



Social Empowerment Facilitator's Guide

A guide for facilitators to follow as they take groups through the social empowerment component of the Toose Model



Acknowledgements

The Toose Social Empowerment Facilitators Guide was supported by the Foreign, Commonwealth and Development Office (FCDO) through the Stopping Abuse and Female Exploitation (SAFE) programme implemented in Chikomba, Chiredzi and Mwenezi districts of Zimbabwe.

It was led by ECORYS with technical direction from Social Development Direct (SDDirect). Research and evaluation was supported by the Evaluation and Learning Unit (ELU) led by TetraTech. Local implementing partners were Plan International Zimbabwe (Chiredzi), Caritas Harare (Chikomba) and Mwenezi Development Training Centre (MDTC), alongside local women's rights organisation (WRO) Musasa who developed and provided essential and complimentary response services

The Manual drew from the Gender Action and Learning Systems (GALS): A Practical Guide for Transforming Gender and Unequal Power Relations in Value Chains, SASA! An Activist Kit for Preventing Violence against Women and HIV, and Zindagii Shoista Living with Dignity Workshop Manual.

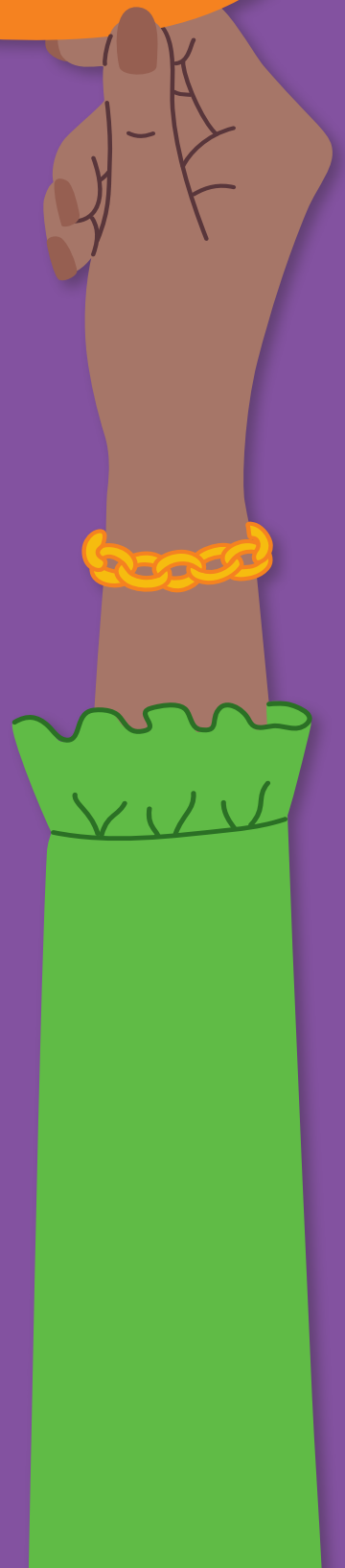
We extend our gratitude to all the women, men and families who participated in the SAFE programme and research that informed the different sessions in this Guide.

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**WORKING
TOGETHER**

Introduction



Background on Toose

Toose (derived from the Shona word Tose meaning together) is an intervention model designed and tested in Zimbabwe, which seeks to prevent intimate partner violence (IPV) through a combination of social empowerment, economic empowerment, community diffusion and gender-based violence (GBV) response programming.

The Toose Model was developed under the Stopping Abuse and Female Exploitation (SAFE) Programme, a collaboration of Ecorys and Social Development Direct (collectively referred to as SAFE Communities/SAFE-C) with Tetra Tech International Development as the evaluation partner (referred to as the SAFE Evaluation and Learning Unit/ELU). The initiative was funded by the Foreign Commonwealth and Development Office of the UK Government.

What is the Toose Social Empowerment Facilitator's Guide

The Toose Social Empowerment Facilitator's Guide is designed to be a guide for facilitators to follow as they take groups through the social empowerment component of the Toose Model. It can also be used by programme implementers to train selected facilitators on the Toose Model.

Included in this Facilitator's Guide are step-by-step session plans with suggested timings, materials, Handouts and some additional guiding information where required. Recognising the original SAFE programming commitment to disability inclusion, each session takes an inclusive approach to both session content and delivery method. 'Facilitator notes' have been added to let facilitators know which exercises might need particular adjustments, however it will be important that facilitators understand the accessibility requirements of participants to plan for adjustments that meet their needs (covered in further detail below).

It is expected that facilitators using this Guide with their groups will already have been selected and trained on the session content and methodology and have practiced each of the sessions as part of their training, before they roll out the sessions with their groups.

Please note that this Guide does not provide details for implementing the Toose Model overall. Those details are provided as part of an accompanying Toose Implementation Guide.

This Social Empowerment Facilitator's Guide only focuses on the Social Empowerment component of the Toose Model and should be implemented with the accompanying Toose Economic Empowerment Facilitator's Guide.

What do we mean by Toose Social Empowerment?

The social empowerment component of Toose is a couple's curriculum that has been designed to promote household gender equality and reduce intimate partner violence. It has been designed to be delivered as part of the Toose Model, a package of interventions to improve economic security and household relationships, dynamics and well-being.

What is the aim of the social empowerment sessions?

The social empowerment component to the Toose Model builds on the economic empowerment component and continues to centre discussions on the concept of shared visioning, financial planning and decision-making among couples. Additional sessions in the curriculum seek to improve interpersonal skills and reduce the gender-inequitable relations and beliefs that underpin intimate partner violence at the household level, whilst encouraging new behaviours rooted in effective communication, healthy conflict resolution and mutual respect.

A key component of the social empowerment approach is the creation of **“happy families”** through making space for dialogue, reflection, and activities focused on shared positive time and use of positive forms of power. The curriculum takes participants on a journey through sharing their reflections and facilitating dialogue around a shared vision for the family to improve its’ overall happiness and quality of life.

How does this fit with the Toose Economic Empowerment Facilitator’s Guide?

Participants undertake the Toose Social Empowerment sessions once they have completed the Toose Income Savings and Loans (TISAL) and Selection, Planning & Management (SPM) sessions which are designed as part of the overall Toose economic and social empowerment package.

By participating in both the economic and social empowerment sessions, women can improve their economic status, reduce their financial dependency on men and boost their confidence and self-esteem at the household level. Equally, men are encouraged to build a shared vision based around this additional household income with their spouses, and in doing so see the benefit of reduced pressure on themselves to be the sole earners and decision makers within the home. The family as a whole are also supported to re-evaluate what power means to them and their household and find a more equitable and supportive balance that benefits everyone’s wellbeing.



Structure of the guide



The social empowerment component of Toose is made up of 10 sessions, which is delivered either weekly or every other week to a maximum group size of 14 couples (28 total individuals).

The structure of each session description in this Guide is designed to be the same, and includes the following:

- **Session overview:** This provides an outline of what the session will cover.
- **Session objective:** A description of the specific information, reflections, and skills that will be gained in the session.
- **Materials required:** The materials needed to carry out the session such as coloured paper and markers.
- **Recommended time:** Most of the sessions are recommended to last approximately 3 hours.
- **Note to the facilitator:** Some sessions include notes to the facilitator that highlight important issues to be aware of while conducting the session.

Each session within the Guide also follows a similar structure:

Welcome and check-in: All sessions begin with a check-in to welcome the participants to the session and review what was learnt in the previous session. It provides time for the participants to share progress made, and any challenges faced.

Activities: In each session there are participatory activities to be conducted with the groups. Each activity has a purpose, instructions and key messages included.

Closing session: Each session ends with the facilitators providing a recap of the session and key take-home messages while participants share their feedback on the session. Facilitators also encourage participants to share what they have learnt with others in the household.

The 10 sessions follow a learning journey that starts with promoting group solidarity and relationship-building, followed by visioning, power and communication sessions that are designed to build the skills participants need to successfully achieve a family vision. Finally, couples explore relations between couples and how these can both enable or be barriers to the achievement of their visions. Sessions 8 and 9 focus on violence in the home as a key barrier to achieving planned visions, including exploring the definition and types of violence in the home with a focus on violence against women and children.

Important note: Due to the sensitive nature of Session 8 Violence in the Home, and Session 9: Intimate Partner Violence it is expected that the session will be co-facilitated with local GBV response partners.

Each session is intended to build on the previous ones as presented in the diagram below. It is important to follow the sequence of the sessions as they build up to working through some of the more difficult issues in the later sessions. As such, those participating should be strongly encouraged to make a commitment to attend all the sessions.

Toose Model Social Empowerment Sessions

SESSION 1	Getting To Know Each Other and Relationship-building
SESSION 2	Visioning for a Happy Family
SESSION 3	Reflecting on Power in Our Lives
SESSION 4	Positive Time and Communication in our Relationships
SESSION 5	Achieving our Visions for a Happy Life
SESSION 6	Addressing Barriers to Achieving our Visions
SESSION 7	Exploring Gender Roles in our Family
SESSION 8	Violence in the Home
SESSION 9	Intimate Partner Violence
SESSION 10	Reflecting on and sharing changes in our lives (monitoring / TOOSE Review)

Other components of the Guide to keep in mind:

Aims

The aims of each session are outlined for facilitators rather than participants. Facilitators should not say what the aims are at the start of the session as this may constrain the discussions, but they can share what the aims were to sum up at the end of a session.

Emphasis on 'we' and 'us', not 'they' and 'them'

Throughout the text, we have used the words 'we', 'us' and 'our' and have tried to avoid 'they', 'them' and 'their' when talking about concerns and dilemmas to make the point that we all benefit from listening and understanding ourselves and others. If you use the words 'we', 'us' and 'our' during your sessions, you will find that participants will quickly develop confidence in you as someone who is willing to reflect and to share.

Avoid note taking

Please strongly discourage note taking during the sessions, although they can have time to reflect in their personal journals during breaks, after the sessions/at home, or when exercises are focused on vision journeys. During general sessions though, it is best to advise people not to take notes as it can be very unsettling for the other members of the group, particularly when people are talking about sensitive issues.

Use of games, music, dance

Many of the sessions include games, which some participants might object to. Sometimes facilitators who are unfamiliar with participatory techniques prefer to have a discussion instead and find conducting a game or another interactive exercise a bit daunting. However, frequently having a game-based activity or giving space for dance, music and fun (where and when appropriate) can be important to allow participants to relax, smile and break the tension following difficult discussions. Once people see how useful these techniques can be, they will feel more prepared to continue with them in further sessions. If you have participants with a disability you will need to carefully plan games and physical exercises to ensure they are inclusive and accessible.

Use of role play and drawing

Toose includes several exercises in which participants are asked to perform a role play or draw something. Role plays and drawing are an incredibly powerful learning tool because they require the participants to process, and therefore really think through, their ideas and not just repeat them. Participants often learn in different ways and role plays and/or drawing are an important part of that – particularly where literacy may be a barrier. Doing role plays or expressing thoughts through drawing can feel daunting for people who are not used to it, but it is amazing how quickly participants can settle into it and lose their inhibitions. The key is to remind participants that this is not about who can act best or draw the best picture, but about expressing ourselves in different ways. We do not provide scripts for role plays and do not specify exactly the situation that is to be performed. This is because role plays must reflect the real-life situations of participants, and they are the best people to know what those are.

Taking it home

To encourage participants to reflect on and apply new concepts in their own life, every session includes a closing discussion and take-home task that encourages participants to further reflect and practice the lessons and skills they have learnt at home. The consolidation and reinforcement of learning occurs during these take-home activities. According to research, performing exercises at home after training greatly improves the programme's effectiveness. The Take-Home exercise should be reflected upon at the beginning of each session and discussions can be had around challenges participants face if they are not able to regularly complete Take-home exercises. Each session's reflection follows the same format but uses a different set of leading questions to help in the debriefing.

Overall, the Toose Model assumes that positive change is best achieved through a personal commitment from all members of the family, and ideally the wider community, and the sessions are designed to encourage that. It is not enough for one person to change – real, sustainable change demands effort from each participant alongside celebrating progress at every step.

How to be a good facilitator



The importance of the facilitator's role

The facilitator plays a critical role in supporting participants throughout their Toose journey. It is the role of the facilitator to create and manage the group dynamics so that participants feel safe to share their thoughts and ideas. At times some of the sessions and discussions may explore more challenging or sensitive subjects and it is important that the facilitator is able to keep the discussions constructive and does not reinforce any harmful attitudes or behaviours.

****The facilitator's own gender-equitable attitudes and values are essential.****

Creating the right environment

The objective of the sessions is to create a space for reflection, sharing and building connections. As such, the environment that you create as the facilitator will be vital. To achieve this, it is important to inform participants that their participation in the programme is voluntary. If at any time they choose to stop participating, they are free to do so. This ensures that participants feel empowered and respected throughout their involvement in the programme and do not feel coerced or forced to join. Additionally, it is crucial to ask participants to keep the confidentiality of the group. This means that any information shared during the sessions should be kept private and should not be disclosed to anyone outside the programme without their explicit consent. By emphasizing the voluntary nature of participation and asking everyone to adhere to the confidentiality of the sessions, we can create a safer and more trusting environment where participants feel respected and valued. This approach encourages open and honest communication, fostering a supportive atmosphere that enhances the overall effectiveness of the programme. As a facilitator, you should encourage the participants to share their own experiences in a positive way, but you should never use their experiences to criticize or make a point. In addition, there may be some men and women who will not want to talk and this should be respected. As a facilitator, you should never force anyone to speak up or participate in the activities. Instead, try to create an environment in which the participants feel comfortable to participate and share their experiences and opinions.

Facilitating mixed groups

All the Toose sessions are designed to engage couples, both men and women, in critical reflection and designed to promote dialogue between couples. As such, they should be co-facilitated by both a female and male facilitator and some activities may require that couples are separated with men and women participating in separate group discussions. This is done to make sure that both women and men feel comfortable to express their ideas and opinions, particularly on issues that may be sensitive to discuss in front of their partner.

When facilitating with one female facilitator and one male facilitator, it is important that both facilitators are demonstrating the types of communication and sharing of decision-making that you are encouraging the participants to undertake. For example:

- › Activities should be divided evenly among both facilitators (either by switching every other activity or switching every session).
- › Ensure both facilitators are speaking and leading discussions equally.
- › Work together to ensure you are comfortable with one another and have a good working relationship and communication.
- › Don't interrupt or cut one another off. Again, modelling the type of behaviour you wish to see in participants is very important.
- › Be sure to practice with one another before the session and divide up roles and activities well in advance.

Importance of safeguarding

Safeguarding means preventing harm to people in your work and responding appropriately when harms occur.

All forms of harm stem from the same root causes and a misuse of power and privilege, which present opportunities for exploitation, abuse and harm. These can include: sexual exploitation, abuse and sexual harassment; bullying and harassment (non-sexual); physical, emotional, neglect, and economic harm; denial of services and discrimination.

If discrimination, harassment or bullying is able to continue without being checked or stopped, perpetrators may feel more comfortable to move towards more violent forms of harm.

Anyone can be at risk of harm. However, women and girls, and others who are marginalised within a society, including persons with disabilities, children, people of a specific race or ethnic group, and LGBTIQ+ populations, are at higher risk of harm.

As a facilitator your role in safeguarding is also particularly important as you will be in direct contact with project participants and may be the first point of contact for receiving reports of/or identifying safeguarding incidents.

Understanding the overall programme's approach to safeguarding and any safeguarding procedures and protocols is key to building an understanding of your role and responsibilities.

Before the training commences, you should receive training on the safeguarding approach, reporting procedures and referral pathways provided by the response partners. This should include organisations that can provide safe and accessible support to people with disabilities. If you are unsure of anything, make sure you ask other facilitators or programme staff.

Preparation before sessions

There are a number of things to do in advance of the sessions and by far the most important one is to make sure you are very familiar with the specific concepts and content of the curriculum.

1. Review the curriculum and practice sessions with your co-facilitator

- › Before you begin any of the sessions go through the manual again in detail and remind yourself of the notes you took during the training.
- › Before each individual session ensure you are familiar with that specific section of the manual and have identified the key messages and learnings you want the group to come away with at the end.
- › Discuss this with your co-facilitator so you are clear on who will take which session, ideally you should also practice co-facilitating, especially for the earlier sessions until you are fully comfortable facilitating the content together.
- › It could be helpful to think through any potential challenging questions or scenarios that may arise in that session with your co-facilitator and practice how you might address these.

