED)				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. The women's key messages were integrated into the men's curriculum lesson this week with no changes made				
2. Women's safety and confidentiality were prioritized and no identifying information about any individual women was included in the adapted men's curriculum.				

Thank you for your honest responses to this form. Please review the form with the EMAP team and address any issues that are identified.

ANNEX 3

ACCOUNTABILITY CHECKLIST: MALE FACILITATOR

**ACCOUNTABLE PRACTICE
WEEKLY CHECKLIST FOR EMAP FACILITATORS (MEN)**

INSTRUCTIONS

Men EMAP Facilitators should use this checklist as part of building their ongoing self-awareness about their Accountable Practice. It is a learning tool to help facilitator's to identify and focus in on areas of challenge related to Accountable Practice. As such, it requires honesty and self-reflection on the part of the facilitator in order to be most effective and useful.

This list should be completed each week, prior to the weekly EMAP meeting with both facilitators and supervisor. After the weekly meeting, facilitators should provide copies of the form for the EMAP supervisor.

It is expected that at the beginning of each weekly EMAP meeting, each EMAP facilitator will provide a 10-15 minute summary to the EMAP team of their responses to the Accountable Practice Weekly Checklist and will highlight the categories within this form where they require additional support, feedback, or guidance.

WEEKLY CHECK IN MEETINGS				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I completed this form prior to the last weekly meeting and came prepared to review it				
2. I checked in with the EMAP female facilitator at our last weekly meeting about any concerning gender norms or power dynamics that she has observed, either between us or within the community				
3. I felt comfortable during the meeting to speak up and share my observations				
FACILITATOR RELATIONSHIP				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I check in with the EMAP female facilitator weekly regarding whether she feels that I listen to her and value her opinion				
2. I make sure that the EMAP female facilitator and I are carrying an equal workload in regards to the EMAP intervention				
3. The EMAP female facilitator and I are equally contributing to different types of work (i.e., leading meetings, writing up reports, administrative)				

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



<p>4. In discussions with the EMAP female facilitator, I ask questions, listen, and engage constructively with what she is saying.</p>				
<p>5. When the EMAP female facilitator points out a power dynamic between us, I listen, believe her, ask what I can do to help change it and work to change it.</p>				

PARTICIPANT RELATIONSHIP				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
<p>1. This week, I promoted equitable attitudes/behaviors and use of power during the weekly EMAP lesson with the male participants</p>				
<p>2. This week, participants made comments/statements during the EMAP lesson that I facilitated that were harmful to women and girls</p>				
<p>3. If yes to Question 2 – I identified and addressed these comments during the lesson using the Key Facilitator Skills</p>				
<p>4. If yes to Question 3 – The individual or group was able to reflect on the harmful comment/situation and learn from it</p>				
<p>5. This week, I made comments/statements during the EMAP lesson that I facilitated that were harmful to women and girls</p>				

<p>6. If yes to Question 5 – I identified and addressed these comments during the lesson and asked the EMAP team for support in order to transform my harmful beliefs and attitudes.</p>				
<p>7. I feel equipped to respond to challenging situations that arise during the weekly lessons with participants and within myself</p>				
<p>8. If No to Question 7 – I have reached out to the EMAP team for support in order to build my skills as an EMAP facilitator</p>				

PERSONAL ACCOUNTABILITY				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
<p>1. I have spent time this week reflecting on and identifying my harmful ideas or beliefs about gender</p>				
<p>2. I have spent time this week reflecting on and identifying my use of power in my position within my setting</p>				
<p>3. Based on these reflections, I have demonstrated new behaviors this week that (please provide examples of specific behavior changes).</p>				

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



INTEGRATING WOMEN'S VOICES/CURRICULUM ADAPTATION (NOTE: BEGIN COMPLETING THIS SECTION AFTER THE WOMEN'S GROUP HAS ENDED AND THEIR KEY MESSAGES HAVE BEEN SELECTED)				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I contributed equally to the process of reviewing and integrating the key messages identified by women				
2. The women's key messages were integrated into the men's curriculum lesson this week with no changes made				
3. Women's safety and confidentiality were prioritized and no identifying information about any individual women was included in the adapted men's curriculum.				

Thank you for your honest responses to this form. Please review the form with the EMAP team and address any issues that are identified.

ANNEX 4

ACCOUNTABILITY CHECKLIST: SUPERVISOR

ACCOUNTABLE PRACTICE WEEKLY CHECKLIST FOR EMAP FACILITATORS (SUPERVISOR)

INSTRUCTIONS

EMAP Supervisors should use this checklist as part of building their ongoing self-awareness about their Accountable Practice. This list should be completed each week, prior to the weekly EMAP meeting with both facilitators and supervisor. It is a learning tool to help supervisors to identify and focus in on areas of challenge related to Accountable Practice. Please fill this form out as honestly as possible prior to the weekly EMAP meeting.

HELPFUL TIPS: It is expected that at the beginning of each weekly EMAP meeting, each EMAP facilitator will provide a 10-15 minute summary of their responses to the Accountable Practice Weekly Checklist and will highlight the categories within this form where they require additional support, feedback, or guidance. It is critical that the EMAP Supervisor work to create an atmosphere of respect and honesty during these discussions, so that facilitators can feel safe to share difficult moments that they have identified. At the same time, supervisors must ensure that accountability to women and girls is demonstrated at all times during weekly meetings.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



WEEKLY CHECK IN MEETINGS				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. The EMAP facilitators checked in at our last weekly meeting about any concerning gender norms or power dynamics that they have observed, either between the three of us, the two of them, or within the community				
2. If No to Question 1 – I provided leadership and pointed out any concerning gender norms or power dynamics that I have seen arise, either between the three of us, the two of them, or within the community				
3. I completed this form prior to the last weekly meeting				
4. The EMAP facilitators are sharing an equal workload for the EMAP intervention				
5. The EMAP facilitators are equally contributing to different types of work (leading meetings, writing up reports, administrative tasks, etc)				
6. If NO to Questions 4 or 5 – I have spoken to the EMAP facilitators about this issue and we have determined how we will address the issue (please provide information about how you will address the issue)				

FACILITATOR RELATIONSHIP				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I feel that the male EMAP facilitator listens to and values the opinion of the female EMAP facilitator				
2. In discussions with the male EMAP facilitator, he asks questions and engages constructively with the points that she makes				
3. If NO to Question 1 and/or 2 – I have spoken with the male EMAP facilitator about this issue and identified modifications that I expect to				
4. The female EMAP facilitator has reported that she feels safe to speak up about any issue that arise related to accountability				
5. The female EMAP facilitator has come to me about an accountability issue				
6. If yes to Question 5 – I followed up with the female EMAP facilitator after the discussion to ensure she felt supported and that the issue was properly addressed				

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



PARTICIPANT / COMMUNITY INTERACTION				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. The facilitators demonstrated respect and promoted gender equity in all interactions with the community and/or program participants				
2. The facilitators properly addressed any harmful comments or situations that arose during the EMAP session this week				
3. I checked in with the facilitators this week regarding their need for support with challenging situations				

PERSONAL ACCOUNTABILITY				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. I have spent time this week reflecting on and identifying on my harmful ideas or beliefs about gender				
2. I have spent time this week reflecting on and identifying my use of power in my position within my setting				
3. I have demonstrated new behaviors this week in order to prevent VAWG				
4. I have asked for support from a colleague or supervisor this week (if needed)				

INTEGRATING WOMEN'S VOICES/CURRICULUM ADAPTATION (NOTE: BEGIN COMPLETING THIS SECTION AFTER THE WOMEN'S GROUP HAS ENDED AND THEIR KEY MESSAGES HAVE BEEN SELECTED)				
	YES	NO	N/A	PLEASE PROVIDE AN EXAMPLE FOR EACH CATEGORY
1. The EMAP facilitators contributed equally to the process of reviewing and integrating the key messages identified by women				
2. If No to Question 1 – I addressed any unequal contributions and identified modifications that I expect to see				
3. The women's key messages were integrated in the men's curriculum lesson this week with no changes made				
4. Women's safety and confidentiality were prioritized and no identifying information about any individual women was included in the adapted men's curriculum.				

