

BSR®

Module 1: Unpacking Gender & Relationships

Three-Hour Training



Ethiopia



HERrespect Module 1 • One Page Preview

Unpacking Gender and Relationships

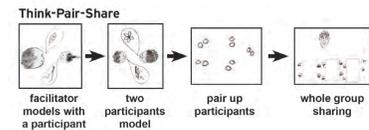
Gender Norms are part of our everyday life. We will be questioning and learning how to improve our lives for a thoughtful and productive life. We will discuss topics related to gender and how women and men are expected to behave and interact with one another during this session:

- Welcome to the session
- Questioning gender roles and norms
- Men and Women- Ideal and Reality
- Joys and Challenges in relationships
- Conclusion, Reflection and Summary



Participant Centered

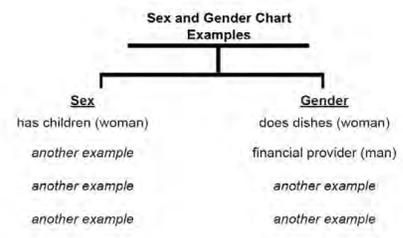
This training is to be facilitated in a participant centered manner using methods that involve all participants with active participation and holding all participants accountable. This requires the facilitator to effectively use methods that support a participant centered environment for active participation by all participants.



Methods

The methods are used throughout the training include:

- **Collaborative Learning Methods** is a relationship among co-workers that requires positive inter-dependence, individual accountability, interpersonal skills, face-to-face interaction, and reflective processing.
- **Building Community** is developing authentic relationships between people to better understand each other's gifts, respect collaborations as part of the greater community, and learn from one another to develop a greater whole.
- **Visual Tools** are consistent visual patterns linked directly to specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts.
- **Use of Questions for Thinking and Understanding** – Interpretive questions stimulate ideas, communication, understanding and problem solving.

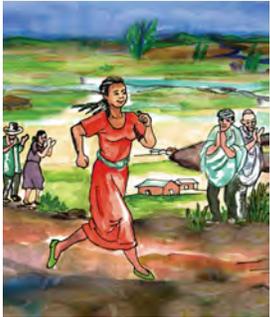


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Overview

This is a guide about how to facilitate a three-hour workshop to reflect on social norms and stereotypes of society towards women, and critically engage in how our relationships both at home or at work, both informed by gender relations, affect our well-being. This training is best used in groups of between 20 and 25 people and can be given to women.

What Is Included?

This guide includes a proposed training **agenda**, the **materials** needed to conduct the training, the **critical thinking** strategies to use, and **examples** of what to say while training.

Facilitating HERrespect

Ideally before you begin working with this module you should attend a training course. HERrespect training demands a number of skills. These include: experience in participatory learning approaches, facilitation, critical thinking strategies, communication and counseling skills, gender awareness, masculinity, open-mindedness, creativity, imagination – and humor.

It is important that you work through the material even if it seems familiar to you. Unlike much other training, your main purpose is not to deliver information, but actively facilitate. As a facilitator you must summarize and draw conclusions from each exercise and enable participants to summarize what they learn from each session. You also must be able to challenge. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying that "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths.

How Do I Use the Document?

Trainer's Tips

Participation of management representatives from the workplace will be asked to create the program. This should not take more than 5 minutes. After the opening, facilitators should ask the management to leave, in a lighthearted manner. This will allow participants to participate more actively in the session.

Training room arrangement: like sitting arrangements according to the size of the training room. Avoid using desks if there is shortage of space. Sitting in a circle or shape is mostly preferred during training.

Keep the small slips of paper used for pairing in a bowl or tray and ask all the participants to pick one slip from the bowl. Make sure that each participant gets

"My Dream" Three-Hour Training

Open the Training

Time: 40 minutes

TRAINER: Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

1. Welcome and Introduction (15 minutes)

Inform factory management in advance the exact time to start the workshop, but allow at least 10 minutes to gather all participants.