2. Identify a suitable venue for the group sessions

- › The venue needs to be easily accessible for all members of the group to reach. Consider the location and any accessibility requirements for any participants with disabilities.
- › The venue needs to be a confidential space where there is no risk of other people overhearing the conversations. Ideally you should be able to close the door, so people are not coming past and listening in.
- › The venue should be in a safe and open space, not tucked away in a secluded or dark location that might not be safe for some participants to access.
- › You should ensure minimal interruptions during the session – so the venue is not shared by other groups that may need access at the same time.

3. Ensure you have familiarised yourself with the reporting protocol and referral pathways

- › It is possible, and even likely, that disclosures may be made during these sessions. It is important that you know how to support the individuals involved, and where to refer them to the appropriate service.
- › Sometimes disclosures may be historical, and certain services may not be appropriate. It is important to be aware of how this might make you feel as a facilitator.
- › There will be limitations on the support you can provide and it is important to establish boundaries around this from the outset. For example, whilst you can ask questions to help a participant decide what to do or share referral information, you must not intervene or try to resolve the issue yourself. Referrals for psychosocial support for both the individuals involved, and you as the facilitator is a good idea.
- › See Facilitators Tip Sheet 1 below for more detail on how to handle disclosures of gender-based violence (GBV).

4. Ensure all materials are printed and available prior to each session

- › Some sessions require printed documents to be shared, or notebooks to be handed out. Make sure you have all the materials needed in advance of each session. Each session plan clearly identifies the materials needed to support you with your preparation.

5. Prepare the space

- › It is really important to make the space welcoming for participants every time they come to a session (not just the first one). Make sure that chairs, if you are using them, are set out in a circle to encourage group dynamics. If you are using tables consider how to arrange them to maximise participant interactions.
- › If you have refreshments available set them up at the side of the room.

During training

This is when a lot of the core facilitation skills will come into play (see box).

Key skills for facilitators

- Effective communication
- Group management
- Active listening and summarizing
- Energy and enthusiasm
- Negotiation and conflict resolution
- Adaptability and problem solving
- Creativity
- Compassion and empathy

1. Always be welcoming and energetic

- › You will be the one setting the tone for the session, so make sure you are welcoming, friendly and energetic. Participants will react to your energy.
- › Ensure you have established the ground rules during the first meeting, and ensure they remain visible throughout and that participants are held to account for respecting these.

2. Encourage participation

- › The success of the sessions will depend on people's engagement and participation, and it is your role to bring out the best in people participating.
- › Pay attention to group dynamics, and dynamics between couples, and consider how best to encourage participation. Manage dominant voices carefully and encourage quieter participants to share in a respectful and supportive way.
- › Use a variety of participatory methods to encourage interaction including role play, group discussions, small group work, individual reflections.
- › Ask open-ended questions and encourage different views to be shared.
- › Many of the themes that are covered in the sessions are complex and sensitive. Pay attention to the comfort level of the participants, including their body language and non-verbal cues that might indicate participants are feeling distressed or upset.

3. Build in time for breaks and energisers throughout the sessions

- › There is a lot of content to go through during each session so it will be important to plan for breaks between activities.
- › Some of the content may trigger some emotions of upset or anger, it is important that participants are able to take breaks and process these emotions in any way that is safe for them and others.
- › You may want to introduce some energisers or give people the opportunity to walk around and stretch.
- › Ensure you have healthy small eats, water or toys for children so that their mothers can effectively participate.

4. Be flexible and able to adapt to the group

- No matter how well we have prepared there is always a chance that things will not go to plan, and it is crucial for facilitators to be able to adapt and adjust things as needed.
 - This might be as simple as needing to provide more detail about certain concepts or allow a discussion to go on a little longer than planned as it is critical to ensure the key messages are well understood.
 - As far as possible the session plans and timings should be adhered to, but we must recognise that sometimes things need to be amended.

5. Be accessible and inclusive in your facilitation

- Ensure that your facilitation and communication is accessible and inclusive to make these meetings accessible, including for people with disabilities and other community members who may have difficulties participating in the process.
- Be aware of the power dynamics if there is a carer accompanying a participant. It is important that any carer does not interpret or try to influence the desires or dreams of the person they are caring for.
- Talk directly to people with disabilities rather than people who might be assisting them (for example, interpreters, family members).
 - Ask people with disabilities how they prefer to communicate, where they prefer to sit in meetings, etc.
 - Try to sit or stand so that you are talking at eye level (rather than looking down at someone).
 - When communicating with a whole community or a group of people with different types of impairments, use more than one type of communication – both visual and verbal.
 - If you have any participants with hearing or visual impairments, you will need to adapt the signal you give to inform participants when to start and stop speaking/listening during activities/break out groups.

6. Provide accurate information and if you don't know the answer, say you don't know

- As far as possible be prepared to share evidence-based facts about the topics you are introducing.
- Don't be afraid to say you don't know the answer to a participant's question.
 - If you don't know tell them you will go away and find out for next time. Make sure you make a note of the question and ask the project leader, your supervisor, or fellow facilitators to see if they know the answer.

7. Manage conflict or different views and opinions

- › There will almost certainly be times during the sessions when different views or opinions come into conflict; there may be some resistance from participants, or even backlash about what you are exploring together. For example, male members of the group may feel left out or overlooked by the ISAL activities and may express their discontent. It is important for you to address these tensions in a constructive and non-confrontational way.
 - It can be helpful to refer to the group ground rules if some participants' behaviour becomes challenging to handle. Ground rules should have included things like behaving in a respectful manner, listening to different points of view, not shutting people down etc.
 - Reinforce the message that while some of the activities are focused on women, they aim to benefit the whole family, and that men will have the opportunity to join at a later date.
 - Refer to 'Specific tips on handling questions around denial of sex and whether this is abuse' under Notes to Facilitator in Section 9: Intimate Partner Violence for more detail on handling pushback or difficult comments.

After the training

1. Build in time for reflection and collect feedback

- › When you close each session make sure you allow at least 15 mins for a close out session to get people to reflect on what they have discussed and identify their key takeaways.
 - Recap the main lessons from the day.
 - Ask participants if they have any questions.
 - You could go round the group and ask them to share 1-3 key take aways from the session.
 - Make sure to thank everyone for their active participation.
- › Share the evaluation/feedback form with participants, as agreed in the manual.

2. Be clear on the expectations for homework

- › Some sessions have take-home tasks – make sure you have those prepared and you have left enough time to explain what is expected of them.

3. Take some time to self-reflect on the session

- › It is important to reflect on how the session went either by yourself or with a co-facilitator.
- › You may be feeling different emotions depending on the content and discussions during the session. It is important to be aware of your own well-being and mental health as you deliver these sessions. Please do take the time to reflect on how you are feeling, and if helpful speak to other facilitators or programme staff to debrief and check-in. This work is difficult, and it is important for everyone involved to acknowledge the personal toll it can take.

- You could use a journal to note down your thoughts to the following questions:
 - What went well in the session today?
 - What could I do next time to make it even better?
 - Where there any tricky or challenging situations that arose? What were they? Did they involve a particular individual or couple, or a specific topic?
 - Do I need to follow up with the supervisor, or other facilitators to share learnings from today?
 - Is there anything I need to follow-up on with particular group members? Did they ask me any questions I couldn't answer, or do they need any more information, or are there any referrals I need to check on?

4. Finalise any reports or documentation required

- Make sure you complete any required forms and attendance logs.
- Ensure any monitoring or feedback forms are ready for submission to the MEL team.

Accessibility and inclusion

As part of the preparations mentioned above, it is important to understand and address participants' needs, including any accessibility requirements, before, during and after the sessions. This will help ensure that the training is inclusive and accessible to all participants.

As the facilitator, you should ask participants if they have any needs in advance and check in with participants during each session to ensure their needs are being met, for example in relation to additional support they might need, lighting and language.

Remember:

- **Not all disabilities are visible.** Invisible disabilities could include participants with learning differences, such as people who are dyslexic, and participants who experience pain or fatigue and might need more regular stretch breaks.
- **It is important not to make assumptions about what participants can or cannot do.** Rather, you should ask them if they have any accessibility needs you can meet.
- **Participants learn in different ways.** Some participants might need more information before the session, so that they are able to understand what is covered and discussed during the session.
- **Delivering accessible training benefits all participants!**

Try to note down each participant's individual needs and then discuss with the wider programme implementation team which reasonable adjustments you can make to accommodate participants' specific requests. Taking this time to really understand the participant needs will help ensure you take an inclusive approach when facilitating each session and will give you time in advance to think about how you might adjust exercises and materials to make sure all learners can participate on an equal basis.

When thinking about accessibility and inclusion, there are a number of important things facilitators can do before, during and after delivering these sessions, which will benefit all participants.

For example:

- › **Before:** Ensure that the meeting room and venue is accessible and you have considered access and transportation needs; give participants at least two weeks' notice so you have time to make accommodations and adjustments to the training; share information in advance.
- › **During:** Speak clearly and slowly during the sessions, especially if interpreters are present; schedule regular breaks and keep to time; ensure content is accessible and that digital copies of materials are available for those who need them. The manual has been checked for accessibility, however it will be important that any new contextualised material is checked for accessibility by those organising the sessions.
- › **After:** Ask for feedback in relation to accessibility and inclusion, and look at what could be improved for next time.

Finally, people with different impairments have different needs so it is important you do not assume what these are, rather ask about each participant's needs so that you can adjust accordingly.

Care and well-being

Facilitators should pay attention to the care and well-being of participants throughout the sessions. It is recommended that facilitators are familiar with signs of stress and trauma, and that they signpost participants to further sources of support when needed.

Make sure to give participants sufficient breaks in between exercises and consider energisers to help keep up concentration levels and to avoid fatigue and tiredness.

Sessions in this Guide talk explicitly about violence and it is likely that some participants will have experienced GBV in their lifetime. As such, facilitators should work closely with the response partner (or local response systems/organisations) to ensure referral and response services are available to all participants. This is particularly important in this kind of programming that explicitly addresses issues of power in relationships.

Facilitator Tip Sheet 1:

How to handle disclosures of Gender-Based Violence (GBV)

(For facilitators only)

During sessions, disclosures of violence may occur. As a Toose facilitator you should always be prepared that discussions during sessions may lead to people disclosing painful personal experiences of GBV that have happened to them or other members of the community. Toose facilitators should be aware that when this happens, it can be difficult for other participants, those that are disclosing the incident and the facilitator. Where possible, local GBV Community Based Clubs (GCBCs) in the area should be present during sessions to ensure that support for those that disclose violence is readily available. If someone starts to disclose in a public space (i.e. with other group members around) the facilitator should ask them if they would like to have a private space to talk to the facilitator. This is particularly important if the person accused of perpetrating the violence is also in the room.

Below are some tips that can help us as Toose facilitators to handle disclosures of violence:

At the beginning of the session:

- › It is important that as a facilitator one sets clear guidelines for respectful communication and confidentiality.
- › Toose facilitators should foster an atmosphere of trust where participants feel safe to share their experiences.

During the disclosure:

- › The Toose facilitator is encouraged to offer a private space/time for the person to speak.
- › When the person is speaking, the facilitator should listen to the participant for as long as they are willing to speak. The facilitator should use both verbal and nonverbal cues to show they are listening.
- › The Toose facilitator must acknowledge the courage it takes to share sensitive information and validate the experiences of the survivor.
- › The Toose facilitator should maintain a calm and composed demeanour to help the discloser feel more at ease.
- › The Toose facilitator should avoid pressing anyone to go further or deeper in sharing experiences.
- › At the same time, the Toose facilitator should manage the group during the disclosure.
- › The Toose facilitator should step in if the conversation becomes harmful or disrespectful, or there is a chance of further risk to the person disclosing (particularly if this is done in front of other participants).
- › Once the participant has finished disclosing the incidence of violence, the Toose facilitators should highlight that:
 - a. Violence is never okay or justifiable.
 - b. Highlight that the Toose programme helps those experiencing violence through the GCBCs and Musasa.
- › The Toose facilitators should refer participants that disclose incidences of gender-based violence to GCBCs in their area or the shelter.

After the Session:

- › The Toose facilitator should check in with the individual after the session to ensure they are fine in cases where there is no GCBCs present and offer additional support such as information about the shelter or the nearest GCBC.
- › Toose facilitators should take time to debrief with co-facilitators to process the experience and follow agreed programme protocols on any necessary follow-up actions.

Key Messages:

Be Empathetic: Show empathy and understanding throughout the process.

Stay Informed: Keep up to date on how disclosures of violence during Toose sessions are handled.

Seek Support: Don't hesitate to seek guidance from experienced colleagues.

Sessions



Session 1: Getting to know each other and relationship-building

Overview: In this session the participants will get to know each other, share their hopes and fears regarding participation in Toose, and agree on how they want to interact throughout the duration of the Toose sessions. They will also get to re-familiarise themselves with the Toose programme, its objectives, and the social empowerment journey that they will undertake.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the purpose of the Toose model and its contribution to the overall programme. • Understand the Toose social empowerment journey and the relationship with Toose Internal Saving and Lending (TISAL). • Know each other and build relationships among themselves based on trust and empathy.
Duration	2 hours 45 mins
Materials	Notebooks, Flipcharts, Pens, Markers, Stickers, Facilitator Tip Sheet on How to Handle Disclosures of GBV. For additional support you can also refer to WFP's Guide for Safe Referrals: Child Protection and Gender-Based Violence – Guide for safe referral as well as the Toose Response Manual
Preparation	<p>Familiarise yourself with session content and materials, including the session plan.</p> <p>These sessions should be jointly facilitated by female and male facilitators, to ensure both women and men feel represented in the session and to demonstrate the inclusive nature of the methodology in action. For this reason, female and male facilitators should meet before each session to discuss how they will manage the content in a balanced and equal way between them.</p> <p>A feedback and complaints handling Handout that documents how to handle any complaints (including safeguarding) and the referral pathways available should be developed with the programme staff and response partner before the sessions start and then made available to participants. This should include organisations that can provide safe and accessible support to people with disabilities. The facilitator should take participants through this in the first session and then give everyone a copy. Facilitators should return to this document regularly to remind participants of what they should do if they need to report.</p> <p>Familiarise yourself with the information contained in Handout 1.1 and review the Facilitator Tip Sheet on handling disclosures and bring the referral pathways information with you during the session (if you have any questions on either, do speak to the programme leads).</p> <p>Make sure there are enough notebooks, pens, and markers for all the participants to have their own.</p> <p>Prepare 6 separate flipcharts for Activity 3 as follows:</p> <p>One flipchart titled "Hopes for men" and one with "Hopes for women" (Activity 3)</p> <p>One flipchart titled "Fears for men" and one with "Fears for women" (Activity 3)</p> <p>One flipchart titled "Common hopes and fears" (Activity 3)</p> <p>Handout 1.1 – Toose journey (Activity 5)</p>
Handouts	Handout 2.1: The Toose journey

Session plan (see below for more detail about each step)	Activity	Minutes
	Activity 1: Introduction	45
	Activity 2: Getting to know each other	30
	Activity 3: Exploring our hopes and fears	45
	Activity 4: Group agreements for learning together	15
	Activity 5: Exploring our social empowerment journey	15
	Wrap up and take-home activity	15
	Total time	2 hours 45 mins
Key messages	<ul style="list-style-type: none"> Toose is about creating happier, healthier, and more resilient homes by supporting families to become economically secure and to be more united and together. Toose is a family wellbeing programme that targets women, men, and families, including people with disabilities. Toose targets intimate partners. It brings together the following components: <ul style="list-style-type: none"> Economic empowerment through TISAL groups and Income Generating Activities (IGAs). Social empowerment, targeting couples, focused on improving family relations to achieve their visions for happier, healthier families. Access to quality services for individuals and partners that need support to improve their relations or receive support through counselling, and other response services. Mobilising communities to live the Toose way through community level diffusion by Toose facilitators and champions. Women and girls are more likely to experience poverty, discrimination and inequality, including economic inequality and disadvantage. This is why the programme prioritises women's TISAL groups. Whilst women are the primary TISAL participants, Toose is for the whole family. Toose recognises that men and women have different dreams and hopes for a better life. 	
Notes to facilitator	<ul style="list-style-type: none"> This session is one of the most critical as it links the economic and social empowerment components of Toose. It is very important to ensure men's engagement and participation, especially if they were not part of the TISALs. In introducing the session, conduct a check-in in terms of the following: <ul style="list-style-type: none"> Progress made by TISAL participants, the support received from their partners on their economic empowerment journey, and any challenges experienced. The experiences of the partners of TISAL members since the economic empowerment journey of their partners, how they have supported their partners, and challenges faced. It is important as a facilitator to set the scene using this session by highlighting the following: <ul style="list-style-type: none"> Establishing clear guidelines for respectful communication and participation. Making sure everyone feels valued and heard. Encouraging leaders to de-role. Emphasising respect for confidentiality within groups. 	