Thank you for your honest responses to this form. Please review the form with the EMAP team and address any issues that are identified.

ANNEX 5

WEEKLY SESSION REPORT FORM- FEMALE FACILITATOR

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator Name: _____ Date: _____

Organization: _____ Session: _____

of Participants: _____

Please answer the following questions upon completing each session. Remember, these weekly reports are included in EMAP to help you in identifying areas where you and/or participants may need additional support.

How did participants respond to the session? Which activities worked well? Which were the most challenging?

Did any of the Common Resistance Responses come up? If so, during what activities or discussions? How did you address them?

Did any safety issues come up during this session? If so, how did you address them? What are the next steps that need to be taken?

What other challenges came up during this session, and how did you respond to them? What skills did you use that helped you?

What went well during this session? What did you do that helped this to go well?



KEY FEEDBACK AREAS:

Instructions: Use this section to record information from the Key Feedback Areas that are highlighted in each session. Please note that any other important feedback should be noted here as well, even if it was not shared during the key feedback areas.

ANNEX 6

WEEKLY SESSION REPORT FORM- MALE FACILITATOR

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator Name: _____ Date: _____

Organization: _____ Session: _____

of Participants: _____

Please answer the following questions upon completing each session. Remember, these weekly reports are included in EMAP to help you in identifying areas where you and/or participants may need additional support.

How did participants respond to the session? Which activities worked well? Which were the most challenging?

Did any of the Common Resistance Responses come up? If so, during what activities or discussions? How did you address them?

Did any safety issues come up during this session? If so, how did you address them? What are the next steps that need to be taken?



What other challenges came up during this session, and how did you respond to them? What skills did you use that were helpful?

What went well during this session? What did you do that helped this go well?

ANNEX 7

MONTHLY OBSERVATION REPORT- EMAP SUPERVISOR

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Supervisor Name: _____ Date: _____

Facilitator Name: _____ Session: _____

Please provide your observations in the following areas during your monthly observation of the EMAP facilitator above. It is expected that these observations will be used to support the facilitator in addressing areas where improvement is needed and building on areas of strength.

How did participants respond to the session? What moments were they more comfortable? Less comfortable?

Did any of the Common Resistance Responses come up? If so, how did the facilitator address them?

What are areas where improvement is needed?

How will you support them to do this, and what are your expectations, including the timeline?

What are areas of strength? What specific skills have you seen the facilitator use?

How is the facilitator modeling accountability to women and girls? What have you seen the facilitator do and say that demonstrated their personal and relational accountability?

ANNEX 8

INTEGRATING WOMEN'S VOICES

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator 1 Name: _____ Date: _____

Facilitator 2 Name: _____

PART 1 – REVIEW KEY FEEDBACK AREAS WITH WOMEN (FEMALE FACILITATOR)

Instructions: Prior to session #8 of the Women's Curriculum, review the input that you have recorded from the Key Feedback Areas (on page 2 of your Weekly Session Report Form). Provide examples and key themes below for each key feedback area. Present this feedback to women during Session #8 and work with them to choose three key messages from each category that they feel comfortable sharing with men.

WHAT WERE THE MAIN THEMES THAT CAME UP DURING THE DISCUSSIONS WITH WOMEN PARTICIPANTS IN EACH OF THE FOLLOWING KEY FEEDBACK AREAS?	
1. What they feel good/don't feel good about in terms of what it means to be a woman	
2. What changes women would like to see in the home	
3. What changes they would like to see in their relationships	
4. What changes they would like to see in how men use power	
5. What changes they would like to see with safety in their community	

PART 2 – SELECT KEY MESSAGES TO SHARE WITH MALE PARTICIPANTS (FEMALE FACILITATOR)

Instructions: During Session #8, work with the women to choose the three most important messages to share with men in each category below. Make sure women feel comfortable with this information being shared with men. Reassure the women that it will be shared as part of a group feedback and that no individual information about any of the women in the group will be shared.

WHAT ARE 3 KEY MESSAGES THAT FEMALE PARTICIPANTS FEEL COMFORTABLE SHARING WITH MALE PARTICIPANTS?	
1. What they feel good/don't feel good about in terms of what it means to be a woman	Key Messages: 1. 2. 3.
2. What changes women would like to see in the home	Key Messages: 1. 2. 3.
3. What changes they would like to see in their relationships	Key Messages: 1. 2. 3.
4. What changes they would like to see in how men use power	Key Messages: 1. 2. 3.
5. What changes they would like to see with safety in their community	Key Messages: 1. 2. 3.

PART 3 – INTEGRATING KEY MESSAGES INTO MEN’S CURRICULUM (FEMALE AND MALE FACILITATOR)

Instructions: After determining the key messages, both facilitators should review the men’s curriculum to determine where they will best fit in. To support this process, facilitators can use the chart below, which provides a list of areas that women may identify as key messages. Keep in mind that this is just a list and that depending on what key messages the women name, there may be additional sessions.

The areas within each session of the Men’s Curriculum where it is recommended to include women’s feedback are noted with the symbol below. This symbol refers to areas where the feedback from the women’s discussion groups should be integrated to ensure that the discussion includes points that were important to women. It is assumed that the facilitators will have carefully reviewed women’s feedback from the discussion sessions, and integrated it into key feedback areas prior to each session.

WOMEN’S VOICES

This table provides an overview of the key message areas where women have provided feedback, and the corresponding session within the Men’s Curriculum. Note that this list may need to be changed depending on what the key messages from women are and where they best fit.

Key Message Area	Corresponding Men’s Session
An Ideal Community	2, 6
What they feel good/don’t feel good about in terms of what it means to be a woman	2
What changes they would like to see in the home	3
What changes they would like to see in how men use power	7
What changes they would like to see in their relationships	14
What changes they would like to see with safety in their community	9, 15

ANNEX 9

ACCOUNTABLE PRACTICE—DO’S AND DON’TS FOR EMAP FACILITATORS

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Engaging in Accountable Practice requires us to transform harmful behaviors into helpful actions. This is not easy to do, and it can be challenging to recognize what accountability looks like. This list is intended to support you in thinking through what it means to be accountable to women and girls. This information is for your assessment and review only; however, you are encouraged to talk to the EMAP team about questions you have about this document.

ACCOUNTABLE PRACTICE

DO	DON'T
Listen to women and take what they say seriously.	Dominate discussions, ignore or dismiss women's contributions.
Believe women about their lived experiences.	Doubt, question or judge women.
Name men's violence against women and girls as a critical issue.	Minimize or justify violence.
Continually recognize and transform your own harmful attitudes, beliefs, behaviors, and male privilege.	Be defensive or think that you have "done" the work – accountability is a lifelong process and commitment.
Understand how male power and privilege operate in your community.	Make it a competition about who suffers more from gender inequality, or bring the conversation back to how men are harmed by expectations of masculinity. Keep the focus on women and girls.
Support the leadership of women.	Take over women's spaces or work, or speak for women. Ask women how you can help them and what they need from you, and do what they say.
Talk with other people about sexism and violence against women and girls.	Stay silent or collude with other men.
Speak out against harm and model change for other men.	Look the other way or ignore disrespectful or abusive behavior

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



DO	DON'T
Work hard every day for change and equality.	Expect that change will happen overnight. Working towards transformational change and equality means taking action every day to help create a safer world for women and girls.
Support survivors of VAWG by asking them how you can help.	Assume what survivors want or need, or push them to take any particular action. Just listen and be supportive. Don't mediate or attempt to provide counseling.
Take responsibility for the changes you make and how you make them.	Make your changes dependent on women's recognition, gratitude or validation.