Open the training by introducing yourself. "Today we are here to talk about a new and different program in your factory. Before going into details, we need to get to know each other. We might know each other as peers, but today let's try to find out a little more through an interesting game."

2. Getting to know each other (25 minutes)

Ask the participants to sit in a circle and make sure that everyone, including the facilitator, is seated at the same level, either on chairs or on the floor.

Introduce yourself along with your organization to the participants and once again thank everyone for participating in the HERrespect training.

Trainer's Tips

- 1. Introduce the trainer and participants** When possible, use a fun and interactive way to introduce participants. For example, you might divide participants into two groups and ask one person in each group to identify all of the people in their group. See which participant can remember all of the names of the participants in their group.
- 2. Ensure confidentiality** While the goal is to enable everyone to speak openly, explain that the group must promise not to talk about who said what or asked which questions in the training. People are more likely to participate when confidentiality will be respected.
- 3. Communicate effectively** Below are some tips on how to communicate effectively.
 - During the session, if someone asks a question, give him or her your full attention.
 - Listen carefully to the participants and ask clarifying questions if you do not understand the question or comment.
 - After participants have answered a question

Discussing Finances With Your Family One-Hour Training

Open the Training

Time: 5 minutes

TRAINER: Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

- 1. Introduce the trainer and participants**
- 2. Introduce the topic**

Open the training by introducing yourself and the participants. When possible, use a fun and interactive way to introduce participants.

3. Ask the participants an introductory question: *Who in your family makes the financial decisions? Do you regularly talk to your spouse or other family members about how the household money is spent? Do you decide what to do with your money or does someone else?*

4. Discuss what the training is about: *Today, we'll be discussing why it's important to discuss finances with your family. Both your decisions as well as the decisions your spouse and family members make affect your ability to save and spend your family's income. Thus, it's important that you discuss your financial goals with your family as well as we develop together your savings plans.*

You may find that your financial goals are different than those of your other family members. In this case, it's important to be able to clearly communicate with your family members to ensure that everyone has a shared understanding of your family's approach to managing the family finances.

5. Why it's important to talk about finances with your family

Time: 15 minutes

TRAINER: During this time the participants will discuss why it's important to talk about finances with their families.

- 3. Conduct the "Talking about Finances with Your Family" Scenario**

Facilitator's Tips

Be prepared: Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

Prepare the location:

Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions.

Plan the timing:

Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training after work or before meals may not be as effective because the participants might be too tired or too hungry.

The facilitator is the lead 'organizer' on how they influence learning within the training environment including:

- where they are located (with intentionality),
- how they move about the room to include all participants,
- how they engage all the participants as active learners,
- how they use their voice levels (high and low) to interface with the classroom.

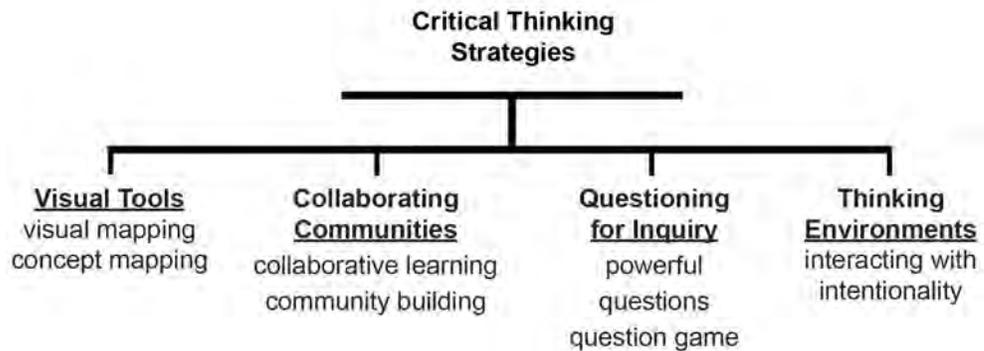
Prepare for the Training Agenda

Familiarize yourself with the agenda of the training. The three-hour training agenda below provides guidance on how much time you should spend on each section of the training.