Activity 1: Introduction

Duration: 45 minutes

Method: Presentation

Purpose: To introduce the programme

Materials: The Toose journey, Toose Notebooks ([Handout 1.1](#))

Welcome to participants

- › Welcome all participants to the session and thank them for coming.
- › Introduce yourself and explain that everyone is gathered for the second part of our journey in the programme.
- › Extend a welcome to the partners of the TISAL members who have joined the activities since the TISAL sessions where couples were brought together.
- › Ask 2 or 3 **TISAL members** to briefly recount one good thing that has happened to them since starting the economic empowerment pillar of the Toose journey. Have their groups started saving? Have they started their income-generating activities (IGAs)? Are the partners and families providing support? Have they experienced any challenges?
- › Ask **partners of TISAL members** to share on any changes they are experiencing as a family because of the participation of their partner in the TISALs. Have they supported their partners with their participation in TISALs and the IGAs? If yes, how? What are the positive benefits for the whole family of their partner's participation in the TISAL groups?
- › Thank the participants for their contributions and re-introduce Toose for the benefit of the **partners of TISAL members**. Link the discussion to some of the issues highlighted in the feedback.

About Toose

- › Re-introduce the different element of Toose that were explained when the TISALs started. You can use the same Handout or image of the Toose journey:
 - a. Toose is a family well-being programme that targets women, men, and families, including people with disabilities. Toose targets **intimate partners**.
 - b. It brings together the following components:
 - i. **economic empowerment** through TISALs and IGAs, targeting women.
 - ii. **social empowerment**, targeting women and men, focused on improving family relations to achieve their visions for happy families, through the Toose sessions.
 - iii. **access to quality services** for survivors and partners that need support to improve their relations through counselling, and other services working in response (including GCBCs where appropriate).
 - iv. **mobilizing communities** to live the Toose way through community level diffusion by Toose participants and champions.

Why have social empowerment sessions?

› Remind the participants that:

- Women are more likely to experience poverty, discrimination and inequality, including economic inequality and disadvantage. This is why the programme prioritises women's TISAL groups.
- Whilst women are the primary TISAL participants, Toose is for everyone, including women, men, children and the whole family.
- Toose recognises that everyone has different dreams and hopes for a better life.
- Explain to the group that half the participants have been in TISALs and undertaking income generating activities (IGAs) as a step towards achieving individual and family goals. But is money enough?
- Explain we have by now also learnt the importance of relationships in pulling together as a family in the same direction, versus pulling in different directions. The purpose of these next couples' sessions is to help us think about how we communicate and make decisions in our families, as well as how having more positive and harmonious relationships will help us realise our goals.
- Allow participants time to ask questions for clarifications.

About the Toose Notebook

› Give each participant a Toose Notebook and remind them of the purpose of this by highlighting the following:

- The Toose notebook is meant to help us remember what we have learnt during the sessions. People remember something better when they draw or write it themselves.
- The notebook is to record our thoughts, tips, and important points that we would like to share or clarify as a family.
- As highlighted during the TISAL sessions, the notebook is used to record notes and drawings from the sessions so that we can revisit them at home or share with other family members, friends, and neighbours.
- In this way, we can start to build a Toose community and help others build a brighter future.

Safeguarding

› Remind participants about the Toose approach to safeguarding by explaining the following (do adapt to fit the safeguarding approach you have designed for the programme):

- In Toose, we value all voices and experiences and are committed to ensuring everyone feels safe, heard and respected during the sessions. Above all we want you to all have the chance to have a positive experience.
- To address any concerns or complaints you may have about the programme or our facilitators, we have established a comprehensive feedback and complaints handling mechanism, including... [outline the relevant mechanisms].
- If you have any concerns about your safety or that of others around you, or if you are mistreated by any of the peer facilitators from our organisation or the community, you can report this to us. All reports will be held confidential. Reporting will not affect your right to participate in the programme.
- Whilst we want this to be a safe and open space, there could be times when you do not feel comfortable, or it is not safe or appropriate to speak in front of the group. If you want to speak privately to the facilitator or someone from our response partners, please do not hesitate to come and see us – anything you say to the facilitators or the response partner will be treated as confidential.
- Share the different reporting channels (including the GBV referral pathways) as designed and agreed between the programme staff/facilitators and the response partners.
- Ask participants if there are any other channels they would prefer to use that are easily accessible to them.

Thank the participants and proceed to group introductions.

It is good to remind participants regularly throughout the 10 sessions that if anyone feels uncomfortable or affected during any of the sessions, they can leave, and/or talk to someone. Do also keep letting everyone know about the different reporting channels open to them, including the GBV referral pathways.

Activity 2: Getting to know each other

Duration: 15 minutes

Method: Working individually and in pairs, drawing.

Purpose: To help everyone get to know each other and introduce the concept of the drawing.

Materials: None



Facilitator note

Pay attention to the accessibility requirements of participants and adjust the exercise accordingly. For example, you could offer a variety of different drawing materials, give participants a choice in relation to the detail of what they draw, offer encouragement, and engage different senses (for example, sounds and textures). Check with participants with visual impairments before the session to help you decide what adjustments to make.

- › Ask each participant to take their notebook and pencil.
- › Ask them to draw a picture of themselves in the centre leaving space around the drawing to insert other smaller drawings.
- › Ask individuals to reflect on the following questions: What do you admire in yourselves? What do you think you are good at? What do you enjoy doing? What are your likes and dislikes?
- › Ask participants to draw symbols or images around their picture that demonstrate these important characteristics.
- › Once participants have finished their drawings, ask them to find someone they do not know very well and to pair up.
- › In pairs, each person introduces themselves to the other. Introduction should include information drawn in the notebooks as well as things they did not have time to draw.
- › Call everyone back to the group and ask the pairs to introduce each other.
- › When everyone has introduced each other, thank all the participants, and proceed to the next activity.

Activity 3: Exploring our hopes and fears

Duration: 30 minutes

Method: Individual exercise and group discussion.

Purpose: To provide participants with an opportunity to share their hopes and fears related to participating in the programme.

Materials: Sticky notes and pens, flipcharts.

- › Explain to the participants: Now that we all know each other, we are going to share what we hope to gain from participating in the social empowerment sessions. Conversely, we will also share any fears we might have.
- › Ask each member of the group to write one hope and one fear on separate sticky note (one sticky note for their hopes and one for their fears).
- › Ask the participants to place the sticky notes on the flipcharts based on the title of the flipchart. Women stick their hopes and fears on the flipchart labelled as such and men do the same.
- › Ask everyone to come into a semi-circle facing the flipcharts. Ask a volunteer from the women's group to read any sticky note on the 'hopes' flipchart for women. Continue until all the sticky notes have been read on the 'hopes.'
- › Ask a volunteer from the men's group to read any sticky note on 'hopes' from the men's flipchart. Repeat the same process as above.
- › Ask participants if there are any similarities in the 'hopes' for the men and the women.
- › Repeat steps 4 to 6 with the 'fears' stick notes.
- › Explain to them that it would be nice to keep a record of everyone's hopes and fears to look back on at the end of the programme. Explain to the participants some of the 'hopes' that you know will be met and reassure them on the fears and offer clarifications where it is needed.
- › Finish with your own hopes and fears as the facilitator.

Activity 4: Group agreements for learning together

Duration: 15 minutes

Method: Group Discussion.

Purpose: To set the atmosphere on how the group members will interact during the sessions.

Materials: Flipchart and pens.

- Explain to the participants that we will be spending some time together for the duration of the Toose sessions and we need to agree on how we will conduct ourselves to make the space fun and conducive for learning.
- Ask what agreement we should put in place to guide our interaction during the meetings.
- Ask participants: 'What makes a good learning and sharing environment for you?'
- Encourage participants to suggest one agreement, explain it to others and write it on the flipchart.
- If there are any obvious gaps or silences, suggest other elements that the group members may like to include such as:

- We should not judge other.
- We should respect what others say.
- We should not interrupt people who are talking.
- We should participate fully.
- We should be punctual.
- We should arrive sober and ready to engage.
- Anything that is shared in the group by members should not be discussed or shared outside the group.
- We should promote the positive messages and our learning from the group to others in our families and communities.

- Once all the agreements have been put on the flipchart, ask the group to go through them again so that everyone is clear about what the agreement entails.
- Thank all the participants for their contributions.

Activity 5: Exploring our social empowerment journey

Duration: 15 minutes

Method: Plenary Discussion.

Purpose: To share with participants what the sessions will look like and what is expected of them.

Materials: **Handout 1.1** or Flipchart showing the social empowerment sessions of Toose.

- › Explain that the social empowerment journey of the Toose Model is made up of 10 sessions.
- › Share the flipchart or Handout showing the social empowerment sessions of the Toose Model.
- › Stress that it is very important that we attend all sessions so that we benefit fully.
- › Explain that starting next week, we will begin the regular sessions as shown on the flipchart paper.
- › These sessions will be around 2-3 hours long and will ideally take place once every week.
- › Our sessions will be structured as follows:

- **Welcome and check in activity** to conduct a health check, review what we learnt in the previous session, share progress made on our take-home activities and any challenges we faced.
- **Session activities** focusing on the key message of the day.
- **Wrap up** where we will recap on what we have learnt, and the key take-home messages. We will also share our feedback on the session and the take-home activity for the day.

Wrap up and take-home activity

Duration: 15 minutes

Method: Presentation

Purpose: To close session

Materials: None

- › Drawing from the comments made throughout the session by the participants, summarise the key points of the day, including:

- Toose is about creating happy and healthy families through improving the economic status of our households and relations between couples and the whole family.
- Toose is for everyone, including women, men, and families, including people with disabilities.
- Toose has a particular focus on couples/intimate partners.

- › Explain to participants that, between each session, they should practice at home what we learn. This can be done in a fun way, usually by involving others at home.
- › Remind participants that they can also share what they have learnt in the session with other couples, family members and peers.
- › Explain that at the beginning of each session we will have a feedback session on how we have applied what we have learnt, including what worked well and the challenges.
- › End by thanking everyone for coming on this journey together!
- ›

Session 2: Visioning for a happy family

Overview: In this session participants will be revisiting and refining their family visions for happy families. The session builds on the visioning session conducted in the first session of the economic empowerment journey.

Learning objectives	On completion of this session, the participants will be able to: <ul style="list-style-type: none"> • Develop their visions for happy, healthy families as couples. 	
Duration	2 hours	
Materials	Flipcharts, Markers, Pens, Stickers	
Preparation	<ul style="list-style-type: none"> • Review and familiarise yourself with session content and materials, including the session plan. • As facilitators are co-facilitating the sessions, take time together to allocate the activities between yourselves to ensure seamless delivery of the session. • Prepare a completed drawing of your family vision as a facilitator to share with the group. • Prepare three flipcharts with the following headings: <ul style="list-style-type: none"> – How do you feel about the progress made on the development of a family vision? – What worked well? – What were the challenges? 	
Handouts	Handout 2.1: Visioning Tool	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: Defining our visions for the future	60
	Wrap up and take-home activity	30
	Total time	2 hours
Key messages	<ul style="list-style-type: none"> • Visioning is about drawing our future dreams for our families. • Visioning allows us to visualise the changes we want in our own lives as a family. • Our visions should be inclusive of all family members. The family vision needs to take into account the needs and opinions of both women and men, girls and boys. • Planning and visioning together involves making decisions about finances, income generating projects, purchasing of household assets, and children's education together as a family. 	
Notes to facilitator	<ul style="list-style-type: none"> • This is an important session that marks the beginning of the social empowerment journey. It acts as a link between the visioning that was conducted in TISAL session 1 and the visioning that they will work on during their social empowerment journey. • During the economic empowerment journey, couples developed their individual visions and their family vision, which they were encouraged to complete at home. • Therefore, this session provides a space for couples to share their family visions. • It is your role as a facilitator to understand the process the couples undertook to develop their family visions. 	

- This is a potentially sensitive session that requires facilitators to show understanding and respect for the feelings and perspectives of women and men. Particularly facilitators should keep an eye out for men indicating that they should be the ones making decisions around family visions or any perceived backlash or negativity from men around women's involvement in the TISAL. Please refer to facilitator guidance above which includes advice on handling backlash.
- Put participants into **single sex groups** for the start of the activity so that they can freely share their experiences of developing family visions with other women and men before bringing everyone back together.
- Due to unequal power dynamics between women and men, discriminatory social norms, women's (perceived) lack of confidence, low self-esteem, and limited bargaining power, women and girls may not clearly communicate their needs and opinions, especially in front of men or older family members. Where they do contribute, they might not have the final say, or their needs may be overridden by those of others. Therefore, it is important to make separate space for women and men to discuss the visions and what they honestly feel.
- When facilitating the activity, ask groups to narrate their journey of creating a family vision. In narrating their experiences, women and men should reveal how they experienced the exercise and any challenges which can help you as a facilitator to better understand:
 - Whether women and children contributed to the family vision.
 - Whether the needs and priorities of women (and children) are equally reflected in the family vision.
 - Conflicts and tensions that occurred during the process of developing their family visions.
 - Whether the visions presented are truly family visions.
 - The gender dynamics in the targeted households.
- Also use this time to ensure men who are supportive of the process are given the space to speak up and those who question why joint visioning is needed or why women should be economically empowered are provided feedback on the positive value of families making these decisions together and women earning through TISALs and IGAs. For example: taking the pressure off men to be the primary earners, bringing more money into the family for essential purchases, building good relationships in the family, ensuring everyone can benefit from the family vision and is motivated to work towards it.
- It is your role as a facilitator to work towards resolving conflict and tensions that emerge during the family visioning process. See the facilitator tips at the start of the manual for more information on how to do this.
- Overall, it is important that, as a facilitator, you help all couples come up with joint family visions which equitably reflect the needs of all family members.
- For couples that do not have a joint vision, you should seek to understand why, and support the couples to achieve this.
- It is important that you emphasize the benefits of collective visioning for the family, such as alignment of goals, working together to achieve visions and reducing tension and conflict in the home. It is useful to help couples look for a 'win-win' visions, which benefit all family components equitably, and show how those visions reinforce both individuals' and family well-being.
- In cases where a couple cannot agree on a vision, allow the couple to proceed with their individual visions. However, continue to stress on the importance of family visions.
- Highlight important elements that can help in developing family visions such as positive communication, listening to each other, shared planning, balancing power and household gender roles.
- Emphasise that the Toose social empowerment sessions are a journey and they will be undertaking different steps that will help them on their journey of developing and achieving their visions as couples and families.

Opening session

Duration: 30 minutes

Method: Presentation

Purpose: Set expectations for the session

Materials: None

- › Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- › Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask participants if they have found new ways to work together on their selected IGAs. What worked well? What were the challenges?
- › Remind the group about the importance of trust, listening without judging, and not sharing personal information about others outside the group.
- › Highlight that if anyone finds the content challenging, they can take a break or ask the facilitator for some time away from the room. Equally, if anyone feels stressed, upset or needs to talk to someone they can speak to the facilitator privately or to the response partner.¹ (Remind people who to contact and how based on the programme's safeguarding and response set up).
- › Remind the group that participating in Toose is all about having fun, making new friends and learning together. Over the weeks we will all build new skills that will help us have more positive, happy, and healthy relationships.