ANNEX 10

MALE ALLIES CHECKLIST

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Instructions: These checklists are for your own personal growth and development as allies. They do not need to be shared with the other EMAP facilitator or supervisor. However, it is recommended that you talk with a trusted colleague, supervisor, or mentor about any areas that are challenging for you, so that you can improve.

Part 1: Read through the checklist and think about how often you do any or all of these actions. Put a check mark next to the actions that you feel that you do consistently and provide an example for each one.

	I demonstrate knowledge and awareness of VAWG and why it occurs. EXAMPLE:
	I continually educate myself about VAWG and gender equality. EXAMPLE:
	I can identify when harmful behaviors or attitudes against women and girls are expressed. EXAMPLE:
	I can safely address harmful behaviors or attitudes against women and girls. EXAMPLE:
	I support and validate the comments and actions of women and girls. EXAMPLE:
	When women are not around, I continue to act as an ally. EXAMPLE:

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



	<p>I ask women how I can help them, rather than assuming what women want or need. EXAMPLE:</p>
	<p>I am aware of support services for survivors of VAWG in my community. EXAMPLE:</p>
	<p>When women point out harmful behavior, in myself or other men, I believe them and take their input seriously (even if I feel defensive). EXAMPLE:</p>
	<p>I strive to share power, especially with people from marginalized groups. EXAMPLE:</p>
	<p>I use my power and privilege to influence and educate other men. EXAMPLE:</p>
	<p>I listen carefully so that I am more likely to understand the needs of women and girls. EXAMPLE:</p>
	<p>I can accept leadership from women. EXAMPLE:</p>
	<p>I contribute equally to tasks and projects that I am working on with women. EXAMPLE:</p>
	<p>I ask for and listen to feedback from women about my behavior and how it impacts them. EXAMPLE:</p>

Part 2: The following are some common problem areas for men working to become allies.

Do any of these apply to you?

	When women point out harmful norms and attitudes about gender as it is happening, I feel personally attacked.
	I rely on women to educate me about my own harmful behavior.
	It is important to me to point out examples of men being victims of violence.
	I have been told I act in a harmful manner to women and girls without knowing it.
	I speak for women and attempt to explain their positions.
	I often wait for women to raise awareness about VAWG or to point out harm.
	I often have difficulty working with women on projects and tasks.
	I feel disappointed when women don't recognize my efforts and thank me for supporting them, especially when I am doing household tasks that are boring.
	I would like more recognition and opportunities for leadership now that I have been involved in this learning and understand the issues.



HELPFUL TIPS: These tools are provided for your own process of growth and transformation. However, you are encouraged to bring questions and reflections to the weekly EMAP meetings. Remember, being an ally is a lifelong process and therefore requires work every day, so you should feel comfortable to admit areas where you struggle or need support. This is part of Accountable Practice.

ANNEX 11

RESPONDING TO DISCLOSURES OF VIOLENCE

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



ANNEX 12

STEPS TO CHALLENGING HARM IN EMAP

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

INSTRUCTIONS

This tool is to support EMAP Facilitators in responding to challenging moments that may arise during weekly sessions. Specifically, this tool provides steps for how to address harmful or offensive comments or behaviors that may be expressed by EMAP participants during the EMAP intervention.

Remember that harmful beliefs, attitudes and uses of power are the reason that the EMAP intervention exists. Addressing these moments allows EMAP facilitators to model accountability and provides participants with opportunities to learn and change. It is essential that facilitators' challenge harmful situations and engage with participants in order to identify alternative ways of thinking and behaving.

AFTER A HARMFUL ATTITUDE, BELIEF OR BEHAVIOR OCCURS, FOLLOW THE STEPS BELOW:

STEP 1: Ask for clarification / Learn why they have that opinion

- » Summarize back the statement or comment
- » Identify to yourself which of the "Common Resistance Reactions" is being expressed by the harmful statement or action
 - "Thank you for sharing your opinion with us. Can you tell us why you feel that way?"
 - "So it sounds like you are saying...is that correct?"

STEP 2: Seek an alternative opinion / Involve Others

- » Send the question back to the group using an open method. For example:
 - "What do the rest of you think of that phrase (or this attitude)?"
 - "To me that sentence sounds like victim-blaming. What do the rest of you think?"

STEP 3: If nobody offers an alternative opinion, provide one.

- » “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that the rapist is the only person to blame for a rape and that we all have a responsibility to respect other people’s right to say “no” to sexual activity.”

STEP 4: Connect back to EMAP

- » Remember that these views and harmful beliefs are the reason that the EMAP intervention exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts within EMAP. For example:
 - “How do you think this idea come about? Who taught us these ideas?”
 - “How does this idea relate to what we are taught about being a man and what we have been taught about women?”
 - “How does this idea reinforce power and privilege of men?”
 - “Are these ideas harmful to the safety of women and girls?”

STEP 5: Offer facts that support a different point of view and emphasize a helpful perspective.

- » Sometimes there are laws that can support a position but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community.
 - “The law says that every person has right to say “no” to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman’s choice to make her own decisions about sex. It does not matter what a woman wears or does, she has the right not to be raped.”

Please note that it is very unlikely that the participant will openly change his opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model.

ANNEX 13

COMMON RESISTANCE REACTIONS: DEFINITIONS AND EXAMPLES

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Below are examples of Common Resistance Responses that facilitators should be prepared to identify (within themselves and others) and respond to throughout the EMAP intervention.

All of these reactions are:

- » Are learned; they are taught by our society in order to reinforce norms and ultimately, patriarchy.
- » Prevent men from having to take responsibility for their or other men's actions.
- » Allow for women to distance themselves from victims of violence.
- » Involve minimizing, denial, and justification.
- » Are not right and perpetuate violence against women. Further harm women and girls – and ARE ESSENTIAL FOR EMAP FACILITATORS TO ADDRESS

1. Denial: Asserting that something is not true or not a problem

- » “That is not an issue”
- » “Violence is a normal part of any relationship – stop making an issue of it”
- » “I do not know where she got the bruises on her face, she must have fallen”
- » “There is no problem here – nothing happened”

2. Minimizing: Making something smaller or less serious than it is

- » “I don't know why women make this such a big deal”
- » “I've been hit before – it's not that serious”
- » “It was only a slap”
- » Joking about VAWG