Time	Topics
10 minutes	Welcome to the session
40 minutes	Questioning gender roles and norms
60 minutes	Men and Women- Ideal and Reality
60 minutes	Joys and Challenges in relationships
10 minutes	Conclusion, Reflection and Summary

Critical Thinking strategies include:

- **Collaborating Community:** collaborative learning, community building;
- **Questioning for Inquiry:** high quality use of questions and shared inquiry;
- **Visual Tools:** the use of visual tools to map out ideas;
- **Designing a Thinking Environment:** how the physical space, human interaction and resources are organized, integrated and used.



Gather Materials

The materials listed below will be used during the training:

- » Flip chart
- » Markers, pens
- » Masking tape/clips, push pins
- » Visual aid (birthday gift activity)
- » Paper sheets

“Unpacking gender roles and relationships” Three-Hours Training

Open the Training

Facilitator’s Tips

Training room arrangement:

Make sitting arrangements according to the size of training room. Avoid using chairs if there is shortage of space. Sitting in a Circle or U-shape is recommended for the training.

Building Community

is developing authentic relationships between people to better understand each other’s gifts, respect collaborations as part of the greater community, and learn from one another to develop a greater whole. Building community begins with specific methods and exercises that the whole group (and sub-groups) regularly participates together.

Time: 55 minutes

Trainer: Open the training by welcoming the participants to the session. If possible welcome them individually as they walk into the session introducing yourself.

1. Welcome (15 minutes)

Welcome everyone to the session and thank everyone for coming. Enquire about late-comers and/or non-attendees. Remind the participants of the importance of attending the training regularly. Reiterate that all the modules are interconnected and being absent will affect their learning process. Ask the volunteer to put up the ground rules chart on the wall. In case of unavailability remind the agreed rules.

Commonalities – Community Building Exercise

Participants face the inside of the circle on their individual spots. One person (start with the lead facilitator modeling several times, then each person will do it once) will state something true about themselves. An example might be “I have taken English lessons.” Then everyone who has this “Commonality” with the person who stated “I have...” will leave their spots and trade with someone else. This is followed by another person sharing something true about themselves. Then everyone who has this “Commonality” with the person who stated “I have...” will leave their spots and trade with someone else.

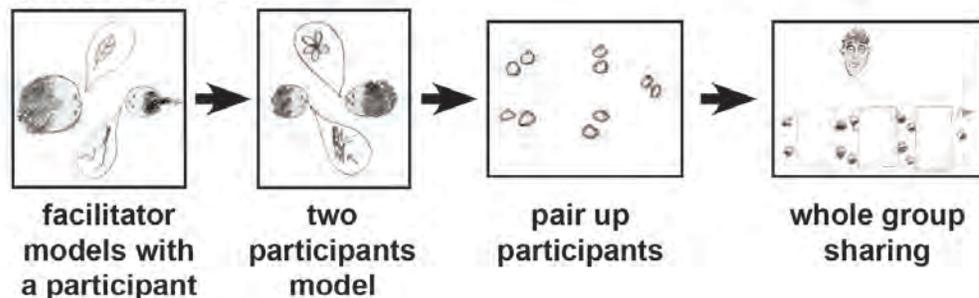
While the participants are still in the circle, use the Think-Pair-Share to have them consider what they hope to learn from these learning modules.

Think—Pair—Share – Collaborative Learning

Participants are paired up. They are then prompted with sharing what they hope to learn from these training modules using Think-Pair-Share:

- The facilitator models how to do this first with a participant. They go back and forth sharing what they hope to learn,
- Then two participants model sharing what they hope to learn. They can use similar ones just used by the facilitator and a participant
- Then all in the room are paired up to share.