Activity 1: Defining our visions for the future

Duration: 90 minutes

Method: Reflection and Group Discussion

Purpose: To develop and redefine visions for happy families

Materials: Flipcharts and pens, notebooks

- › Remind participants that when we started the TISAL sessions for couples we shared that Toose is about creating happy, healthy futures through visioning. We went through a process of developing our individual visions in the TISAL sessions.
- › Ask two or three participants to share what they remember from the visioning session during the TISALs.
- › Ask couples how many have managed to discuss and develop their family visions following the TISAL sessions.
- › Break the participants into two single-sex groups and give each group some flipchart paper.

¹ If you do not have a response partner then you will need to ensure that you have mapped response services and are able to provide information on which services are suitable/available to contact – for more information, see the response manual/guide.

- Explain to the participants that you want them to discuss the process they undertook to develop their family vision and let them know that they can write down responses on sticky notes or on the flipchart paper if helpful to remember as they will be sharing back to the whole group.
- Share the following questions for groups to use to guide discussions:

- How did they arrive at the selected family vision? Did women and men participate equally in deciding on the family vision? How do they feel about the progress they have made so far?
- What went well? What were the challenges?

- Call everyone back to the whole group after 30 minutes.
- Ask each group to share its responses and discuss as a group
- Wrap up by highlighting the following key points:

- Family visioning is about drawing our future dreams for ourselves and our families. Visioning allows us to see the changes we want in our own lives as individuals and families. Therefore, our visions should be inclusive of all family members.
- Visioning and planning together as a family create safer, happier, and healthier families.
- When families vision, plan, and work together, the family prospers.
- Developing family visions creates a sense of shared purpose, ownership and direction that makes it easier to decide together and work together.
- Achieving our family visioning is only possible when we communicate and listen to teacher other, work together as couples and families, balance power in our relationships, developing shared plans and non-violent conflict resolution to achieve our visions.
- As highlighted, in the coming weeks we will be building these and other skills that will help us to achieve our family visions.

- Reassure couples that have not yet agreed on a family vision by saying:

- It is fine if you as a couple have not yet agreed on a family vision. Toose is a journey.
- There is still time to discuss as a couple and learn from others in the group how to come up with a family vision.
- We hope these lessons will help you as couple and a family to come up with a vision for a happy future.

Collective drawing

- Move on to tell participants that we will now create one vision sun that contains all our visions. The flipchart with all our visions will remain for reference until the end of the training to see what has and has not been fulfilled.
- Draw a big picture of the sun where all couples will add their visions for happy families.

- Ask participants to break into couples to review their family visions and prepare for presenting their visions to the group, if they are comfortable doing so. If a couple do not want to share, they do not have to.
- Ask each couple to present their vision for a happy family to the group and add a drawing of their visions into the collective drawing on a large flipchart.
- Wrap up the activity by highlighting the following:

- Visioning is an important activity for the family.
- Family visioning brings families together to think about what they want in life and to set goals.
- It helps families to articulate and align their goals and aspirations.
- Having a shared vision can help prevent conflicts within the family.

Wrap up and take-home activity

Duration: 15 minutes

Method: Presentation

Purpose: To close session

Materials: None

- Thank the participants for participating in the session, sharing their ideas and experiences.
- Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?
- Are you looking forward to our future meetings?

- Drawing from the discussion made throughout the session by the participants, summarise the key points of the day, including:

- Toose is about bringing the whole family to vision and plan together.
- Visioning and planning together as a family create safe, happier and healthier families.
- When families vision and plan together, the whole family prospers.
- Healthy families are families that work towards one vision.
- Planning and visioning together involves making decisions pertaining to food security and nutrition, finances, income generating projects, sharing of tasks, purchasing of household assets, children's education together as a family.

- › Ask participants to further reflect and refine their visions together at home. Explain that it is often a nice exercise to share their vision with other family members (children/grandparents) for their thoughts and ideas.
- › Let participants know that they can change their visions if they want to, but this must be a joint discussion and decision.
- › Say to participants: Now that we have come up with our family visions for the future, we are going to critically reflect on the skills and characteristics that we need to achieve our visions in the coming sessions.
- › Remind participants to share with their friends and family what they learnt from this week's session.

Handout 2.1: Visioning for a happy family

- › Visioning is about drawing our future dreams for our families. Visioning allows us to visualise the changes we want in our own lives as individuals and as a family. Our visions should be inclusive of all family members.
- › When developing our visions for a happy family, we should consider the following questions?
 - What would our family be like in two years' time? What would our relationships be like with our family members? Are all our family members equitably included in our visions?

Developing our family visions

- › **Step 1:** At the centre of a page, draw a large circle representing the future vision. This circle is often depicted with rays like the sun, symbolizing the inspiration and motivation to achieve the vision.
- › **Step 2:** Inside the circle draw your vision for a happy family.
- › **Step 3:** Make sure that your family vision is **SMART** by asking the following questions?
 - Is our family vision **specific**?
 - Is our family vision **measurable (how will you measure success)**?
 - Is this family vision **achievable** in a short timeframe?
 - Is our vision **realistic**? Do we have the skills, resources, and capacities to achieve this family vision?
 - Have we a set time (**time-bound**) for achieving our family vision?

Take-home Idea: Happy, healthy families are those that are working towards a shared family vision.

Session 3: Reflecting on power in our lives

Overview: In this session participants reflect on their experience with power as individuals and in their relationships and families.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the different forms of power. • Understand how to use positive forms of power to achieve their visions of having happy families and healthy relationships.
Duration	3 hours 30 mins
Materials	Flipcharts, markers, pens, stickers, small cards or paper (enough for each participant) with 'Food', 'Money', 'Car', 'House' written or drawn on, square and circle cards (enough for each participant), sticky notes if possible.
Preparation	<ul style="list-style-type: none"> • Review and familiarise with session content and materials, including the session plan. • This exercise requires advanced preparation that consists of writing the word power and also different forms of power on separate pieces of flipchart paper (5 in total). See below for details. • When writing please translate the words into local languages. Ideally, also draw symbols representing them. • Flipcharts required: <ol style="list-style-type: none"> 1. Draw a large circle in the middle of the first page on the flipchart and write the word "power" (translated) in the centre. 2. Prepare four other separate flipcharts and label them as follows: <ul style="list-style-type: none"> – Power over: Power over means the power that one person or group uses to control another person or group. – Power within: Power within is the strength that arises from inside us when we recognize the equal ability within all of us to positively influence our own lives and communities. – Power to: Power to refers to the ability to make things happen or achieve goals. – Power with: Power refers to the power that comes from working together with others. • Prepare a set of cards (or pieces of paper or sticky notes) with words or images to represent food, money, house and car. Each word or image should be on a separate piece of card or paper. Prepare enough of these so that each participant can get a set of 4. • Also prepare a set of cards (or pieces of paper or sticky notes) with images to represent a circle and a square. Each card (or piece of paper) should be either a square or a circle. Prepare enough of these so that each participant can get either a square or a circle.
Handouts	Handout 3.1: Forms of power

Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: What is power?	45
	Activity 2: Examining power and exploring power in practice	60
	Activity 3: A new planet	60
	Wrap up and take-home activity	15
	Total time	3 hours 30 mins
Key messages	<ul style="list-style-type: none"> • Each of us have power within to make changes in our lives. • When we are envisioning a better life for our family, we should acknowledge the power that we each have and use 'power with' when making decisions. • It's important that we all use our power positively and not use power over so that we can achieve our shared family vision. 	
Notes to facilitator	<ul style="list-style-type: none"> • Ideally this session would be facilitated with or by a partner women's right organisation, the programme response partner, or a similar organisation with expertise on talking about GBV and power with both men and women. • The discussion on power can be an emotive subject which requires careful and skilful handling. • It is important to centre and continually redirect the discussions on power to the household level to avoid participants focusing on political dimensions of power. • In handling backlash, which may emerge from the sessions, it is important to: <ul style="list-style-type: none"> – Acknowledge the emotions involved and steer the conversation back to the main objectives. – Openly acknowledge that power imbalances exist and discuss how they can affect the relationship and achievement of family visions. – Encourage both individuals to share their experiences and perspectives – but only if they feel safe to do so. – Ensure that both female and male voices are heard equally. – Emphasise that power is not a finite resource and just because we enable someone else's positive power, it does not have to take away from our own. – Help the couple or group reframe negative reactions as opportunities for growth and understanding. – Focus on the benefits of using positive forms of power especially when discussions on use of refusal of sex by women or use of force by men to acquire sex emerge as a form of power that either women or men use in the home. – Refer to the Toose journey and some of the lessons and skills they are yet to learn such as positive communication. 	

Opening session

Duration: 30 minutes

Method: Presentation

Purpose: Set expectations for the session

Materials: None

- Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- Ask participants to raise their hands or communicate in an alternative way they are comfortable with, if they were able to practice what we learnt in the previous session at home. Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- Ask couples to share if they continued to work on their vision at home. What worked well? Were there any challenges? What about their vision are they most excited about? Ask participants if they faced any challenges that they would they feel comfortable sharing, in relation to the activities we are doing together.
- Remind participants that if anyone finds the content challenging, they can take a break or ask the facilitator for some time away from the room. Equally, if anyone feels stressed, upset or needs to talk to someone they can speak to the facilitator privately or to a GBV response provider via the referral systems set up by the project. Remind people who to contact and how based on the programme's safeguarding and response set up).

Activity 1: What is power?

Duration: 45 minutes

Method: Individual reflection and group discussion

Purpose: To introduce the concept of power

Materials: Flipchart with the word power on and the 5 types of power (written on separate sheets), sticky notes, pens, **Handout 3.1** forms of power

- Ask participants "What is power?"
- Put up the flipchart with the circle in the middle and the word power (translated) written in the circle.
- Ask participants what the word "**power**" means to them, and consider the following questions:

- What comes to mind when you hear the word "power"?
- What does power look like to you?
- What images come into your mind?

- › Encourage the participants to draw images of what power means to them on a sticky note.
- › Invite participants to come and stick them on around the flipchart while explaining their thinking.
- › When everyone has placed their notes on the flipchart, thank participants for their contributions.
- › Ask and discuss: "Would you consider power as positive or negative? Why?"
- › Explain:

- Power can be considered as strength, ability, force, and control among others.
- Power is something that is always present in our lives.
- There are both positive and negative forms of power.

Understanding the expressions of power

- › We are now going to talk about the different forms of power and see which ones are positive and can help us to achieve our family visions and which forms are negative and can prevent us from reaching our goals.
- › Explain to the participants the four different forms of power using the definitions contained in the **Handout 3.1** Forms of power. Also distribute the Handout to participants at the end of the session.
- › Divide the participants into 4 groups – these can be single sex groups if more comfortable for the participants.
- › Give each group a flipchart with one form of power written on it.
- › Ask each group to either draw a picture that best depicts the form of power they have or prepare a 5-minute role-play of the form of power at household level.
- › Call everyone back to the group after 15 minutes to share their images or role-plays with the group.
- › Brainstorm with participants using the following questions:

- Which forms of power do you think are most important to practice in our daily lives and why?
- Which forms of power can help us to achieve our family visions? How?

- › Stick the forms of power flipcharts in different areas of the room.
- › Wrap up this activity by reading out the scenarios from the table below and asking participants to make their way over to the flipchart that they think best fits what is being described in the scenario. Discuss each scenario and the form of power before moving on to the next.

Scenario	Expression of power
A husband burns his wife's shoes because she did not ask him whether she could buy them.	Power over
A woman decides she will not let anyone abuse her.	Power within
A man organises his neighbours to form a watch group to prevent violence in his community.	Power to
A couple are married and decide to combine their incomes from the separate IGAs they have to raise enough money to send all their children to school.	Power with

➤ Summarise the activity with the following points:

- There are different kinds of power: power within oneself, power over someone, power with others and power to do something.
- Power can be positive or negative, depending on how we use it. Power over is always negative.
- Each of us have power within to make changes in our lives, sometimes only small changes to start with. Remember that every house that is built started with one small block. If we all use our power within us, by bringing one brick, together we can achieve our family visions.
- When positive power is shared (power with) it is increased for everyone.
- It is important to think about how we can use our power with, power to and power within to address the areas of our relationships and our lives, which stop us from achieving our goals.
- More generally, the Toose approach enables us to realise that we have power within to change thoughts, actions or behaviours that prevent us from building happy families and achieving our vision.

Activity 2: Examining power and exploring power in practice

Duration: 60 minutes

Method: Single sex group discussion

Purpose: To examine power in our lives and create an immediate experience of power for the participants.

Materials: Guided reflection points for reading aloud

➤ Explain to the participants that:

- "In previous activities, we have talked about power – the fact that we all have it and that it can be positive or negative depending on how we use it."
- "In this activity we are going to continue examining our own experiences of power – how others have used their power over us, as well as how we use our power with others. We are also going to talk about who has power in the household and community."

Group work

- › Divide the participants into male groups and female groups. Have the groups sit in circles a little distance from one another.
- › Start with explaining that:

- "At some point in our lives, we have all had an experience in which someone had power over us. In this exercise, you will be asked to remember an experience from your past in which someone had power over you. This may bring up memories of painful experiences. Please choose an experience that you are relatively comfortable with thinking about and potentially sharing with others in the group. Do not choose something that will cause you distress to remember or may be challenging for others to hear."

- › Ask participants to get comfortable and listen carefully to what you will read to them. Ask them to create pictures in their minds of their personal experiences as you read.
- › Read the following guided reflection points slowly and clearly so that participants have time to imagine.

- Think of a time when you were in a situation in which you felt you had no power. It could be a time when you were younger or an adolescent, or maybe you were an adult.
- Remember to choose an experience that you are safe to think about, not one that will cause very strong emotions.
- Maybe it was years ago, or maybe it happened quite recently.
- Try to think back to this time when you felt powerless and when someone else (or a group of people) such as a friend, a parent, a sibling, another community member, a boss, was using her or his power over you.
- Think about what the person was doing to use power over you. What happened? What was the situation?
- Try to picture yourself in that situation. Where were you? Try to imagine the person or people who were using their power over you.
- How did it feel to have someone use power over you? Try to remember your feelings specifically. What were your emotions? Did you feel angry, sad, ashamed, not able to react, something else?

- › Ask participants: "If you feel comfortable, please turn to your neighbour, and share this experience in which you felt a lack of power. Describe your experience briefly. Explain how it made you feel when someone had power over you."
- › After 5 minutes, ask participants to switch roles and have the other person talk about her or his experience.
- › If you are not comfortable sharing, you could sit quietly with your thoughts for a few moments, consider writing in your notebook to process the experience.
- › After another 5 minutes have passed, ask participants to turn back to the large group.

› Debrief the exercise by discussing the following:

- You have just remembered what it's like to have someone use her or his power over you. How did it make you feel to be in that situation?
- Think about your household. Are you using your power positively or negatively? Are you using power over others in the household? How do you think other members of the household feel when you use power over them?

› Thank participants for their open and honest sharing.

› Summarise the whole session with the following points:

- It is important for us each to continue to reflect about how we use our power with others, as well as reflect on our own past experiences of having power used over us.
- Using one's power over another person creates negative feelings, such as resentment, hopelessness, and anger. Using one's power over another person is abusive. It is a violation of that person's rights.

Activity 3: A new planet

Duration: 60 minutes

Method: Role play, group discussions

Purpose: To create an immediate experience of power for the participants.

Materials: Cards or pieces of paper/sticky notes with the words (or pictures representing) 'food', 'money', 'house', 'car'. An example is provided for you in the Annex below. Make sure you make enough cards so that each participant can get 1 of each of the 4 cards at the start of the game.

- › Introduce the activity by saying: "In this next exercise we will all become citizens of a new planet".
- › Explain that as the facilitator you will be telling everyone about this planet and some of the laws it has. Ask people to listen and follow your instructions as you introduce them to the new planet.
- › Continue by saying the following:

- "Welcome to all citizens of our new planet! You are a planet of healthy, happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. In the new planet we have three laws.
- **Law number one:** As citizens of this planet, you each have a right to four things: enough nutritious food for you and your family to eat, money, a house, and a car.

- › Show participants the cards that you already prepared with the different images or words on.
- › Proceed to give each of the participants cards representing the four things.
- › When everyone has received their cards, ask one or two volunteers to share how they are feeling now they have food, money, a house and car.
- › Explain to the participants that it is time to read the second law.