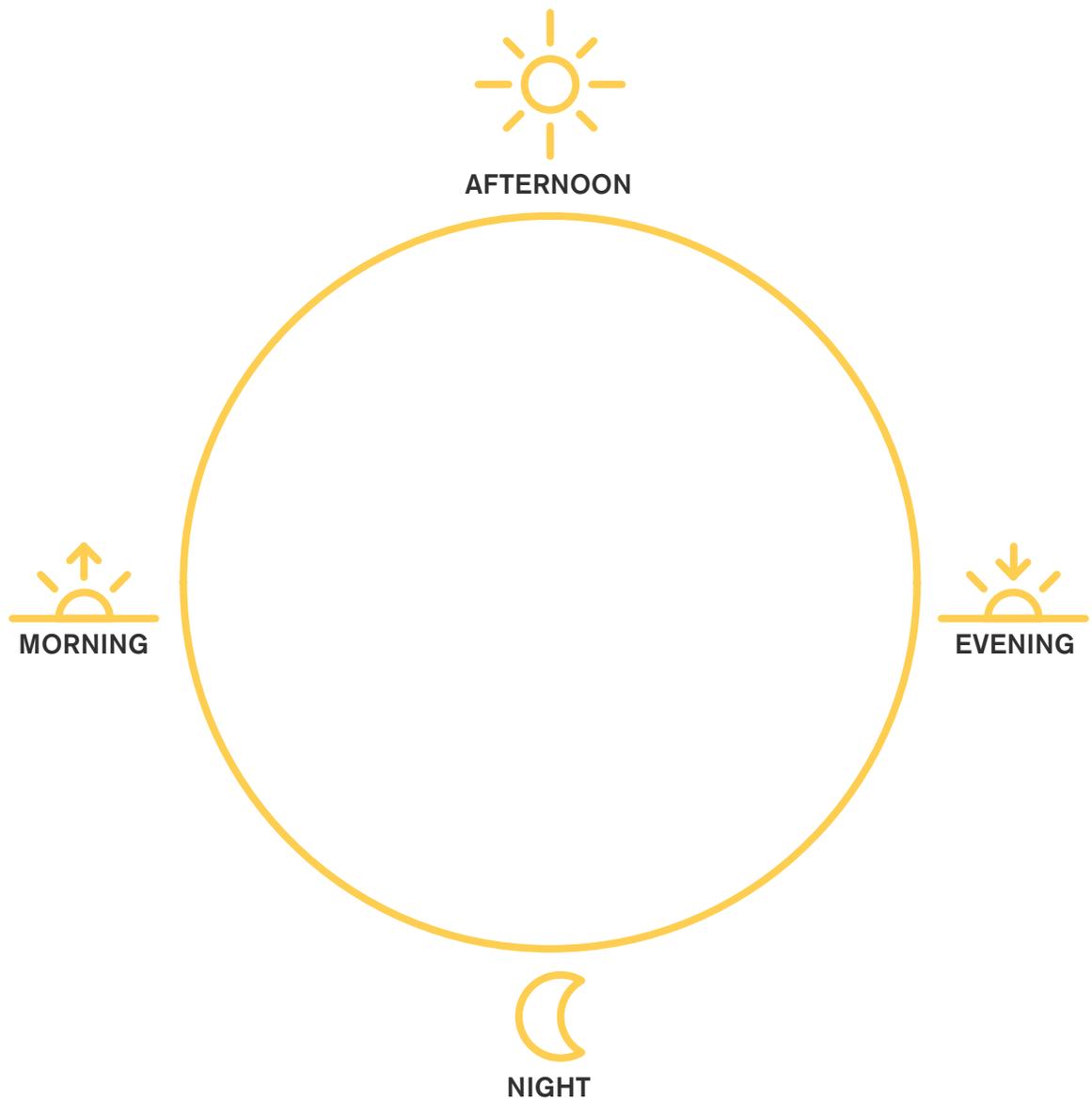
3. Justification: Stating that something is right or reasonable

- » “The bible requires women to serve men, this is natural”
- » “Women need to learn to stay in line and listen to their husbands”
- » “She deserved it”

- 4. Victim Blaming: Stating or implying that the victim is at fault for the violence that she experienced**
 - » “Well if she had listened to her husband, this wouldn’t have happened”
 - » “She asked for it by (behavior)”
 - » “She provoked me, I had no choice”
- 5. Comparing victimhood: Changing the focus of the discussion/situation by stating that another group also experiences the same problem**
 - » “Men experience violence too”
 - » “Both men and women are victims of violence – why is it always about women?”
 - » “Women can be abusive to men too”
- 6. Remaining silent: Choosing to keep quiet or not speak up in the face of an injustice or problematic act**
 - » Not speaking up when violence/disrespect occurs
 - » Ignoring something or pretending you didn’t notice
- 7. Reinforcing Norms: Engaging in behaviors that support power inequality and harmful beliefs and attitudes**
 - » Taking control of women’s work in the community around VAWG
 - » Perpetuating violence/discrimination
- 8. Colluding: Men supporting harmful beliefs and attitudes of other men**
 - » Agreeing with any of the above responses – by verbal expression or silence
 - » Believing or supporting excuses and justifications for violence
 - » Laughing at harmful attitudes and beliefs that other men express

ANNEX 14

TIMELINE OF DAILY TASKS



ANNEX 15

AN IDEAL COMMUNITY, PART 1

WHAT WOULD IT LOOK LIKE TO LIVE IN A COMMUNITY WHERE THERE WAS NO VIOLENCE AGAINST WOMEN AND GIRLS?

FACILITATOR SCRIPT:

Please close your eyes or look downward. For the next few minutes, I'm going to describe a community to you that may be very different from the one that we are in now. I'm going to ask you questions about what your life would be like if you lived in that community. Please reflect on the questions silently and notice what you feel when you imagine your life in this community. After reflecting on life in this community, we will share what we envisioned and felt with each other.

When you wake up tomorrow, you are living in a community in which there is no violence against women and girls. This is a community where women and girls are safe and respected. They have no worries about violence happening to them or to their mothers, sisters, or daughters. Violence against women and girls – in their homes, in their bedrooms, and in the community - has ended.

(Pause for 10–15 seconds)

What activities are you, as women, doing in this community? Where do you go? What do you wear?

(Pause for 10–15 seconds)

How are you treated in this community? What is your relationship with your husband like? Your children?

(Pause for 10–15 seconds)

How do men act in this community? What kinds of qualities do they have? How do they treat you?

(Pause for 10–15 seconds)

What does the life of your daughter or another little girl look like in this community? What opportunities does she have? What kind of job will she have when she grows up? How do you feel in this community? Embrace that feeling – breathe it in.

Ask participants to slowly open their eyes or look up. Proceed to the discussion questions.

FACILITATOR NOTE:

It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10-15 seconds between each set of questions.

ANNEX 16

AN IDEAL COMMUNITY, PART 2

STEPS TO DEVELOPING THE NARRATIVE:

1. At the end of this activity, the facilitator should note the main themes that the women described about how their lives would look in “An Ideal Community”. Specific details that they shared about the questions asked throughout this exercise should be noted as much as possible.
2. This information should then be used to develop a narrative/story of what a day in the life of a woman in this world without violence would look like. The details of the woman’s life should respond to the questions asked during the exercise.
3. This summary should be presented to the women during the following session to ensure that it represents their collective vision. Any changes should be made and the women should be informed that this narrative will be read to the men’s group so they can understand what the violence-free world that they will be trying to help create would look like.
4. After the women provide additional feedback and edits to the narrative, the EMAP facilitators should finalize the narrative and the male facilitator should present the information to the men in Session 2 and 6 of the Men’s Curriculum.

ANNEX 17

OPPOSITE WORLD

When you turn on the television and hear about what world leaders are doing, you mainly see the pictures and names of women.

Men and women are seen as different, with men understood as naturally more nurturing and sweet, while women are thought of as naturally more direct and strong. When a baby is born, it is common for men to stay home and take care of the little boy or girl.

Because males are seen as more vulnerable than females, they are often encouraged to do quieter activities, like reading, playing with dolls, and cooking. On the other hand, females are encouraged to be active, strong and athletic from a young age. If females play with dolls or back down from a fight, they are often teased for acting like a “little boy”.