Think-Pair-Share



Collaborative Learning Methods like Think-Pair-Share involve everyone, provide an opportunity to surface knowledge, and hold everyone accountable.

Question Game

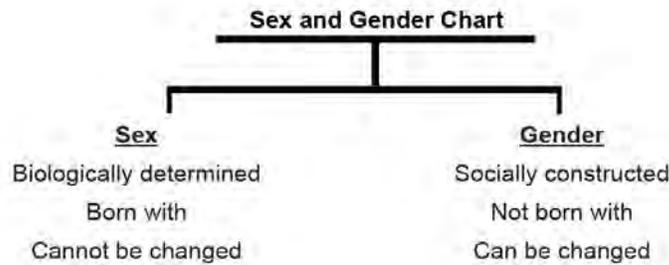
To start the *Question Game* the two participants must know the topic or statement to ask questions about. One person starts with an open ended question, then the other person responds with a related open ended question. This continues back and forth with the two participants. The process can start from an object, a topic, or a photograph. An example is an object in the room such as a light bulb:

- Questioner A: How does gender affect the way women and men act?*
- Questioner B: What is the difference between sex and gender?*
- Questioner A: How does gender affect the daily things we do?*
- Questioner B: Who benefits from gender?*

Questioning gender roles and norms

2. Common Perception of Gender role (20 minutes)

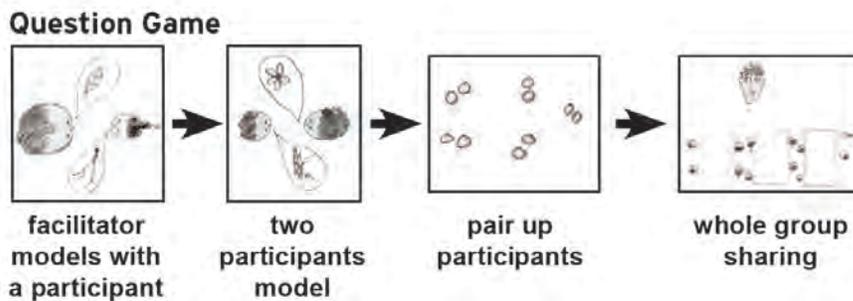
Tell the participants, *"We will discuss topics related to gender and how women and men are expected to behave and interact with one another during this session. We will start with a question game.using the Sex and Gender Chart to develop questions."* Write the following visual tool on flipchart paper.



You will use the 'Question Game'. The purpose of using questions is participants will be more open posing questions than making statements. The Question Game is similar to the format with Think-Pair-Share in regards to how to introduce gender roles. The participants will only ask questions. Examples use in modeling:

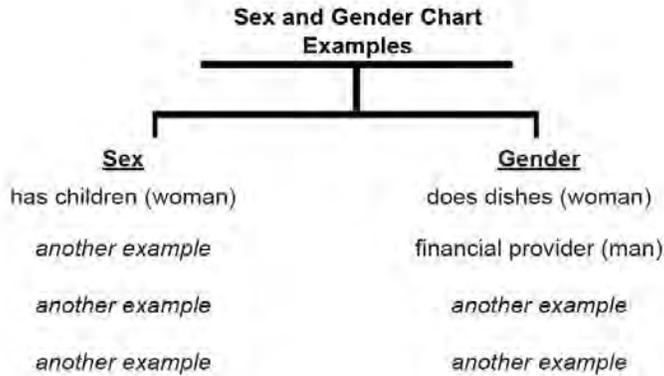
- How does gender affect the way women and men act?
- What is the difference between sex and gender?
- How does gender affect the daily things we do?
- Who benefits from gender?

The procedure of the Question Game is as follows:



- Facilitator models with participant;
- two participants model;
- all participants paired up;
- whole group shares.

Divide the participants into groups of 4-5. In the groups they will develop examples for the categories of sex and gender. First model with all participants gathered around one group to model 2-3 examples. Then have each small group do their own visual tool to categorize sex and gender examples.