- **Law number two:** To all citizens of our new planet, the whole population of our planet will now be divided into two parts. Half of you will now become 'squares,' and the other half will become 'circles'.

- › Randomly give each of the participants the cards or pieces of paper you have prepared with the words or images to represent squares and circles.
- › When everyone has received their 4 'asset cards' (depicting food, house, car, money) and their square or circle card, read the final law.

- **Law number three:** To all citizens of our new planet, times have changed. We now officially declare that circles have more power than squares and own everything.

- › Ask all the circles to take the food cards from all the squares. Pause for a minute as the circles collect the food cards.
- › Once all the food cards have been collected, ask the circles to take the money cards from the squares. Pause for a minute as the circles collect the money cards.
- › When the circles have collected the money cards, ask them to collect the house cards from the squares. Pause for a minute as the circles collect the house cards.
- › After a minute, ask the circles to collect the car cards from the squares.
- › Now that the squares have nothing, explain it is time to hold a discussion.
- › Have the group sit in a large circle. Discuss the experience of living on the new planet using the following questions:

- How did you feel when you received your food, money, a house, and a car?
- How did you feel when you were divided into circles and squares?
- Ask the circles how it felt to have power over the squares?
- Ask the squares how it felt for them to be given less power? How did it feel being at risk of having your food, money, a house and a car taken away at any time? How did it affect your behaviour?

- › Draw comparisons between the new planet and life in our community, by asking participants:

- Does every person have a right to these same four things? Does everyone have the same level of access to these four things?

- Ask who usually has access to these things in our communities? *Probe to ask about women and men if "female and male" are not among the responses.*

- What happens when society gives one group more power than another? Is this common in our communities and homes?
- When society gives some people more power, is this fair?
- Who is usually given more power in our communities? Men or women? Ask the participants to support their answers.
- Do families sometimes reinforce these power imbalances? If so, how?
- Do some people use this power to take away or ignore the rights of others?
- How do imbalances of power between women and men limit women's lives in the world (Possible responses: their choices, movement in society, ability to make decisions about money, their say in community matters, having the ability to decide about their own body etc.)?"

- Explain: *"When there is an imbalance of power between a woman and a man, we say that the man is using his power over the woman. This power imbalance exists because community members are unaware, accept it or are just silent about it. For this situation to change, we need to begin that change in our own lives, our own families and our own relationships."*
- Explain that in this room we all respect each other's rights, and no one has more or less rights than everyone else.
- Take back all the new planet cards and thank everyone for all their contributions.

Wrap up and take-home activity

Duration: 15 minutes

Method: Presentation

Purpose: To close session

Materials: None

- Thank the participants for participating in the session, sharing their ideas and experiences.
- Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?
- Are you looking forward to our future meetings?

➤ Close the session by highlighting key messages from the session.

- Each of us have power within to us make changes in our lives and to choose to use our power in a positive way, by combining it with others, using it for good, and remembering not to exercise power over others.
- When we are envisioning a better life for our family, we should acknowledge the power that we each have and use 'power with' to bring others into our decision-making.
- We all have power within us that we can use to help us achieve our visions. And we can use other forms of power to manage tensions and conflict in our relationships and families and to achieve our visions for family wellbeing.
- It's important that we all use our power positively and not use power over so that we can achieve our shared family vision.

- Explain to participants that, in between each session, it is important to practice learning at home.
- This can be done in a fun way, usually by involving others at home. For example, this week they could observe others in their family and community and see if they can spot instances of people using their power positively, or they themselves could try and use more of their power within, power with and power to and limit using any power over.
- Remind the group to share what they have learnt with others in their families and communities.
- Explain that it is very important to continue these discussions and practicing these ideas back home, as this will help their understanding and help with preparing for the next session.

Different Forms of Power



Power over means the power that one person or group uses to control another person or group.

This control might come from direct physical violence or from using our power to control and manipulate others including their behaviour, movement, finances. It can also be indirect and come from community beliefs and practices.



Power within is the strength that arises from inside us when we recognize the equal ability within all of us to positively influence our own lives and communities.

It refers to a person's sense of self-worth and self-knowledge, and capacity. By discovering the positive power within us, we are compelled to address the negative uses of power that create injustices in our communities. For example, by enrolling in an ISAL group and deciding to participate in Toose sessions, you used the power you have within yourself to improve the wellbeing of your family.



Power to refers to the ability to make things happen or achieve goals.

It is when individuals work to ensure that all community members enjoy the full spectrum of human rights and can achieve their full potential. Defining a vision for our family and elaborating a plan to achieve it, is an example of how we can use our "power to". We will also define other actions that you could take together to harness your collective power to change things in your community.



Power refers to the power that comes from working together with others.

It is built on respect, mutual support, shared power, solidarity, influence, empowerment, and collaborative decision-making. Power with is linked to social power. It means the power felt when two or more people come together to do something that they could not do alone. Power with includes joining our power with individuals as well as groups to achieve our vision as well as respond to injustice with positive energy and support.

Session 4: Positive time and communication in our relationships

Overview: The session focuses on some of the important skills that are needed to enable families to achieve their visions. It covers activities that explore how men and women communicate and relate with each other. Most importantly, the session highlights communication as a form of power that should be used positively. It highlights that having healthy relationships involves effective communication, listening, and spending positive time together. These skills are also vital in achieving our family visions.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of effective communication and listening skills in achieving our visions and building positive family relationships. • Understand the importance of spending positive time as a family. 	
Duration	3 hours	
Materials	Flipcharts, Markers, Pens, Stickers and Toose notebooks.	
Preparation	<ul style="list-style-type: none"> • Review and familiarise with session content and materials, including the session plan. • Prepare a flipchart with the word CARE as shown below: <ul style="list-style-type: none"> – Communicate: Open communication is key in a dispute. – Actively listening: This helps the other person feel heard and encouraged to share their thoughts, feelings and experiences. – Review Options: Frame the discussion as a chance to talk over the options, looking for solutions that benefit everyone. This is what we have done when we developed our vision. – End with a win-win solution: This is also what we have done when doing our vision journey. 	
Handouts	Handout 4.1: Communication and listening skills	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	15
	Activity 1: Communication is power	60
	Activity 2: Listening to each other	30
	Activity 3: Body language	15
	Activity 4: Communicating for a healthy relationship	30
	Activity 5: Sharing positive time	15
	Wrap up and take-home task	15
	Total time	3 hours

Key messages	<ul style="list-style-type: none"> • Good communication is about how we speak to others and how we listen when others speak. • Good communication strengthens trust, mutual respect, enables visioning, and planning together as a family. • Communicating our feelings to our partner or family members makes it possible to resolve conflict without using violence. • Talking and listening to our partners strengthens our relationships and families. • Healthy and happy families have respectful communication, mutual understanding, respect, and care. • Sharing positive time strengthens our relationships and creates a healthy relationship by sharing good times together. • Sharing positive time brings couples together, increases desire and avoids looking for another person to have that positive time with e.g. cheating.
Notes to facilitator	<ul style="list-style-type: none"> • This session seeks to build communication and listening skills between couples and families. • Highlight that these skills take practice, but the more participants actively try to use communication and listening skills the more natural it will feel, and the less arguments will occur. • It discusses positive ways of communicating to resolve conflict – as communication is power. It looks at ways that communication can be our 'power within' and 'power with.' • It is important to avoid misinterpretation of the messages during this session. In particular, the message of this session is not that women should avoid saying how they feel or give their husbands what they want to avoid an argument. Open communication does not mean suppressing one's own essential needs to avoid conflict. As a facilitator it is important to ensure you check with couples that they understand the correct message from this session. • When conducting "Activity 2 on Listening Skills" if you have any participants with hearing or visual impairments, you will need to adapt the signal you give to inform participants when to start and stop speaking/listening. • When conducting "Activity 3 on Body Language" it is important to check with participants with disabilities whether there are likely to be any barriers to them communicating with their bodies or faces and how they can be best supported to participate in this exercise. • Facilitators should be aware that people with disabilities may experience communications barriers that society puts in the way and facilitators need to understand this could make it harder for them to resolve conflict through communication when emphasising the importance of resolving conflict through communication.

Opening session

Duration: 15 minutes

Method: Presentation

Purpose: To introduce the session

Materials: None

- › Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- › Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask participants to raise their hand or communicate in an alternative way if they were able to practice what we learnt in the previous session at home. Did they practice using other forms of power or observe how power was used by others in their family and community?
- › Ask them what worked well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- › Ask participants if they faced any challenges that they would they feel comfortable sharing, in relation to the activities we are doing together?

Activity 1: Communication is power

Duration: 60 minutes

Method: Small group discussion and role playing

Purpose: To practice positive communication skills for non-violent conflict resolution

Materials: None

- › Remind the participants of the last session where they reflected on their experience with power and how they use it in their relationships and family. Including how people used words and communication to have power over, and how people used communication to have power with by supporting friends or family members.
- › Explain that the purpose of today is to talk about ways that we can use our power within and power with to resolve issues without it leading to a disagreement or conflict between couples or in the family, including discussing positive ways of communicating to resolve conflict.
- › Highlight that we will now look at ways that communication can be our power within and how good communication can help couples find their power with.
- › Start by asking the group if they remember what was discussed last week about power within? Allow a few people to share and then communicate that power within is “the strength that arises from inside us when we recognize the equal ability within all of us to positively influence our own lives and communities.” It can be used in our relationships with our spouses, but also with friends, family members, and others. A key way of using our power within is through how we communicate with those around us.
- › Remind individuals of their vision and ask people to reflect on what effect conflict in the family and between couples might have or does have on their ability to achieve their vision. Allow a few minutes for self-reflection.

Group work

➤ Divide participants into two single sex groups and ask them to answer the following questions:

- Why is communication in a relationship important? What are some of the ways that both women and men commonly communicate when they are upset? What about when they are happy?
- How can we use communication with each other in a mutually respectful way in order to resolve conflict?
- Remind participants that conflict is not bad, but it is important that we can both be heard and hear the views of others in order to resolve a conflict.
- Ask the group some of the ways we can communicate more positively to find a resolution?

➤ After 20 minutes, ask everyone to come back to the circle. Ask a representative from the group to show the flipchart showing the various communication styles prepared in the single sex groups and ask volunteers to explain the drawings.

➤ Ask the participants why they think there are differences between the women and men's groups (if there is). Also ask what does this show us about some of the ways that women and men could communicate differently?

➤ Why could different communication styles have an impact on how conflicts are resolved?

➤ Explain to the participants that:

- We are doing this activity so that we can see how we perceive each other's communication styles and think about ways to better communicate with one another.
- Each of us have different ways to communicate our feelings, and it is important to try and reach a common understanding of the other person's point of view.
- When it comes to communication, we want to make sure we make space to listen to each other's point of view in a respectful way and take a break if the conflict is escalating.
- Listening and trying to understand each other's point of view can help us communicate with our partners when we are angry, or we have a conflict. It can also help us have better and more conversations when we are happy as well.
- Trying to understand a situation from another person's point of view is called empathy. Empathy is something we all have within us, it can just take a bit of practice to truly use it.
- To do this, we need to listen to the other person without judgement to truly understand their perspective
- We also need to express our own feelings in a calm way and constructive way that allows the other person to see the situation through our eyes too. This does not mean avoiding saying or doing things that are important to us but trying to say these in a way that is calm and clear.
- Not communicating our feelings and opinions does not solve a conflict, but risks worsening misunderstandings and building up of resentment.
- However, there are times when it is not possible to have a constructive conversation. For example, if one or both persons are drunk or experiencing a very strong emotion such as sadness, anger or frustration which means they are not able to communicate their feelings properly. Ask the group what they think is the best response in this situation?
- Emphasise that if a discussion is becoming heated or the conflict is escalating, both partners need to take a step back and come back to the discussion another time.

- › Summarise by saying that if one person is experiencing a strong emotion or is drunk then it is not the best time to start a conversation and if we start a conversation but it is escalating into an argument, it is better to take a break and cool down. However, when everyone is feeling calmer or are sober, then it is important to try and talk things through. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting. Emphasise that conflict is not avoided by not communicating or suppressing one's needs, but by communicating clearly and respectfully. The goal is to maintain open communication within respectful boundaries so that everyone's needs and voices are heard and respected.

Activity 2: Listening to each other

Duration: 15 minutes

Method: Pair work

Purpose: To practice listening skills as part of effective communication

Materials: Listening tips ([Handout 4.1](#))

- › Explain to the participants that we are going to do a quick fun exercise to help us think a bit deeper about what it means to listen well.
- › Divide participants into pairs.
- › Ask everyone to first think of an important event in their lives and to share it with their peer.
- › Request for the listener to concentrate hard, encourage the story, and show interest in what is being said.
- › Explain that after a few minutes you will clap your hands or make a visible hand gesture, and the person listening should stop listening in a visible way (by looking or walking away or yawning), while the speaker continues talking.
- › Explain that the speaker will only stop talking when you clap your hands or make a visible hand gesture a second time.
- › Start the exercise and after a few minutes when people seem engaged, signal to the listener that he/she should stop listening.
- › After another minute, signal to the speaker to stop talking.
- › Ask the speaker and listener to change roles.
- › Repeat the exercise so that each participant has a chance to speak and to listen.
- › Call the group to come back together.
- › Ask participants the following questions:

- How did they show through their body language that they were interested and listening in the first phase?
- How did they show through their body language that they were no longer listening in the second phase?
- How did they feel when they were talking and being listened to?
- How did they feel when the listener was not paying attention?
- Did they manage to continue with their story?
- Ask participants what we can learn from this exercise for our group meetings?
- What other ways can we communicate with one another apart from using spoken language?

- If someone mentions body language, explain that if we are aware of it, we can often change it to communicate in a different way and we will be practicing that in the next activity.
- Conclude by saying that for families to create strong visions that everyone contributes to involves listening deeply to each other.
- Pass out the **Handout 4.1** for everyone to read more about listening.



Facilitator note

If you have any participants with hearing or visual impairments, you will need to adapt the signal you give to inform participants when to start and stop speaking/listening.

Activity 3: Body language

Duration: 15 minutes

Method: Role playing

Purpose: To help participants understand the role body language plays in communication

Materials: None

- Ask the participants to demonstrate through role play how body language can help onlookers understand what is happening, without hearing any words. Ask the participants what kinds of emotions we can communicate with our bodies and make a list on the flipchart. These may include love, happiness, sadness, anger, submission, strength, weakness and so on.
- Ask participants to split into pairs. Each pair should agree on an emotion to communicate with one another. Without saying anything out loud, they should show their emotion using only their bodies and faces, and no words. Remind them they still need to keep a distance and not touch each other.
- Give the pairs two minutes to work on their performance and then ask everyone to return to the circle. Each pair then performs their scene to the others. For each performance, ask members of the audience to decipher what is going on. What emotion is each pair trying to convey?
- Now, ask the pairs if the audience was right. If the audience did not guess the emotion, try again or reveal your emotion to the group and ask how else they might have expressed it.
- Finish by asking participants to think about the ways in which they can use their bodies to communicate with one another over the next few days and weeks. Encourage them to think how they might use their bodies differently in different contexts to convey different messages.
- **Wrap up by saying:** People communicate and listen as much with their bodies as they do with their words. Explain how some body language can appear very powerful and aggressive, some friendly and warm, and some weak and submissive. It is important to be aware of what your body language is expressing when you are communicating with someone and that both individuals in a couple are equally responsible for trying to express yourself clearly and to understand each other.

Activity 4: Communicating for a healthy relationship

Duration: 30 minutes

Method: Group work

Purpose: To learn more about and practice healthy relationships

Materials: [Handout 4.1](#)

- › Begin by highlighting that good communication is at the heart of all positive and healthy relationships, whether that is with friends, colleagues, children, family or our partner. For example, if we need to make a decision, express how we are feeling, ask someone to help us, or achieve our vision – we need to be able to communicate well.
- › Explain that communication is also key to resolving conflict and when we communicate well, we can often stop a conflict before it starts or resolve it without resorting to violence/before it escalates.
- › Let everyone know that they will now spend some time in small groups discussing what positive or good communicating looks like in relationships (explain again that this could be a relationship with our spouse or partner, but it can also be applied to other relationships).
- › Divide participants into 4 single sex groups.
- › Give the groups 5 minutes to come up with a list of dos and don'ts for communicating in a relationship.
- › Once the 5 minutes is up, allow some time for the groups to share their dos and don'ts and then go through the table in [Handout 4.1](#) adding any examples that have not been covered already by the groups.
- › Give the Handout to everyone after the exercise and allow a few minutes for questions.