Professional female athletes can make millions of dollars and many little girls dream about going pro. Stadium fill to watch women play basketball, football, and baseball – and almost every male and female in society owns a piece of clothing with their favorite female athletes name on it.

When both men and women speak, they often use the word “womankind” to describe human beings. Books, plays, movies, and religions refer to life as the story of “womankind” and to God as “she”. In school, both boys and girls have been taught about the brave female heroes throughout history who have shaped society. Schools teach that the “founding mothers” and all of the female leaders after them have created the laws and institutions that exist in society.

When men get married, the tradition is that their last name becomes that of their new wife. This honor of being given the last name of the woman who will bear their child is something that men dream about from a young age. Everyone knows that a man’s ultimate goal in life is to find a woman to love him. Children’s fairy tales often tell the story of a young boy searching for his princess to save him.

Most movies, commercials, videos, and magazines are made by and for women and the roles for men often require them to wear little clothing and act silly. Media that is made for men often focuses on how they can please or attract a woman.

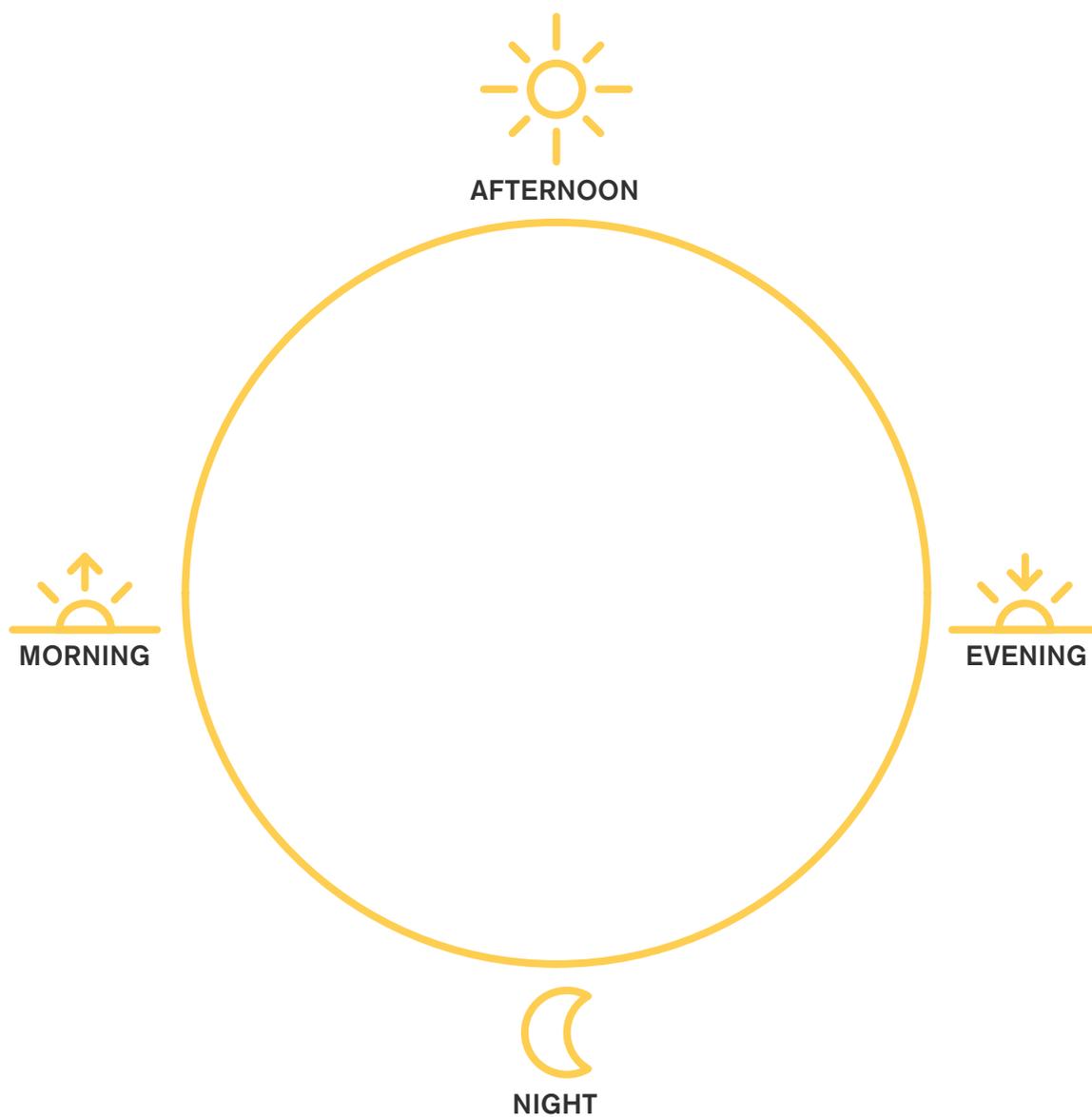
When men walk down the street, it is not unusual for groups of women to stare at their bodies and comment on how they look. Most men say that feel uncomfortable when this happens but women often tell them that it is just a compliment. Many people say that is just how girls act and boys should expect it. If a woman doesn't act this way, both men and women often immediately question her sexual orientation or tease her about being "gay".

When you hear the news, there are always many stories about men being killed and assaulted by women. In fact, three men in the U.S. are murdered by their girlfriends or wives every day, and every two minutes a man is raped, often by a woman that he knows and trusts.

Imagine it had been this way every day of your life

ANNEX 18

TIMELINE OF DAILY TASKS



ANNEX 19

STEPS TO HEALTHY DISCUSSIONS

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

These steps can help male participants to learn how to have respectful discussions with women in their lives about how they can be helpful and improve the lives of women and girls. These steps are intended to be used during role-plays and check in's throughout the men's curriculum.

INSTRUCTIONS:

EMAP Male Facilitators should review these steps with participants during "Action/Reflection" check-ins in the beginning of some weekly sessions.

STEPS TO HEALTHY DISCUSSIONS	
STEP ONE	Explain that you want to discuss how you can help to make things more fair and equal in your home » "I have realized that you do many more household tasks and I would like to help out"
STEP TWO	Ask if she is willing to discuss this with you. If so, when would be a good time to talk.
STEP THREE	At the agreed upon time, explain that you want can make things more fair and equal in your home. Listen to what she thinks about this and what she feels would be helpful. » "In my group we are learning about how much more women have to do each day in the home. It is not fair. I would like to help out so things are more equal. What do you think about that? What might be helpful to you?"
STEP FOUR	If she is comfortable with you making certain changes, work together to select 2-3 behaviors that you can do differently.
STEP FIVE	Respect what your wife wants. If she is not comfortable with you making changes, seek to understand why and respect her feelings. Do not make decisions for her or insist that change happens in any particular way.