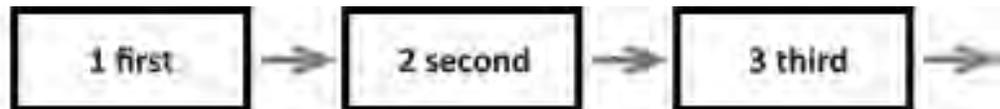
After the groups have had 10 minutes doing their visual tools, then have them walk around as a group to other groups locations to see the other groups visual tools to notice similarities and differences for five minutes. Then the groups return to their respective visual tools to add new ideas and or changes they learned from looking at other groups work.

Collaborative Learning Methods like Think-Pair-Share and Visual Tools involve everyone, provide an opportunity to surface knowledge, and hold everyone accountable.

Collaborative Learning Groups: Our Daily Clock

Divide the participants into groups of 4-5. If possible have an even number of groups. Have half the groups (e.g. if there are 4 small groups --- two groups each) represent a female worker's clock, and the other half a male supervisor's clock.

Each group will then write on small papers (provided and/or torn from A4 paper by the group) everything their group represents (female worker or male supervisor) every step of what they do in a day. After they have written their steps, have the sequence (visual tool) the papers (put them in order) of their day from the beginning to the end.



When the groups are finished, have all the groups gather around one of the male supervisor groups visual tool. Have the group explain their visual tool. The participants then share observations and questions. Now move to another group that did a sequence on a female worker. They explain their sequence which is followed by participants sharing observations and questions. Continue these patterns at other groups.

Facilitator's Tips

Verbal in Place of Written

While the use of paper and sorting with and between peers is optimum for learning, when paper is not available you can use dirt and sticks, chalkboards, and/or verbal communication.

Drawing and Written

If a participant(s) is unable to write, encourage the use of drawings.

Bring the groups together as a large group and ask them to post their charts. Lead a discussion based on the following questions:

- What was your first feeling when you saw your completed chart?
- Which of the activities are considered to be work?
- How do you define work?
- What differences do you notice in the way in which men and women spend their day? Their spare time?
- What are some of the consequences of these differences for women?
What are the health implications? Implications regarding income?
- What are some of the consequences of these differences for men?
- What are some of the consequences of these differences for society?

3. Power over, power to, power within (20 minutes)

Go around the group and assign either the color blue or the color green to each person (there should be a roughly equal number of blues and greens)

Now tell them to imagine that as a group they are getting 5,000 Birr (pretend, they will not really be getting money!) and they have to decide as a group how they will spend that money. Each person should put an idea forward and then decide as a group on the best idea.

After a few minutes shout 'stop' and tell the blues to stand up and the greens to stay sat down and they have to continue the discussion as a group like this.

After another few minutes, shout stop again and tell them that anyone who is green now has to ask for permission from the blues before they speak.

After another few minutes, shout stop again, now every time a green asks for permission to speak, the blues have to say no and that green person has to stop speaking altogether. Other greens should keep asking for permission and the blues should keep saying no.

When most of the greens have lost the power to speak, draw the activity to a close and ask the greens how it felt to have less and less power? (Did they feel resentful? Hopeless? Angry?) What about the blues, how did they feel? Draw out the most relevant points and then end by asking people to sit quietly for five minutes and think about:

- » A time when they used their power over someone in a negative way
- » A time when someone used their power over them and how that made them feel
- » A time when they either used their power within or joined their power with another person for good

Do not ask people to share, simply give them time to think about this.

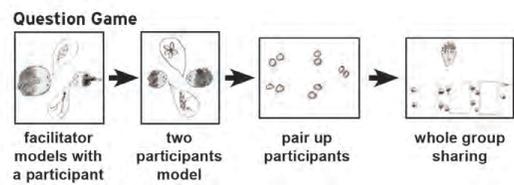
Unpacking gender roles and norms

Time: 130 minutes

Trainer: During this time participants will explore the differences in the perception we have regarding men and women and they will discuss the happiness as well as problems that women have to face in relationships both at home and workplace.