If there is time: *the groups can practice using the communication tips by practicing in small groups having positive discussions on the following. It may be better to do this in single sex groups rather than mixing men and women or couples. Encourage the participants to use the phrases and other tips mentioned in the Handout. If there is not time, or there are concerns about the sensitivity of practicing these difficult conversations in the room, this exercise can be deleted:*

- A discussion about what to spend money on (one person wants to save for a new roof, the other person wants to spend more on everyday items).
- A discussion about alcohol intake (one person wants to go out drinking, the other person thinks they are drinking too much).
- A discussion about how to spend free time (one person wants to spend time with some new friends, the other person wants to spend time with their family).
- A discussion about a family member or friend who is interfering (one person feels the family member or friend is interfering too much, the other person disagrees).

› Summarise the activity by saying:

- Communicating our feelings to another person is an important part of day-to-day life and building healthy relationships. It is also key to resolving conflict.
- However, when the tension is too high, it is better to take a walk or give some space and then come back and have a conversation when the tension is gone.
- Not saying how we feel and not communicating that to others we are in relationships can result in tensions building. It is better to find a good way and good moment to talk about your feelings and needs. (Here you can refer to the tips in the Handout again, especially around using I statements and listening actively.)

› Explain that a good way to remember how to avoid conflict is to remember the word CARE:

- **Communicate:** Communicate how you are feeling in a calm and respectful way.
- **Actively Listening:** Listen to the other person's perspective and try to understand where they are coming from, even if you don't agree. Make eye contact and show you are listening. This helps the other person feel heard and encouraged to share.
- **Review Options:** Remember the discussion is not about one person having power over the other, it is a chance to talk over the options, have all views heard and look for solutions that benefit everyone.
- **End with a Win-Win Solution:** This means find a compromise or a way forward that everyone is happy with. This is what we have done when doing our vision journey.

Activity 5: Sharing positive time

Duration: 30 minutes

Method: Group discussion

Purpose: To support couples and families to prioritise time for each other, strengthen communication and have fun together

Materials: None

- › Explain to the group that we know we are going to reflect on the positive times in our relationships as a couple and think through how we can strengthen our skills in creating or maintaining a healthy relationship by sharing positive time together.
- › Ask each participant to sit next to their partner.
- › Give people time to move seats. Once they are sat next to their partners, explain that sharing "positive time" with your partner or relative is fundamental to good communication and a healthy relationship.
- › Ask participants what they think we mean by the term "positive time." Listen to answers from 3 or 4 participants.

› Summarise that 'positive time' is any time that a couple shares together or family members share together outside of the day-to-day stresses, ideally one-on-one, for the purpose of enjoyment and strengthening their relationship. Positive time does not have to be an event or occasion and does not require any money or other resources. That alone can put extra pressure on the relationship and lead to conflict if the man or the woman did not arrange something special for a night out! (Make this light-hearted – joking). It should be simple to do, free, and enjoyable for both people in the relationship.

› Ask participants whether they share positive time with their partners.

- For those that say yes – ask what are examples?
- For those that say no – ask why that is (possible reasons, too busy, no time).

› Explain that "we often skip positive time with our partners because we are busy with so many responsibilities. However, if we want to create a strong family, then creating positive time with our partner is one of our most important shared responsibilities. It is both partners equal responsibility to prioritize positive time with one another." Go through the below ways that couples can begin to plan their time together:

- Put aside 10-20 minutes a few times a week just for you and your partner.
- Start with a time that's easy to commit to, such as just before bed or after a meal.
- Try to find a time when there are not a lot of other people or children around.
- Make a list of things that you both enjoy doing. Identify those that do not cost anything and would be easy to do each week.
- Start by scheduling positive time at least 1 time per week. Eventually you can increase the number of days.
- Use the time to say nice things about your partner and how you feel about them.

› Ask couples to now discuss in their pairs how they can create regular positive time together. Suggest that they try to identify at least two ways that they could spend positive time together. Remind couples that it should be something that will be enjoyable for both partners and easy to commit to.

› Give couples 5 mins to do this. Highlight that they will not be asked to share it back with the group.

› Close by saying that "sharing positive time brings couples closer, increases desire and supports a happy healthy relationship."

Wrap up and take-home task

Duration: 15 minutes

Method: Group discussion

Purpose: To close the session and share the take-home task

Materials: None

- › Thank the participants for participating in the session, sharing their ideas and experiences.
- › Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?
- Are you looking forward to our future meetings?

- › Close the activity by highlighting the key messages from the session:

- Good communication is about how we speak to others and how we listen when others speak.
- Communicating our feelings to our partner or family members makes it possible to resolve conflict without using violence.
- Talking and listening to our partners strengthens our relationships and families and helps achieve our visions.
- Healthy, happy families have respectful and uplifting communication, mutual understanding, respect, and care.
- Sharing positive time strengthens our relationships and creates a healthy relationship by sharing good times together.
- Together good communication and sharing positive time are key to build trusting and mutual respect and reaching our shared vision as a family.

- › Explain to the participants that they should continue to practice what they have learnt from this session and share what they have learnt with others in their family and community.
- › Ask the participants to spend 30 minutes of positive time together as a couple this week doing something they both enjoy or something they identified in the discussion earlier.
- › Explain that it is very important to take these things back home as this will help their understanding by practicing and preparing for the next session.

Handout 4.1: Some listening techniques

Types	Purpose	Possible responses
1. Clarifying	<ol style="list-style-type: none"> To get at additional facts. To help your partner explore all sides of a problem. 	<ol style="list-style-type: none"> Can you clarify this? Do you mean this? Is this the problem as you see it?
2. Restatement	<ol style="list-style-type: none"> To check our meaning and interpretation with our partner. To show you are listening and that you understand what our partner has said. 	<ol style="list-style-type: none"> As I understand it, your plan is ... Is this what you have planned to do and the reasons are ...
3. Neutral	<ol style="list-style-type: none"> To convey that you are interested and listening. To encourage our partner to continue talking. 	<ol style="list-style-type: none"> I see I understand That is a good point
4. Reflective	<ol style="list-style-type: none"> To show that you understand how our partner feels about what they are saying. To help the person to evaluate and temper his or her own feelings as expressed by someone else. 	<ol style="list-style-type: none"> You feel that ... It was shocking as you saw it... You felt you did not get a fair response from me.
5. Summarising	<ol style="list-style-type: none"> To bring all the discussions into focus in terms of a summary. To serve as a springboard in discussion of new aspects of the problem. 	<ol style="list-style-type: none"> These are the key ideas you have expressed ... If I understand how you feel about the situation ...

- These techniques can help us to build and nurture healthy, happy relationships for the achievement of our shared vision. Respect and healthy communication in a relationship is vital for both partners to feel happy and secure. To achieve this is a shared responsibility and both partners should commit to communicating well and maintaining mutual respect in the relationship.

Handout 4.2: Communicating and listening for a healthy a relationship

- › Communicating as well as listening is an art, a skill and a discipline. As in the case of other skills, they need practice, awareness and self-control.
- › Listening is based on hearing and understanding what our partner says to us.
- › Hearing becomes listening only when we pay attention to what is said and follow it very closely.
- › Communication is the equal responsibility of both people in the relationship.

Objectives of communicating and listening in a relationship

The objectives when we communicate and listen to people, especially our partners, are both basic and simple.

1. We want our partner to communicate freely and frankly.
2. We want our partner to cover matters and problems that are important to them.
3. We want our partner to share as much information as they can.

The goal of communicating is **understanding**, not winning against the other person. By finding a solution that suits both of you, you win together.

Some **do's** and **don'ts** of communicating to our partner.

Do	Don't
Use "I" statements – Say "I feel..." instead of "You always..." to avoid sounding accusatory.	Blame or accuse – Saying "You never listen" makes them defensive. Try "I feel unheard when I talk about my day" instead.
Be clear and direct – Say exactly what you need or feel instead of expecting your partner to guess.	Expect them to read your mind – If you need something, say it instead of assuming they should just know.
Stay calm and respectful – Tone matters. Speak with kindness, even when addressing tough topics.	Bury your feelings – Address issues early instead of letting them build up into resentment.
Choose the right time – Avoid bringing up serious topics when your partner is stressed, tired, or distracted.	Be passive-aggressive – Sarcasm or indirect comments won't help. Be upfront.
Express needs, not just complaints – If you can, try to offer a solution.	Use absolutes ("Always"/"Never") – They often aren't true and can escalate conflict.
Acknowledge their perspective – Show you understand their side too (e.g., "I get that you've been busy, but I miss spending time with you").	Bring up past fights – Stick to the current issue instead of rehashing old wounds.
Be honest but considerate – Share your feelings truthfully without being harsh.	Threaten or give ultimatums – Statements like "If you don't change, I'm leaving" create fear, not healthy communication.

Do	Don't
Pay full attention: Focus on what they're saying, put away distractions, and maintain eye contact.	Interrupt or talk Over them – Let them finish before jumping in.
Use Active listening – Nod, make eye contact, and say things like "I understand" or "That makes sense" to show engagement.	Get defensive – If they're expressing a concern, don't immediately argue or justify your actions.
Validate their feelings – Even if you don't agree, acknowledge their emotions (e.g. "I see why you'd feel that way").	Minimize their feelings – Don't dismiss their feelings by saying things like "You're overreacting" or "It's not a big deal".
Ask clarifying questions – If something isn't clear, ask, "What do you mean by that?" instead of assuming.	Judge or criticise – Avoid making assumptions or negative judgments about their thoughts and feelings.
Summarize key points – Briefly recap what you've heard to ensure understanding ("So you're feeling frustrated because...").	Tune out or pretend to listen – They'll notice if you're distracted or not really paying attention.
Be patient – Let them finish speaking before responding.	Give unsolicited advice – Sometimes, they just want to be heard, not "fixed." Ask, "Do you want advice or just to vent?"
Stay open-minded – Be willing to see things from their perspective.	Use sarcasm or mockery – This can make them feel unheard or ridiculed.
Show empathy – Try to feel what they're feeling and respond with care.	

- › We need to actively practice these skills of listening and communicating with each other. This will help us to spend positive quality time with our partners where we feel heard and supported.

Session 5: Achieving our visions for a happy life

Overview: The session aims to help participants to visualise the social and economic changes they want and need in their own lives and families to achieve their visions. The session will help participants break down the family visions that they came up with in Session 2 into achievable actions and milestones.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand how to take the first steps towards achieving their family visions using the vision journey tool. • Further develop their vision journeys to include key activities, potential opportunities and barriers and milestones towards achieving their family visions. • Link healthy communication activities and learning from the last sessions to achieving family visions. 	
Duration	3 hours	
Materials	Flipcharts, Markers, Pens, Stickers	
Preparation	<ul style="list-style-type: none"> • Review and familiarise yourself with the session content and materials, including the session plan. • Print copies of Handouts of the Vision Journey Tool for all participants. • Prepare flipcharts with the vision journey example (buying a house) or your own vision to explain the milestones and steps process. 	
Handouts	Handout 5.1: Vision Journey Tool	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: How to achieve our visions	120
	Closing the session	30
	Take-home activity	10
	Total time	3 hours
Key messages	<ul style="list-style-type: none"> • This is the first version of our vision journey, and it will change with time. • We are producing a plan that will help us work towards our visions for the future of our families. • We have identified the activities and the milestones to reach our desired destinations. • We have also identified challenges that can be a barrier to us achieving our visions and opportunities that will help us along the way. These include both economic and social challenges and opportunities. • At the heart of our success in achieving our vision is how we relate to each other and work together as a couple and a family. We will only achieve our visions for a happy, healthy life if we have a strong family where everyone supports each other. 	

Notes to facilitator	<ul style="list-style-type: none"> • This session builds on from Session 2 on Visioning. • Explain the objectives of this session linking it with Session 2. • As the facilitator, ensure both individuals in a couple equally contribute and work on the vision journey together in the session. • Explain that it is the couple's joint responsibility to work towards their vision and it will only materialise if it reflects both partners wishes and dreams and both partners contribute to it equally. • Encourage participants to use the skills gained in previous sessions such as positive communication and balancing power to help them on their journeys. • Guide participants to select one vision element to work on e.g. building a house. • It is important to walk through all the steps of developing the vision journey first before couples try it themselves. • While participants are drawing, check on their progress, ask guiding questions, help them to understand their present situation as clearly and completely as possible. • Encourage participants to explore and capture several opportunities since having more opportunities leads to a more successful journey. • Only bring examples in when necessary but try to get participants to think for themselves. • Some couples may ask not to show or discuss their drawings with the others because they don't feel comfortable sharing. In these situations, show sensitivity and care and do not force anyone to do anything they don't want to do. It is important however that, as the facilitator, you can view and comment on their vision journey.
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Opening session

Duration: 30 minutes

Method: Presentation

Purpose: To open the session

Materials: None

- Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- Ask participants to raise their hands or communicate in an alternative way if they were able to practice what we learnt in the previous session at home. Did any couples try and spend positive time together? What did they do and how did that go?
- Ask them what worked well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- Ask participants if they faced any challenges that they would they feel comfortable sharing, in relation to the activities we are doing together?

Activity 1: How to achieve our visions

Duration: 120 minutes (2 hours)

Method: Working in pairs and group work

Purpose: To enable participants to plan the changes they want to see in the household to support the achievement of their vision which includes activities, opportunities, and barriers to achieving their journey, at family-level, and how to address them.

Step 1: 90 minutes

- Explain to participants that today we are going to think about the steps that we will take to achieve our family vision that we developed in Session 2 using the Vision Journey Tool. To do this we will:

- Explore how we can improve our family relationships to achieve our visions.
- Identify activities that we will take on our journey to achieve our visions.
- Discuss opportunities and barriers that may influence how and when we achieve our visions.
- Look at how our family relationships can facilitate or hinder how we achieve our visions.

- Explain to the participants that we are going to revisit the drawing representing our family visions we developed in Session 2.

Group work

- Ask one of the participants to volunteer to help with this exercise.
- Thank the volunteer and ask them to draw on the flipchart, following the instructions that you will give them.
- Ask the remaining participants to watch and listen for now, explaining they will have time to copy the drawing in their notebook and have a go in their couples at following the process shared by the facilitator and the volunteer.
- Ask the volunteer to draw an image of the sun on the top right-hand corner of the flipchart.
- Remind the group what the symbol of the sun represents in their lives from Session 2:

- “We said our visions are like the sun. Comparing our dreams with the sun means that a dream is like the sun; it stands high above us, enlightening our lives and giving us strength and warmth.”

- Now ask the volunteer to:

- Draw something from the vision they developed in Session 2 inside the sun e.g. purchasing a bull.
- Draw a second large circle at the bottom left-hand corner of the flipchart. This represents the present situation.
- In the bottom circle draw our current situation e.g. if our vision is to purchase a bull, what do we have at present?
- Now draw two straight lines to link both circles (see the session Handout for an example). This represents our road from the present (bottom) to the future (top). The road is straight and upwards, because this is how we hope we will reach up to our vision.