ANNEX 20

PERSONAL ACTION PLANS

Name of Participant: _____ Date: _____

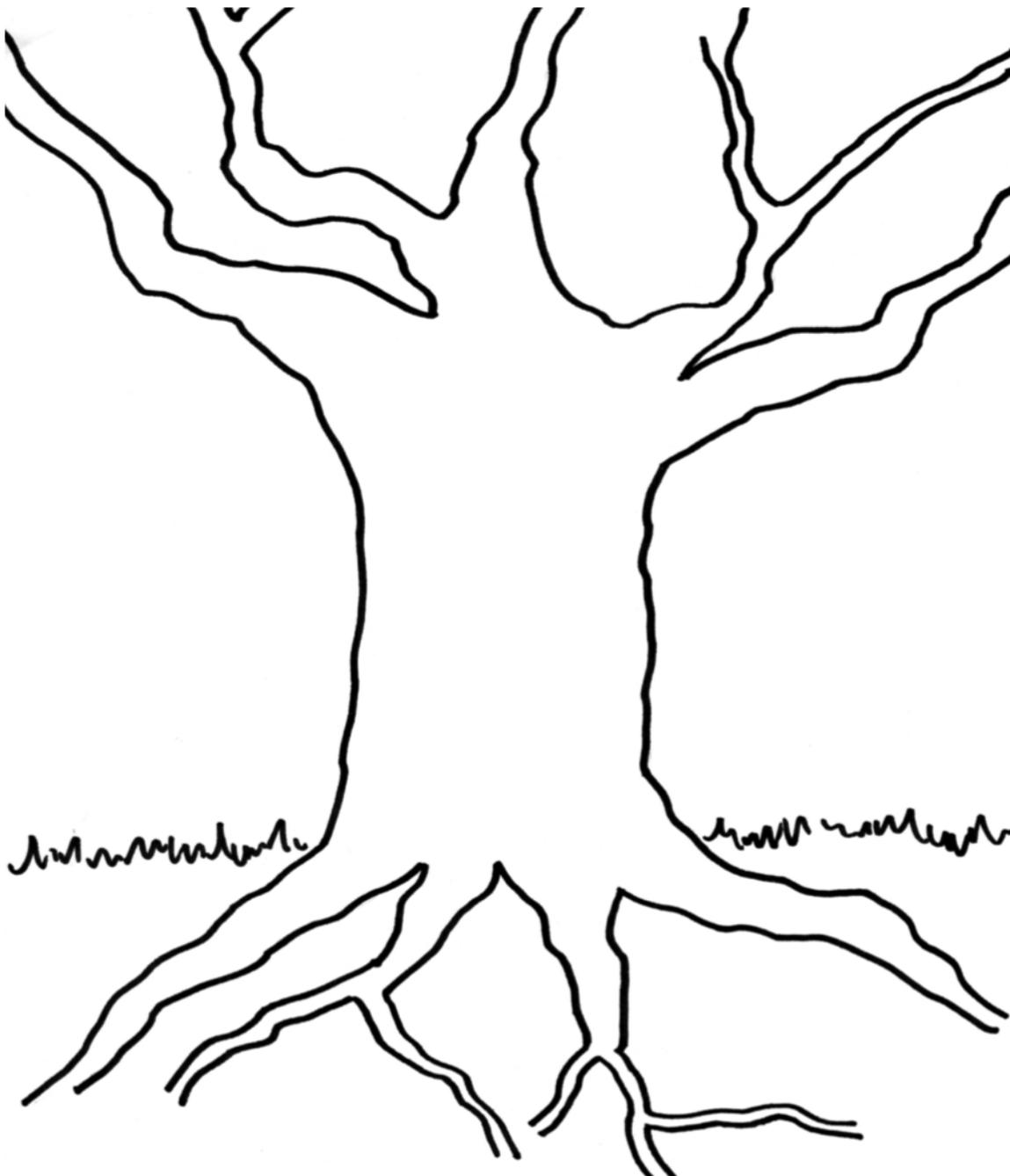
Site/Community: _____

This action plan can help you to determine what key actions you will take to make changes in different areas of your life and what steps will help you to achieve your goals. Please fill out this form and hand it in to the EMAP facilitator.

STEPS TO HEALTHY DISCUSSIONS	WHAT 2–3 ACTIONS WILL I TAKE IN THIS AREA?	WHAT STEPS WILL HELP ME ACHIEVE MY GOALS?
CHANGES IN MY HOME	1. 2. 3.	1. 2. 3.
CHANGES IN MYSELF	1. 2. 3.	1. 2. 3.
CHANGES IN MY RELATIONSHIP	1. 2. 3.	1. 2. 3.
CHANGES IN MY COMMUNITY	1. 2. 3.	1. 2. 3.

ANNEX 21

UNDERSTANDING ROOT CAUSES VS. CONTRIBUTING FACTORS



ANNEX 22

SUPPORTING A SURVIVOR

As a male partner, spouse, relative, friend or colleague of a woman who has survived sexual violence, you may feel it's easier to stay silent. You might be worried that you're going to say the wrong thing or upset her further. But there are many ways you can support survivors emotionally and practically. This handout offers some suggestions and tips.

PROVIDING EMOTIONAL SUPPORT

Listen and try to understand: You may not know what it feels like to be a woman, but you do know how helpful it is when someone listens and supports you through difficult times. Take the time to simply be with her and listen to what she has to say without judging or placing blame.

Believe what she is telling you: It will have taken a lot of courage for her to have told you what she has experienced or is continuing to experience. You can validate her courage in having done this by letting her know that you understand the truth of what she is saying. Be sure to respect her privacy, and never share the information she provides with someone else unless she has requested that you do.

Don't judge or blame her: Regardless of circumstances, no one ever has the right to abuse or rape, and no one ever deserves to be raped. Don't ask her questions about why she thinks it happened; this might imply that you think that what happened is her fault. This is victim blaming, and it's wrong.

Allow her to express her emotions: If she wants to cry, give her the space to do so. If she doesn't cry, don't take this as a sign that she wasn't raped or assaulted. Different people respond to sexual violence in different ways. She could be dealing with delayed shock or feelings of denial. If she experiences depression for a long time or seems suicidal, encourage her to seek support from someone trained in the community.

Give her time: Do not say things like, "Try to forget what happened." Particularly if she has been raped, she is not going to feel better immediately and may have good and bad days. If she's feeling scared at night, encourage her to have a friend stay with her until she falls asleep. You can also offer to accompany her to places where she doesn't feel safe.

Be available to talk: Make sure she knows you are open to talking about the issue and really want to listen to how she is feeling. At first, she might feel that all men are potential perpetrators of violence. This is perfectly normal given what she has been through. Help her see that she can rely on you and other men in her life for support.

Let her take control of her own healing: It's important that victims of violence recover a sense of control over their lives. You can't tell her what to do, but you can support her in what she does and offer her information.

Get support for yourself: You might feel anger, frustration, sadness, and pain because someone you care about has been hurt. Try to remain aware of your own feelings, and take care of yourself by reaching out to someone trusted like a counselor or religious leader. (Remember to maintain the survivor's confidentiality even if you're discussing with someone else how you have been affected by the violence.)

Reach an understanding about sex: If you are a husband or boyfriend of someone who was raped, you might wonder when it is all right to be sexually intimate again. The answer to this question varies from person to person. It is very important to be patient and find non-sexual ways to show her that you love her. If you aren't sure how she feels, talk about it. Sometimes a particular touch or smell can initiate flashbacks to the rape. Flashbacks are very scary and extremely upsetting. If this happens during sexual contact between the two of you, try not to take it personally; it's not about you. She might "freeze up" during sex, so be aware of how she is responding, and stop if you are unsure how she is feeling. If your sexual attraction to your partner has been affected because of the rape, talk to someone about your feelings.

PROVIDING PRACTICAL SUPPORT

Help her access medical care: Within 72 hours following a rape, it is critical that women obtain both emergency contraceptives and a 28-day course of post-exposure prophylaxis (PEP) to prevent HIV infection. If someone you know has been raped, let her know the importance of these measures and offer to help her access them. Learn about these treatments and their possible side effects, so that you can better understand what she is going through and support her in taking the full course of PEP.

Talk with her about her options: The more you know about available options, the more you can help her decide what course of action she wishes to take. She might decide to report the incident to the police, visit a social worker or an NGO providing psychosocial support, etc. Your role is to help her explore what will feel right for her and to respect her decisions.