4. Men and Women- Ideal and Reality (60 minutes)

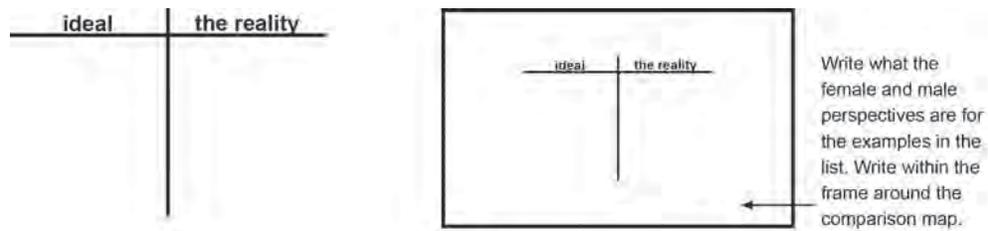
Have the participants gather together to look at this image. Have them initially ask questions (use the Question Game format) about 'gender roles and norms' they have in regards to the illustration below:



- Facilitator models with participant;
- two participants model;
- all participants paired up;
- whole group shares.



Ask participants to break into groups of five and to take some flip chart paper. Divide the paper into two columns and head one 'the ideal' and the other 'the reality.' The two columns represent a visual tool for comparison with a frame of reference.



Ask the group to discuss how women are expected to behave, their roles and responsibilities, what are they expected to say and not say both at home and work? List this in the 'ideal' column in the box.

After a few minutes ask them to reflect on their own lives, do they fit into all of these? Discuss what the reality of life is for women in the family and in the factory. Make notes in the other column 'the reality'

Gallery Walk: have each group move to another group's visual tool for comparison to read what they have written and take notes. Have them move again to another group's visual tool for comparison and take notes of new ideas. Then they return to their own visual tools adding new information they feel is important to add to their visual tool.

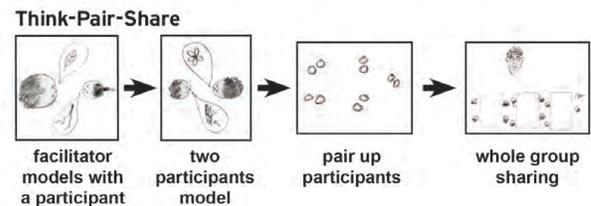
Gather everyone around one groups table (or location), and model putting a Frame around the Comparison Visual Tool. In the Frame model 2-3 examples of:

- What is the female perspective of the Ideal and Reality?
- What is the male perspective of the Ideal and Reality?
- Have all do in their own small groups
- Share with a Gallery Walk with each group sharing to the whole group.

Choose one small group and ask them to share their flip chart including what they had for Ideal and Reality, then in the Frame female and perspectives. and first look at the ideal for women. Have the other participants share positive observations and questions. Now do the same with another small group. Continue with the other groups.

Use Think-Pair-Share to discuss the questions:

- How easy it is for people of your gender to live up to what families and society expects?
- What are the main things which cause these difficulties?
- Ask the same questions for opposite gender.
- Is it easier to live as a man or woman in our community? Do these differences feel fair? Why or why not?



Conclude by explaining that the idea of this exercise is to help people appreciate that there are expectations in our marriages, families, among peers and in the community of how we should behave. But they place different pressures on us, as well as providing us with different opportunities. Sometimes we are under pressure to behave in ways that we do not want to behave, that don't make us happy and may undermine our ability to achieve our goals in life.