- Tell participants that we now want to think about the opportunities that will help us to reach our vision.
- Ask participants the following questions:
 - What economic opportunities are available to assist us in achieving our visions (e.g. money obtained through the TISAL groups, work, or IGA opportunities...)?
 - What kind of relationships in the home can contribute to the achievement of our vision (e.g. good communication, working together)?
- Ask the volunteer and participants to draw the opportunities on top of the road. It is important to capture these so we can try to take advantage of the opportunities. Explain that we put them on top as these are things that can pull us up and encourage us to keep going.
- Next, ask the participants to think about the things that might prevent us from achieving our vision. Encourage the participants to think of both economic and social challenges but paying particular focus on the social barriers for example lack of communication between couples, alcohol abuse or spending money on alcohol, violence in the home etc.
- Explain to the participants that:
 - It is important to foresee these challenges so we can try to plan how to avoid them, where possible.
 - We want to identify challenges or barriers that we can solve during the lifespan of the programme and that are within the limits of what we can change. Provide an example that cannot be addressed by the participants within the lifespan of the programme/within what they can change e.g. drought.
 - We should identify both social and economic challenges e.g. lack of money, lack of good communication, violence in the home.
- Ask the volunteer to draw the challenges under the road because these are the things that can hinder your progress.
- Explain to the participants that:
 - Every journey starts with small steps. A vision is a long-term dream.
 - Tell them that now, they need to plan how to begin their journeys to achieving their family visions drawing from the opportunities and addressing their challenges.
- Ask the volunteer to draw a circle halfway between the vision and the current situation and fill in how far we think we can get towards the vision in one year.
- Then put three or four circles at key points where you expect to have something to show as measurable milestones along the road.

- Explain to the participants that milestones are key points along the journey that are necessary to reach our final vision. Read out the following:

- For example, when building a house, our first milestone would be to find land to build on and develop a building plan.
- The second milestone would perhaps be to find a pay a builder, and purchase building materials among others.
- The third and final milestone would be to actually start the building work.

- Ask the volunteer to leave space in between the circles where we will put the actions that we will start identifying now and we will add some later as we progress.
- Now we are ready to fill in our milestones – if couples are unsure ask them to focus particularly on the first step.
- Between each milestone we put in the actions needed to move from one to the next, for example between the first and the second milestone under the vision of building a house it might be that we would need to complete the building plan, save additional money to pay the builder, locate the best places to purchase materials and get recommendations for builders etc – revising the milestones if necessary.
- We will then track your progress over time, and adjust our drawing as needed to get as far as we can towards our vision.
- Explain why you have asked them to separate out the milestone targets from the actions needed to attain them. This is because it is the actions that people can control, not necessarily whether they fulfil the targets. They will need to continually assess which actions are successful and which are not and maybe revise their actions (or their milestones) accordingly.

Step 2: 30 minutes

Working together in couples:

- Split participants into couples and provide each of them with a flipchart.
- Give each of the couples time to develop their vision journey using the different steps outlined above.
- Once the couples have finished their first drafts of the vision journey, invite volunteers to share what they did, highlighting any challenges they might have had when developing the journey and/or any questions they have. Remind couples that it is ok if they didn't get to thinking about all their actions and milestones, achieving a vision takes time and practice, what is important is that they have agreed on the first steps they will take.
- Listen and provide additional guidance where needed, to ensure that the participants understand the steps and usefulness of this process.
- In conclusion, explain to the participants that the vision journey serves as a compass during the Toose journey and beyond. It does not have to remain fixed and will likely change as they begin their journey. However, it will help them measure progress towards their vision and make changes along the way, as necessary.

Wrap up and take-home task

Duration: 15 minutes

Method: Presentation

Purpose: To close the session and share the take-home task

Materials: None

- › Thank the participants for participating in the session, sharing their ideas and experiences.
- › Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?
- What are you most looking forward to about starting your vision journey?

- › Drawing from the discussion made throughout the session by the participants, summarise the key points of the day, highlighting that:

- We have produced a plan that will help us work towards our visions for the future of our families.
- We have identified the activities and the milestones to reach our desired destinations.
- We have also identified challenges that can be a barrier to us achieving our visions and the opportunities that will help us along the way. These include both economic and social challenges and opportunities.
- At the heart of our success in achieving our vision is how we relate to each other and work together as a couple and a family. We will only achieve our visions for a happy life if we have a strong and happy family.

- › Explain to the participants that they should continue to work on their vision journeys at home with their families, including children and other family members. Everyone at home should contribute to refining the vision journey for the family.
- › Stress that it is very important to take things back home, as this will help participant's understanding by practicing and preparing for the next session.
- › Remind participants to share with their friends and family what they learnt from this week's session.

Vision Journey



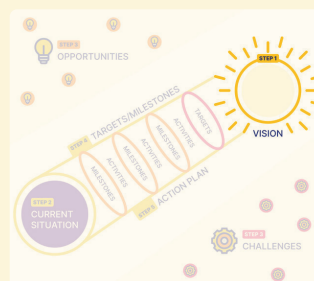
Why a Family Vision Journey?

- Toose is about bringing the whole family to vision and plan together
- Visioning and planning together as a family creates safer, healthier, and happier families.
- Both partners should be equally involved in creating the family vision
- When families vision and plan together, the family prospers.
- Happy and healthy families are families that work towards one vision.
- Planning and visioning involves making decisions together about things that affect your household like finances, income generating projects, purchasing of household assets, children's education, etc.

Steps to Developing a Family Vision

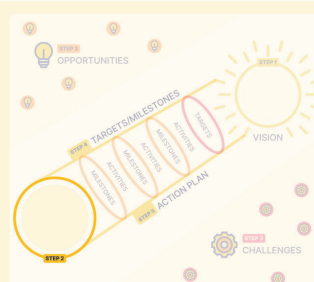
STEP 1

- Draw an image of a sun on the top right-hand corner of the flipchart.
- Draw something your family vision inside the sun e.g., purchasing a bull.



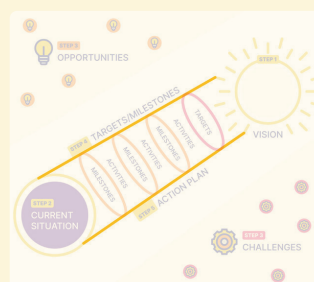
STEP 2

- Draw a second large circle at the bottom left-hand corner this represents the present situation.
- In the bottom circle draw your current situation e.g., if your vision is to purchase a bull, what do you have at present?



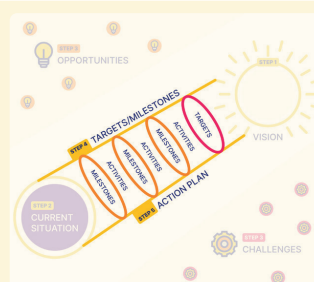
STEP 3

- Draw two straight lines to link both circles. This represents your journey from the present (bottom) to the future (top).



STEP 4

- Draw a circle halfway between the vision and the current situation and fill in how far you think you can get towards the vision in one year.
- Put three or four circles at key points where you expect to have something to show as measurable milestones along the road.
- Put actions between the circles that you can take to move from one milestone to the next



Session 6: Addressing barriers to achieving our visions

Overview: This session supports participants by strengthening their capacity and skills to identify and analyse barriers to achieving their vision, framing these as challenges which can be overcome. It also helps participants to come up with solutions as they envision and plan a better and happier life for their families.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Learn how to identify and analyse different barriers, find solutions to resolve them and plan relevant actions. • Understand the importance of looking at challenges as things that can be overcome in achieving their family vision. 	
Duration	2 hours	
Materials	Flipcharts, Markers, Pens, Stickers	
Preparation	<ul style="list-style-type: none"> • Review and familiarise with session content and materials, including the session plan. • Print copies of Handouts of the Challenge Action Tree for all participants. 	
Handouts	Handout 6.1: Challenge Action Tree Tool	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: Developing the Challenge Action Tree	100
	Wrap up and take-home Activity	30
	Total time	2 hours
Key messages	<ul style="list-style-type: none"> • The Challenge Action Tree helps us to unpack the challenges that we have identified so that we come up with realistic solutions. • These challenges could be challenges related to how we work together as couples and families towards our vision. • Challenge Action Trees help us to analyse the reasons underpinning each challenge and find solutions which can help with the achievement of our visions. • In our day to day lives, there are problems and challenges, but we need to identify, analyse and discuss these so that we can overcome them. For every challenge that we identify, we can use the Challenge Action Tree to help us identify the root causes of the challenge and ways to address it. 	

Notes to facilitator	<ul style="list-style-type: none"> • The Challenge Action Tree is a tool that provides a good way for identifying, analysing, and addressing complex challenges and achieving set visions. • Participants will use the Challenge Action Tree to identify solutions to the challenges that they encounter during the Toose journey – focusing on achieving their vision. • It is critical for the facilitator to help participants in understanding challenges and solutions they can control and those that they cannot control e.g. lack of money or drought. • It is important that the main challenge is clearly defined and specific. Vague or broad challenges can lead to confusion and ineffective solutions. • It is important that the facilitator provides guidance on the development of roots to ensure the trees are useful for action. • As a facilitator, it is crucial to help the participants identify the true root causes of their problem. This will avoid them addressing only symptoms rather than the underlying issues. • Similarly, it is the role of the facilitator to provide guidance on the development of the branches, which represent solutions to the identified challenges. • The facilitator should help participants to come up with clear solutions. • Bringing to the fore challenges may lead to disagreements during the session, so it is important to ensure you continue to reinforce the need to listen to one another's experiences and feelings without judgement. Explain that this is just a chance to hear, share and learn from one another as any challenges we face need to be solved together.
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Opening session

Duration: 15 minutes

Method: Presentation

Purpose: To open the session

Materials: None

- › Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- › Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask participants to raise their hands or communicate in an alternative way if they were able to practice what we learnt in the previous session at home. Did they continue to work on their vision journey? How was it discussing the vision with other members of the family including children?
- › Ask them what is working well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- › Ask participants if they faced any challenges or successes that they would they feel comfortable sharing, in relation to the activities we are doing together?

Activity 1: Developing the Challenge Action Tree

Duration: 1 hour 50 minutes

Method: Single sex group work

Purpose: Building participants' skills to analyse problems and identify solutions

Materials: Flipcharts, pens

› To introduce the activity, explain to participants:

- In the last session, we developed our road maps to achieving our visions.
- When we were developing our roadmaps, we identified barriers to achieving our vision.
- Today we are going to reflect on these barriers that may prevent you from achieving your visions and attempt to identify solutions using the 'challenge action tree'.
- The challenge action tree examines the causes of challenges, potential solutions to reach a vision and action commitments needed by individuals to move forward.
- We are calling these barriers 'challenges' as we will be identifying ways in which they can be overcome.

Single-sex group work

- › Divide the group into single-sex groups composed of maximum 7 people per groups. If possible, separate younger and older women and men so that you have age-specific groups too.
- › In their groups, ask participants to discuss and then draw on a new flipchart, the challenges or common barriers to achieving family visions they identified when developing their vision journeys.
- › If there is time, ask the participants to also add other challenges or barriers they may have not added to the vision journeys but have since come across.

In the large group

- › After 15 minutes bring the small groups back together in plenary and ask each of them to present the challenges and barriers they have identified.
- › Make sure the common barriers are mentioned, suggesting things like alcohol and substance use and abuse; interference by in-laws; and decision-making in managing money – if they are not mentioned.
- › Select a barrier common to most participants, for example a lack of money, to develop a challenge and action tree (CAT). **It is important that the challenge selected can be overcome in less than a year and is related to achieving your vision of Toose as a couple or family.**
- › Tell the participants that we are now going to practice developing the challenge action tree to help them analyse the barrier they have identified and come up with solutions.

- › Invite one participant (who is willing) to come to the front and to help you to develop the challenge action tree.
- › Ask the volunteer to draw two lines for the trunk in the middle of the flipchart.
- › Insert the challenge to be analysed in the middle of the trunk of the tree.
- › Ask what the causes of the challenge are and draw one root per cause identified.
- › For each root draw one branch and ask participants to reflect on what solutions could resolve each challenge and write these solutions on the corresponding branches.

Single-sex group work

- › Divide the group back into the same single-sex groups composed of maximum 7 people. As before, separate younger and older women and men where possible.
- › Pick challenges from the flipchart developed at the start of the activity and allocate them to each group.
- › Ask participants to develop the tree together, discussing the root causes and solutions and drawing these on the tree.

In a large group

- › After 30 minutes bring the small groups back together in plenary and ask each of them to present their tree.
- › Ask participants to comment on the causes and solutions found and whether anything further should be added.
- › If some problems are too big and complicated, unpack them into smaller simpler issues that will become several roots, or divide one single root into several (for example “having no money” can be divided into having no job/money wasted in un-necessary expenses/drought etc.).
- › Wrap up the activity by saying:

- Thank you all for your incredible participation and insights today.
- We have tackled some significant challenges and brainstormed innovative solutions together.
- Remember, the roots of our challenges may be deep, but the branches of our solutions are strong and full of potential.
- Each action we take, no matter how small, brings us closer to overcoming these challenges and achieving our vision.
- Together, we can transform these challenges into opportunities for growth and success.

Wrap up and take-home activity

Duration: 15 minutes

Method: Presentation

Purpose: To close the session and share the take-home task

Materials: None

- Thank the participants for participating in the session, sharing their ideas and experiences.
- Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?
- Are you looking forward to our future meetings?

- Close the activity by highlighting the key messages from the session:

- The Challenge Action Tree helps us to systematically unpack the challenges that we have identified so that we come up with realistic solutions to overcome them.
- These challenges could have an impact on to how we work together as couples and families and ultimately on whether we achieve our vision.
- In Toose, we talk about 'challenges' as opposed to 'problems' to ensure a focus on finding ways to overcome them.
- For every challenge that we identify, we can use the Challenge Action Tree to help us identify the root causes of the challenge and ways to address it.
- This is vital when we are thinking about our visions and how we achieve them. We will come across challenges, but if we work together with our partners we can find solutions.

- At home, couples should look at the challenges identified and use the Challenge Action Tree to identify causes and solutions and add these to their vision journey.
- Emphasise that it is very important to take things back home, as this will help their understanding by practicing and preparing for the next session.
- Remind participants to share with their friends and family what they learnt from this week's session.

Handout 6.1: The Challenge Action Tree (CAT)

HANDOUT 6.1

1

Challenge Action Tree

Why a Challenge Action Tree?

- The roots of a tree are where the growth and nutrition come from.
- When the roots are strong the branches, leaves and fruits flourish – when the roots are not nourished and lack water then we see problems occurring in the branches and the fruits do not flourish.
- Our visions are like trees.
- If we do not address the challenges, then we will fail to achieve our vision.
- The Challenge Action Tree (CAT) helps us to analyse and address challenges that may hinder us from achieving our visions.
- Developing a Challenge Action Tree (CAT) begins with drawing the trunk, which represents the challenge.
- The roots represent the underlying challenges or causes.
- The branches represent the solutions to the challenges.
- The fruits represent the solution.
- Planning and visioning involves making decisions together about things that affect your household like finances, income generating projects, purchasing of household assets, children's education, etc.

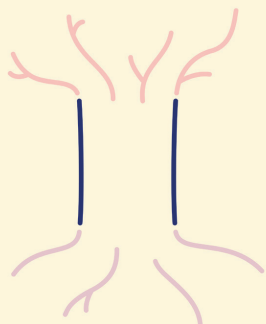


For every challenge that we identify, we can use the Challenge Action Tree to help us identify the root causes of the challenge and ways to address it.



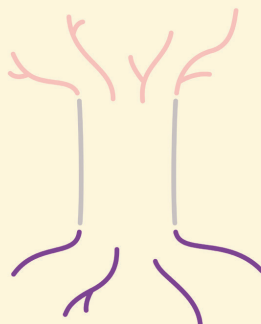
Steps to Developing a Challenge Action Tree

STEP 1



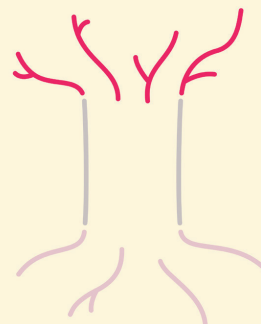
- Draw two lines for the trunk in the middle of the flipchart.
- Insert the challenge to be analysed in the middle of the trunk of the tree.

STEP 2



- Capture what the causes of the challenge are and draw one root per cause

STEP 3



- For each root draw one branch and to reflect what solutions could resolve each challenge and write these solutions on the corresponding branches.