Help her seek justice: She has the right to report the rape to the police at any time and press charges. Talk with her about fears and hopes she may have in relation to making a report. If she does decide to report, offer to accompany her to the nearest police station. If she wants another friend there instead of you, respect her wishes and help her get in touch with that person. At the police station, she will need to make a statement. If the case goes to court, she will have to go through a number of procedures. Familiarize yourself with these procedures so that you can assist her through the process.

Be careful and safe: It is not uncommon for perpetrators to lash out against people who get involved. If the perpetrator is identified by the police and released on bail (or simply released), he may accuse you of getting involved in issues that he believes are not your business. Be ready to resolve conflict peacefully even if it means walking away. Warning signs NOT to intervene might be: he has a gun, he has a criminal record for violence, and/or he has threatened the victim with harm or death. Intervening must not be taken lightly. If you fear for your own safety, seek guidance from local police.

ANNEX 23

STEPS THAT MEN CAN TAKE TO BE ALLIES TO WOMEN AND GIRLS

Being an ally means working every day to transform yourself and the world around you. The following steps will help you to keep focused on your goal of improving the lives of women and girls:

1. Continue learning about the problem

Violence against women can be physical, sexual, psychological, emotional or economic. Not all violence leaves visible scars. Learn about violence by asking a woman who trusts you how violence has affected her life. Then, if she feels comfortable to talk, sit back and listen. Your role isn't to challenge her on the details, or to debate whether something really should have bothered her or not. It is to listen. Turn to local women's organizations. They have a wealth of experience and knowledge. Talk to them. Learn from them.

2. Have the courage to look inward

What attitudes and beliefs do you hold that are negative about women and girls? What ways do you behave that support other men's violence against women and girls? Think about what you need to do to change your own attitudes and actions to help improve the lives of women and girls and to have healthier relationships.

3. Talk to your wife/girlfriend openly and honestly

Talk to your wife/girlfriend about your relationship. Do you know how your wife/girlfriend is feeling and what she wants? Talk about what you each enjoy and desire, and what you don't. Open communication will help you know what your each want sexually and emotionally.

4. Ask questions and listen to women

Remember that allies help to make the world safer for women and girls. In order to know if the actions that you want to take are helpful or harmful to women and girls, it is important to ask them what they want and what they need from you – and then listen to their responses.

5. Support the leadership of women and girls

Being an ally means helping women and girls to have space within the home and community to be leaders. Remember that women and girls know best about what will be helpful to them, so focus on opening up more spaces for women to express their voices and speak about their lived experiences.

6. Understand that “no” means “no”

Both your wife/girlfriend and you have the right to choose whether you want to have sex or not. If she says “no,” then that’s what she means. Respect her wishes – no matter how much either of you have to drink or whether you’ve been sexual before. Remember silence does not mean “yes,” no matter what the circumstances are. Show her that you accept and support her decision. She’ll trust and respect you for it.

7. Stand up for your principles

Don’t let your friends pressure you to act in ways that disrespect women. Find the courage to stand up for your principles. If your friends act in ways that degrade women or contribute to domestic and sexual violence, challenge them to think about what they’re saying or doing.

8. Be a role model to young boys and other men

Positive men can be powerful role models for boys and other men in their community. Boys are watching how you and other men relate to women to figure out how they should relate to girls and women. So teach boys early, and teach them often, that violence against women and girls is not ok.

ANNEX 24

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

PRE-QUESTIONNAIRE – MALE PARTICIPANTS



FOR SURVEY CONDUCTORS

Before beginning the interview:

- » Explain the aim of the questionnaire clearly.
- » Explain that it will take around 45 minutes to answer the questionnaire.
- » Explain to the participants that all information provided will remain confidential.
- » Explain to the participants that they are under no obligation to answer the questions or share personal information and that they may skip any questions they do not wish to answer.

ADMINISTRATIVE INFORMATION ABOUT THE PARTICIPANT:

AGE BRACKET:

- 18–25
- 26–40
- Over 40

MARITAL STATUS:

- Single
- Married/in a close relationship with a woman
- Married with more than one wife
- Divorced / Separated
- Widower

LEVEL OF STUDY ATTAINED:

- None
- Elementary (at least 6 years at school)
- High school (at least 12 years at school)
- State diploma or higher

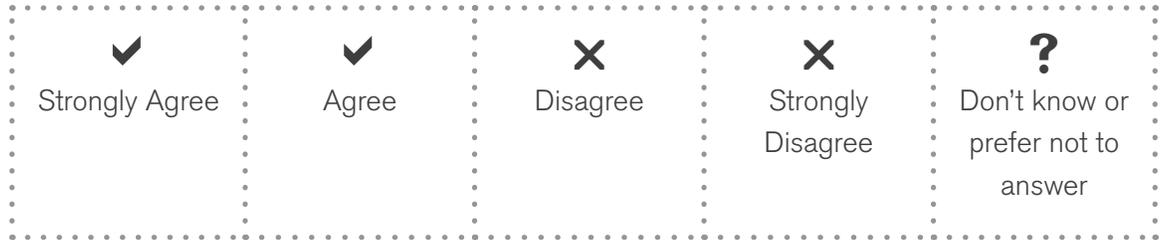
Site: _____

Date (Year/month/day): _____

Survey conductor's name: _____

PART A: GENDER ROLES

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following images:



1. Women should obey their husbands

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

2. If men and women have the same rights, men will lose their authority

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

3. A woman could be a good leader or boss

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

For each of the following tasks, say whether you think the task is the man's role in most cases, the woman's role in most cases, equally the role of both, or don't know/prefer not to answer.

1. In the home, who should make decisions about how money is spent

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

2. At home, who should be responsible for caring for the children?

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

3. At home, who should be responsible for household chores?

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

PART B: VIOLENCE AGAINST WOMEN

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following images:



1. It's ok for a man to hit his wife if the woman needs to be disciplined for bad behavior or taught how to behave as a good wife

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

2. A woman has the right to say no to sex, even if it is with her husband or boyfriend

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

3. Shouting at your wife or saying insulting things to her can be a form of emotional violence

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

4. When a woman is raped she should keep it a secret

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

5. A couple can still have a good relationship even if the husband sometimes hits his wife

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

PART C: TECHNIQUES FOR HEALTHY AND EQUAL RELATIONSHIPS

For the following questions, please answer if you have this kind of behavior often, sometimes, never, doesn't apply, or don't know/prefer not to answer.

1. Do you take the time to understand and listen to the opinion of your wife/girlfriend before taking a decision?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

2. When you disagree with your wife/girlfriend, do you raise your voice to make your point or make her listen to you?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

3. When you are feeling angry at your wife/girlfriend, do you take time to identify your thoughts, feelings, and body sensations before you respond to her?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

ANNEX 25

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Post-Questionnaire – Male Participants



FOR SURVEY CONDUCTORS

Before beginning the interview:

- » Explain the aim of the questionnaire clearly.
- » Explain that it will take around 45 minutes to answer the questionnaire.
- » Explain to the participants that all information provided will remain confidential.
- » Explain to the participants that they are under no obligation to answer the questions or share personal information and that they may skip any questions they do not wish to answer.