5. Joys and Challenges in Relationships (60 minutes)

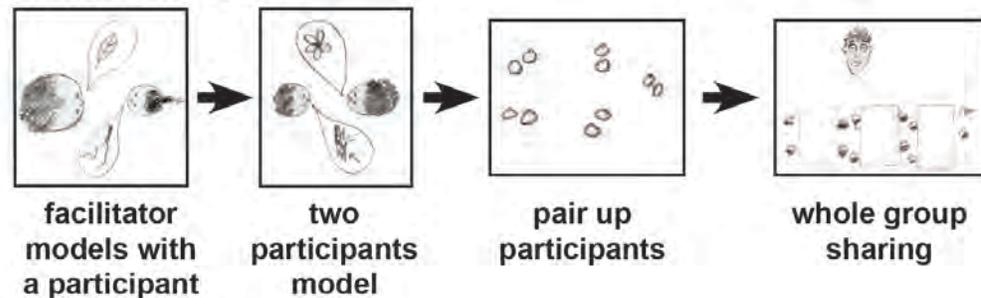
Explain that we are now going to move on to talk about our relationships at home as well as at our working place. They will share and process this by doing a Think-Pair-Share followed by writing and classifying their ideas.

Collaborative Learning: Think—Pair—Share

Participants are paired up.

- First the facilitator will model with a participant what they will be doing in pairs. They will share anything that comes to mind when you think of relationships between husbands and wives, worker and management.
- Second two participants will model sharing anything that comes to mind when you think of relationships between husbands and wives, worker and management.
- Now all pairs will share anything that comes to mind when you think of relationships between husbands and wives, worker and management.

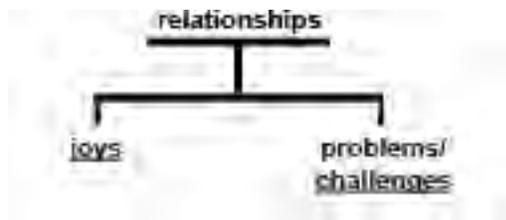
Think-Pair-Share



Next group the pairs into groups of four. Hand out twenty pieces of paper and a pen or pencil to each group and ask them to write anything that comes to mind when you think of relationships between husbands and wives, worker and management. Write one idea (word or phrase) on each paper. Each paper should have a different idea. Explain they can be good or bad, funny or happy or sad. Encourage participants to use real life experiences when doing this exercise but do not use real names.

Give ten minutes for each group to complete this task.

While they are doing this, create and write a visual tool on flipchart papers with the headings 'Joys' and 'Problems/Challenges'. Have each group either do the same on flipchart paper, or simply create the two headings 'Joys' and 'Problems/Challenges' on paper.



First model with the whole group, then have each small group classify their different ideas under either joys or problems/challenges. When modeling to the whole group take the piece of paper (idea) and ask 'is this a joy or a problem?' *Does everyone agree?* Now have each group sort their papers (ideas) under one of the categories: joys or problems/challenges. By having everyone work in small collaborative groups with the process of using a visual tool for classification, everyone is participating and everyone is being held accountable in the process.

After all the groups have classified their ideas, have each group do one Gallery Walk to see another groups ideas and classifications. Then have them return to their visual tool. Now have everyone gather around one groups visual tool, or put their classification on the flip chart being used by the facilitator. To process their small group work they will now work together as a large group using one of the small groups visual tool on classification of relationships.

Sometimes the paper will be obviously a joy and you need not discuss it. It may also duplicate a previous paper and so no need discussion on that too. If what is written is unclear, ask the group '*how does this happen in relationships*' so that someone can explain. Then everyone can decide if it's a joy or problem.

Sometimes there will be disagreement and so then make a column in 'joys' paper which is 'both joy and problem'. Make sure the group discusses when something can be both joys and problems. It is particularly important that you get each of the problems explained and everyone sees that they are problems. When the 'problems' are identified and discussed, ask the whole group: for the unhappy situations what could be done in this family/workplace to make relationships better and resolve the conflict? How could people act differently? Listen to suggestions.

Ask for volunteers (could be 4 groups, 2-3 actors in each) who would each act out one situation. One group will act out the happy relationship at home. Another group will act out a relationship at work. The third group will act out the unhappy relationship at home. The last group will act out an unhappy relationship at work.

Ask the two groups to act out the happy relationships first. Ask the following questions to the participants after performance (i.e. ask these questions after the role play of happy relationship at home and at work):

- » Is this a happy or unhappy relationship? Why is that the case?
- » If it is a happy relationship (i.e. husband-wife, supervisor-colleague), what makes the relationship a happy one.

Then, ask the two groups with the unhappy relationships to perform in front of the big group. Ask the following questions to the participants after their performance (i.e. ask

these questions after the role play of unhappy relationship at home and at work):

- » Is this a happy or unhappy relationship? Why is that the case?
- » If it is an unhappy relationship (i.e. husband-wife, supervisor-colleague), what would you do to change the relationship to make it happy?
- » Do you think it is the man or woman's job to make this a happy relationship?

Ask the unhappy role play actors to follow this advice and change their role play so that the family situation becomes happy. For this change you will want the characters acting the husband and wife to remain the same, but you may want to change some of the other characters if you want to introduce any new people into the story (e.g. a helpful neighbor).

After the role play is over, ask participants if they have enjoyed the activity. Conclude by saying that *"happy relationships should be respectful, show cooperation and support, love and there should be no violence. We often find it hard to talk about difficulties we have in relationships among families as well as at the workplace. This exercise has shown that there are many joys in these relationships but also many problems. It has also highlighted that many of the problems stem from the unequal status, for example, men are more powerful, and it is so important to think about that and find ways to improve the situation. We hope we will be able to find ways as a group, and change the way in which we live and work."*

Close the Training

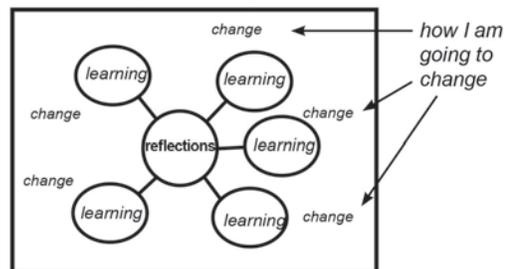
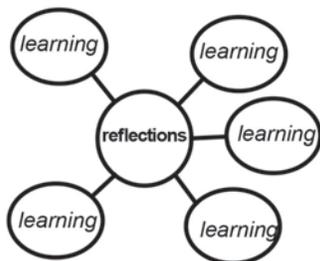
Time: 15 minutes

Trainer: During this time you ask the group some questions that help them summarize and reflect on the knowledge they have learned.

6. Conclusion and Summary (10 minutes)

The participants will pair with someone they have not paired with during this session. They will then Think–Pair–Share things they have learned today. This should take 2-3 minutes. Next have them in groups of four to share what they have learned today and how they are going to change with their learning using the visual tool below:

- What have I learned?
- How am I going to change?



Alternatively, the last part with groups of four can be done verbally.

Sum up by saying that we have all seen how we contribute to the happiness of our home and may contribute to occasions when there is unhappiness. Remind them that, good communication skills may help them in many ways in their family; workplace and the community.

Participants should be reminded about “change maker”. Change makers are the leaders and change makers for today and tomorrow – they have the opportunity to shape the world we want. Change maker’s duties are preventing and eradicating violence against women, and create a world in which men and women live in healthy and respectful relationships with each other.

Remind the key reflective questions they have as Change Makers:

- » What have I learned?
- » How am I going to change?

The second task is to share some of their key learning from this training with their family, friend, or colleague:

- » What messages do we have for the men in our family, workplace and community?
- » What messages do we have for the women in our family, workplace and community?
- » How will we share these messages in our family, workplace and community?

Thank everyone for their presence. Wrap up by saying that in our next session we will delve deeper into our relationships and communication.