ADMINISTRATIVE INFORMATION ABOUT THE PARTICIPANT:

AGE BRACKET:

- 18–25
- 26–40
- Over 40

MARITAL STATUS:

- Single
- Married/in a close relationship with a woman
- Married with more than one wife
- Divorced / Separated
- Widower

LEVEL OF STUDY ATTAINED:

- None
- Elementary (at least 6 years at school)
- High school (at least 12 years at school)
- State diploma or higher

Site: _____

Date (Year/month/day): _____

Survey conductor's name: _____

PART A: GENDER ROLES

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following images:

 Strongly Agree	 Agree	 Disagree	 Strongly Disagree	 Don't know or prefer not to answer
---	--	---	--	---

1. Women should obey their husbands

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

2. If men and women have the same rights, men will lose their authority

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

3. A woman could be a good leader or boss

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

For each of the following tasks, say whether you think the task is the man's role in most cases, the woman's role in most cases, equally the role of both, or don't know/prefer not to answer.

1. In the home, who should make decisions about how money is spent

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

2. At home, who should be responsible for caring for the children?

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

3. At home, who should be responsible for household chores?

	The man in most cases
	The woman in most cases
	Both equally
	Don't know/prefer not to answer

PART B: VIOLENCE AGAINST WOMEN

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following images:



1. It's ok for a man to hit his wife if the woman needs to be disciplined for bad behavior or taught how to behave as a good wife

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

2. A woman has the right to say no to sex, even if it is with her husband or boyfriend

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

3. Shouting at your wife or saying insulting things to her can be a form of emotional violence

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

4. When a woman is raped she should keep it a secret

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

5. A couple can still have a good relationship even if the husband sometimes hits his wife

	Strongly agree
	Agree
	Disagree
	Strongly Disagree
	Don't know/prefer not to answer

PART C: TECHNIQUES FOR HEALTHY RELATIONSHIPS AND ANGER MANAGEMENT

For the following questions, please answer if you have this kind of behavior often, sometimes, never, doesn't apply, or don't know/prefer not to answer.

1. Since you have been taking part in group discussions, do you take the time to understand the opinion of your wife/girlfriend before taking a decision?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

2. Since you have been taking part in group discussions, when you disagree with your wife/girlfriend, do you raise your voice to make your point or make her listen to you?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

3. Since the beginning of group discussions, when you are angry at your wife/girlfriend, do you take time to identify your thoughts, feelings, and body sensations before you respond to her?

	Often
	Sometimes
	Never
	Doesn't apply
	Don't know/prefer not to answer

4. During group discussions, you have learned skills to have respectful discussions. Since the beginning of group discussions, have you used these techniques?

	Often
	Sometimes

ANNEX 26

WOMEN'S REFLECTION SURVEY

EMAP PARTICIPANTS (WOMEN)

Facilitator Name: _____ Date: _____

Organization: _____ Site/Community: _____

Instructions: Ask the participants the following questions and record their responses below. Explain to participants that this information is to help you improve EMAP for other people who participate, so it is very important that they answer the questions honestly. Let participants know there are no right or wrong responses.

REFLECTION AREA 1: ACCOUNTABILITY	
Did you like having an opportunity to share key messages with the men's group?	
Did you feel that your voice was heard during this intervention? What was that like for you?	
REFLECTION AREA 2: GROUP PROCESS	
What was it like to work together as a group?	
Have the relationships in the group been helpful or supportive to you? If so, how?	

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



REFLECTION AREA 3: MEN'S BEHAVIOR	
What changes have you seen among men who have been part of EMAP?	
Have you seen any additional changes occur with men in the community?	
How can EMAP be improved to engage men more effectively?	
REFLECTION AREA 4: OVERALL IMPACT	
What did you like about your involvement in EMAP?	
What didn't you like?	
What did you learn during these discussion groups?	
Was being part of EMAP helpful to you? If so, how?	
What would you want to see happen differently in EMAP if you participated again?	

ANNEX 27

END OF INTERVENTION REPORT– FEMALE FACILITATORS

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator Name: _____

Date: _____

Organization: _____

Site/Community: _____

Instructions: Based on the responses from the female participants in the Women’s Reflection Survey, complete the report below. Be prepared to share your responses to these questions at your next weekly EMAP team meeting.

1. WHAT WERE THE MAIN THEMES THAT EMERGED IN EACH REFLECTION AREA?	
Reflection Area 1: Accountability	
Reflection Area 2: Group Process	
Reflection Area 3: Men’s Behavior	
Reflection Area 4: Overall Impact	

**2. HOW CAN WE IMPROVE THE EMAP INTERVENTION BASED ON THE WOMEN'S
RECOMMENDATIONS AND FEEDBACK?**

3. WHAT CAN WE DO DIFFERENTLY IN THE FUTURE?

KEY RECOMMENDATIONS FROM THE EMAP TEAM:

Note: Complete this section after reviewing the above information with the EMAP facilitator and supervisor during the final weekly meeting

ANNEX 28

END OF INTERVENTION REPORT- MALE FACILITATORS

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Facilitator Name: _____

Date: _____

Organization: _____

Site/Community: _____

Instructions: Based on your assessment of the data from the Men's Pre-Post Questionnaires, complete the report below. Be prepared to present your responses to these questions at your next weekly EMAP team meeting.

1. WHAT KEY CHANGES IN MEN'S ATTITUDES, BELIEFS, AND BEHAVIORS OCCURRED BETWEEN THE PRE AND POST QUESTIONNAIRES IN EACH PART OF THE SURVEY?

Part A: Gender Roles	
Part B: Violence Against Women	
Part C: Techniques for healthy and equal relationships	
Part D: Accountability (post questionnaire only)	

2. BASED ON THIS DATA, HOW CAN THE EMAP INTERVENTION IMPROVE?

3. WHAT CAN WE DO DIFFERENTLY IN THE FUTURE? PLEASE BE SPECIFIC- CITING METHODS, APPROACHES, EXAMPLES, SECTIONS OF THE CURRICULA, ETC.

KEY RECOMMENDATIONS FROM THE EMAP TEAM:

Note: Complete this section after reviewing the above information with the EMAP facilitator and supervisor during the final weekly meeting.

ANNEX 29

END OF INTERVENTION REPORT – CUR- RICULUM (SUPERVISOR ONLY)

ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Supervisor Name: _____

Date: _____

Organization: _____

Location: _____

Instructions: During the final weekly meeting, review the Weekly Report Forms and complete the information below. This form is intended to be reviewed, and filled out with both of the EMAP facilitators.

1. WHAT KEY CHANGES IN MEN’S ATTITUDES, BELIEFS, AND BEHAVIORS OCCURRED BETWEEN THE PRE AND POST QUESTIONNAIRES IN EACH PART OF THE SURVEY?

What sessions/activities did participants like the most?
(Please provide details about what they liked about the sessions/activities)

What sessions/activities did participants like the least?
(Please provide details about what they liked about the sessions/activities)

2. BASED ON THE FEEDBACK FROM THE WEEKLY REPORT FORMS, HOW CAN THE EMAP WOMEN'S CURRICULUM IMPROVE?	
3. WHAT WERE THE MAIN THEMES THAT EMERGED IN THE WEEKLY REPORT FORMS FOR THE MEN'S DISCUSSION GROUPS?	
What sessions/activities did participants like the most?	
(Please provide details about what they liked about the sessions/activities)	
What sessions/activities did participants like the least? (Please provide details about what they liked about the sessions/activities)	
4. BASED ON THE FEEDBACK FROM THE WEEKLY REPORT FORMS, HOW CAN THE EMAP MEN'S CURRICULUM IMPROVE?	



ADDITIONAL RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:

Empty space for additional recommendations or suggestions for improvement.

KEY RECOMMENDATIONS FROM THE EMAP TEAM:

Note: Complete this section after reviewing the above information with the EMAP facilitator and supervisor during the final weekly meeting.

Large empty space for key recommendations from the EMAP team.



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