Session 7: Exploring gender roles in our family

Overview: This session engages participants to explore gender norms and stereotypes, particularly social expectations, ideas, and opinions about the roles men and women should have at the household level. It examines issues of balance in the family around work, expenditure, decision-making, and property ownership. It explores concrete plans for changes in gender relations that are necessary for happy families to be sustainable. It looks at what men and women can do individually and together to improve gender balance and, consequently, family happiness.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between societal expectations of gender roles and the lived experiences of individuals. • Reflect on their own experiences and how they align or differ from societal expectations. • Understand the importance of equitable division of labour and resources to achieve family visions leading to happier and more sustainable households. 	
Duration	3 hours 30 mins	
Materials	Flipcharts, Markers, Pens, Stickers	
Preparation	<ul style="list-style-type: none"> • Review and familiarise with session content and materials, including the session plan. • Prepare flipchart with a drawing of tree showing roots, branches, and fruits. 	
Handouts	<p>Handout 7.1: Introduction to the Gender Balance Tree</p> <p>Handout 7.1: Exploring gender roles in our families</p>	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: Ideal vs reality	40
	Activity 2: Gender Balance Tree	90
	Closing the session	20
	Take-home activity	10
	Total time	3 hours 30 mins

Key messages	<ul style="list-style-type: none"> • Gender norms are societal rules and expectations, about how men and women should behave and what roles they should have. This includes how men and women should behave in different social settings, including in the household. • Gender norms govern the expected and accepted behaviour of women and men and can perpetuate gendered stereotypes. • Gender stereotypes inform how we view someone based on their gender and are based on a generalisation of a whole social group of people. For example, a view that women are nurturing or women are weak, or that men must always be strong and cannot show emotion or seek help. • We learn both gender norms and gender stereotypes early in life from our families, community, leaders, the media etc and they can lead to negative consequences for both women as well as men. For example, women are more likely to be expected to take on most of the household chores; whilst men have the financial burden of being expected to be the main provider in the family. • Gender imbalance at the household level can lead to disagreements and additional burdens placed on both women and men. It is therefore important to address the causes of gender imbalance to create happier families. • However, women and men are often constrained by gender stereotypes, norms and societal expectations that provide different pressures, and opportunities. • Toose is about working together and sharing household labour which enable us to express love, care, and generosity between couples. • Happy families work together, and family members support each other, distribute domestic workloads, share finances and financial decision-making among household members fairly and equally. • A happy family is one that that shares expenses, roles, and responsibilities together. • Sharing household labour and decision-making improves our relationships as a family and enables couples to understand each other. It also reduces the pressure on women and men and makes space for focusing on the relationship and positive time together. • Making decisions together as a couple/family can also remove the burden from one person to make all the decisions and ensure that everyone's views are included. • Working together enables bonding as a couple and improves intimacy and overall relationship happiness. • Women and men often have visions for themselves and their families that can only be achieved if expectations and duties are shared. Happy and healthy families value and build on the skills and capacities of both women and men.
Notes to facilitator	<ul style="list-style-type: none"> • This session explores issues of balance in the family around work, expenditure, decision-making and property ownership by encouraging participants to reflect on the following questions: <ul style="list-style-type: none"> – How do women and men spend their money within the household? – What work do women, girls, men, and boys do at household level for themselves, and for the family? • The gender balance tree brings to the fore the gender imbalance at household level – by addressing this imbalance couples can also address any imbalances in their relationships which may have caused problems in the past. • Bringing to the fore gender imbalances may lead to disagreements during the session, so it is important to ensure you continue to reinforce the need to listen to one another's experiences and feelings without judgement. Highlight this is just a chance to hear, share and learn from one another as the current imbalance within our households does not benefit anyone and stops us from thriving as a couple and a family and achieving our visions.

- Highlight to the participants that the tree is not balanced as women are largely responsible for all unpaid care work in the home and spend their money to meet family needs. Whereas men tend to be expected to earn money and make decisions themselves about how this money is spent.
- When asking participants to share what is the impact of having women tired and over-burdened the discussion should surface issues such as:
 - Women are too tired to spend positive time with her spouse.
 - Expectations of what women should be doing can create tensions within the couple.
 - Having these tensions and having women feeling tired and overburdened will likely result in the non-achievement of family visions.
- Highlight to the participants that this is a problem to work on so that households can achieve their visions.
- It is important to encourage critical reflection but remind everyone that critical reflection is an internal process of reflecting on our own attitudes and behaviours and not criticising others.
- If anyone is being disruptive or negatively dominating the discussion during the session, then it is important to remind them to listen respectfully and give everyone a chance to speak, if the behaviour continues one of the facilitators may want to take the person to one side to avoid further escalation.

Opening session

Duration: 15 minutes

Method: Presentation

Purpose: To open the session

Materials: None

- › Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- › Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask participants to raise their hands or communicate in an alternative way they are comfortable with, if they were able to practice what we learnt in the previous session at home. Were they able to address some of the challenges in their vision journey using the Challenge Action Tree?
- › Ask them what worked well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- › Ask participants if they faced any challenges that they would feel comfortable sharing, in relation to the activities we are doing together
- › This session can bring up some tensions/difficult conversations, as such remind participants that if anyone finds the content challenging, they can take a break or ask the facilitator for some time away from the room. Equally, if anyone feels stressed, upset or needs to talk to someone they can speak to the facilitator privately or to the response partner. (Remind people who to contact and how based on the programme's safeguarding and response set up).

Activity 1: Ideal vs reality

Duration: 60 minutes

Method: Single-sex group work, group discussion

Purpose: To deepen women and men's understanding of their partner's life and social expectations

Materials: Flipchart paper, pens

Working in single sex groups

- Explain to the participants we will be exploring how different people in society are expected to behave.
- Ask the participants to break into groups of four single-sex groups and to take some flipchart paper. Put young women in one group and older women in a separate group. Repeat the process for men.
- Ask the groups to divide the paper into two columns.
- The first column should have the heading '**Ideal**', and the second column should have the heading '**Reality**'.
- In each column there should be sub-heading for 'spouse', 'family', 'friends', and 'wider community'.
- Ask the group to discuss how people of their own gender and age are expected to behave towards their wife/husband and family, and with friends and the community, and draw or write this down in the '**Ideal**' column.
- After a few minutes, ask the small groups to discuss what is the reality for people of their own age and gender in the family and in the community or with friends and draw this in the '**Reality**' column.

Whole group discussion

- Call everyone back to the whole group.
- Ask one of the women's groups to share their notes on the 'Ideal' column.
- After the presentation, briefly discuss the following questions:
 - a. Ask the other women's group if they have the same points on their charts?
 - b. Was anything different in other groups of the same gender?
 - c. What are the similarities and differences between the two groups?
 - d. Was there anything surprising?
- Ask one of the male groups to share their notes on the 'Ideal' column.

➤ After the presentation, briefly discuss the following questions:

- a. Ask the other men's group if they have the same points on their charts?
- b. Was anything different in other groups of the same gender?
- c. What are the similarities and differences between the two groups?
- d. Was there anything surprising?

➤ Repeat the process with the Reality column and discuss the same questions as before

➤ Then, discuss what the main differences between the ideal and the reality are using the following questions as prompts:

- a. Why do people think there are differences between the ideal and the reality?
- b. How easy it is for people of their age and gender to live up to what their spouses, families and the society expects? What about women and men of different disability status, marital status among other factors?
- c. What are the main difficulties encountered?
- d. Are there any other factors that affect the differences between women and men of different ages, disability status, marital status among other factors?
- e. Is it easier to live as a man or woman in the community?
- f. Why are there differences and what are the impacts of these on women and men of different ages, disability status, marital status among other factors?

➤ Conclude by explaining that there are expectations in our families, among our peers and in the community of how people of different genders, and ages, marital status, disability status etc should be or behave. These expectations place different pressures on individuals, couples, and families and provide people with different opportunities. Sometimes we are under pressure to behave in ways in which we do not want, which do not make us happy and are not in the best interests of our families and communities. In those situations, these expectations may undermine our ability to achieve our visions as a family.

Activity 2: Gender Balance Tree

Duration: 90 minutes

Method: Single-sex group work, group discussion

Purpose: To illustrate the distribution of productive and reproductive roles, assets, decisions and responsibilities between household members and the benefits they each accrue

Materials: Flipchart paper, pens, Gender Balance Tree ([Handouts 7.1](#) and [7.2](#))

Set up

- Introduce the activity by saying: ***"Households are like trees – they need to be properly nurtured if they are to bear rich fruit year after year. If the roots are not equally strong on both sides, then the tree will fall over in the first storm. If the fruits on one side are heavier than on the other, then the tree will also fall over and there will be no harvest next year."***

Working together as a group

- Highlight that you are going to take the group through how to create a gender balance tree, focusing on the female side, before they have a chance to do move into smaller groups to continue with the male side.
- Draw the outline of a large tree on a flipchart paper, with a broad trunk so that there is enough room to add household members, three roots and three branches. (See [Handout 7.1](#))
- Explain that the trunk represents the household members. Put symbols for each household member on either side inside the trunk. Include all the family members (all those eating from the family pot). Put women on the left side of the trunk, men on the right, and dependents in the middle, to the side of their respective sex.
- Tell the participants that we are now going to discuss the different activities that men and women perform.
- Explain that the **roots** represent **gender roles (work)** carried by household members – some of this work is paid (like selling fruits) and some is not paid (like cleaning the house). Both paid and unpaid work should be drawn.
- To prompt the discussion, ask participants to think about all the work/tasks they do during a 24-hour period.
- Take a few examples that the groups suggest (or suggest your own if the group are not able to name any such as cooking, selling goods at the market, tending the garden)
- For each of the examples, ask participants if these are usually performed by female or male members of the family? If it is female, draw or write the activity on the left-hand side roots and if it is male, draw or write it on the right hand side roots.
- Tell them that in the central root, they will have to think of and draw activities that both women and men do together. Again take 1 or 2 examples from the group (such as tending to the animals) and write or draw these in the middle.

- › Tell the participants that we are now going to discuss the various expenses made by men and women.
- › Point to the three **branches** and explain that each of them corresponds to a certain type of **expense**.
- › On the left side we need to draw or write things bought by females for themselves or for the household and on the right, we need to draw or write things men spend their money on. Ask participants for one example of things women buy and to draw it, and one thing that men buy, and to draw that. This could be related to property, livestock, food, clothes for children or themselves, school fees, alcohol, etc.
- › End by explaining that in the middle branch, participants will have to draw things that men and women usually buy together (each contribute either financially or through joint decision-making) that the whole family uses/consumes.
- › Ask if anyone has any questions before they work on their own gender balance tree in smaller groups?
- › Answer any questions before moving to the group work.

Single sex group work

- › Separate participants in two groups: One female and one male.
- › Ask each group to draw their own Gender Balance Tree, copying the one you drew on the flipchart – with women on the left and men on the right.
- › Give participants 30 minutes in their group to fill in their gender balance tree to include:

- **Roots:** Roles in the household played by women (on the left), men (right) and together (middle).
- **Branches:** Expenses made by women (left), men (right) and together (middle).

- › Tell participants that once they have prepared their gender balance tree they can decide to either present it back verbally to the rest of the group or prepare a role play showing the situation described in the tree (if there is time).
- › Male and female facilitators should move around the room supporting each group to draw (and clarify questions).

Whole group plenary

- › After 40 minutes, bring all participants back and facilitate a discussion on the trees.
- › Remind all the participants of the meeting rules we agreed to during the first session, and the recently discussed principles of good communication and listening, how important it is to listen and understand, not to judge or challenge, but to understand the world through the eyes of others.
- › Allow each group to present their Gender Balance Tree (either verbally or through their role play) with a few questions for clarification from the other group. Explain that the questions are for clarification not for debating what is on the tree.

➤ Open the discussion by asking both groups:

- Is there anything that surprised you about each other's trees? Are there differences between the trees drawn by men and women? What are they?
- What do the trees tell you? Are the trees balanced? If not, where do they see the imbalances?
- To what extent is ownership of assets and sharing of expenses balanced?
- What effects does the imbalance of workloads have on women and men? How do women and men feel about it?
- What effects does the imbalance on spending have on women and men? How do women and men feel about it?
- What effect does this imbalance have on relationships?
- What impact do these differences have on families? On your ability to achieve your vision?
- What would make the tree more balanced? At the household level? Within the community?
- Explain to participants that they can use the Challenge Action Tree to solve the challenges identified from the Gender Balance Tree.

➤ Summarise the activity by emphasising that:

- The Gender Balance Tree helps us to understand the different and unequal roles played by men and women in the household. This is an important step in achieving equitable roles in decision-making and household labour within the home. We have seen that our trees were leaning heavily towards the women's side when it comes to burden of care work, whilst men have the burden of being the ones expected to provide for the family. Then when it comes to decision-making, men have greater say in how money is spent, and yet women tend to be the ones needing to make decisions about day to day spending such as food or schooling. Women's work also goes unpaid and unnoticed and is just something that is 'expected of them'. The imbalance in the tree and expectations from society and each other to maintain that imbalance can put a strain on both individuals in a couple. For example, being expected to be the main bread winner can be difficult and stressful for men when there are few jobs or opportunities. Similarly, being expected to do all the domestic work is also a burden on women's time and energy, when they could be involved in family finances.
- Our families can only be happy when our tree is balanced. When the balance is broken, changes are needed to restore the balance.
- It helps us to identify how we can share the burden of labour and how to make decisions on expenditure in the household collaboratively.
- We have also noted how important it is for the trees to be balanced if we are to achieve our vision.

Wrap up and take-home activity

Duration: 15 minutes

Method: Presentation

Purpose: To close the session and share the take-home task

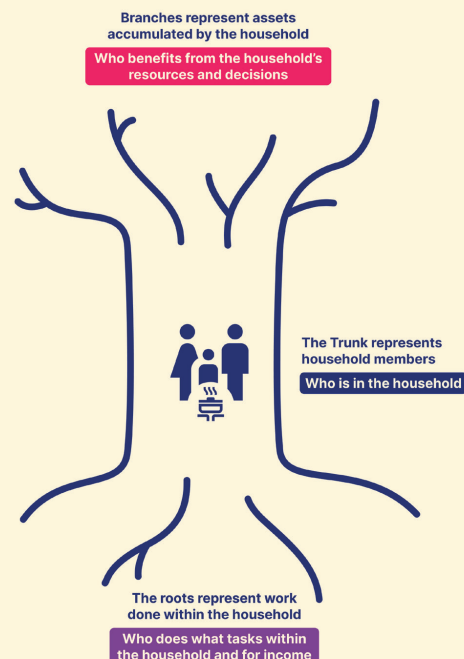
Materials: None

- Thank the participants for participating in the session, sharing their ideas and experiences.
- Ask the group:
 - What did you think about what we discussed today?
 - Do you have any questions about the session?
 - Are you looking forward to our future meetings?
- Close the activity by highlighting the key messages from the session.
- Then explain to participants that they will have to practice at home what we learnt.
- Ask participants to share the Gender Balance Tree with other members of the family at home and in the wider community.
- This session can bring up some tensions or difficult conversations, therefore remind participants who to contact if they need to speak to someone, based on the programme's safeguarding and response plans.
- Explain to participants that they should continue to work on how to balance their trees at home.
- In addition to working on their Gender Balance Tree, ask participants to do a role reversal activity at home as part of their homework.
- Explain to participants that for this activity, women shall assume the roles and responsibilities of men while the men assume the roles and responsibilities of women, for example for one day. Partners can swap their usual tasks. For example, if one usually handles cooking and the other does yard work, they can switch for a day (or even an hour or two if a day is too hard).
- Stress that it is very important to take things back home as this will help their understanding by practicing and preparing for the next session.

Gender Balance Tree

Why a Gender Balance Tree?

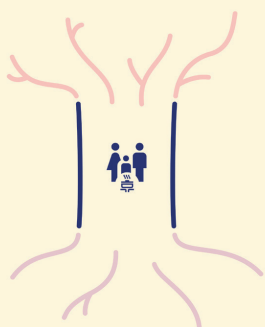
- The Gender Balance Tree is a visual tool that symbolizes the need for balance in the distribution of work and benefits within a household.
- The purpose of this tool is to promote a more equitable division of labour and decision-making between women and men, leading to increased household well-being and achievement of visions.
- It helps us to identify and address gender and age inequalities in work contribution and expenditure benefits.
- The 'roots' represent the division of labour and resources at household, the 'trunk' represents the members in the household and the 'branches' show the outcomes and benefits enjoyed by family members.
- Planning and visioning together involves making decisions about finances, income generating projects, purchasing of household assets, children's education among others together. It required constant communication and is a continuous process.



The Gender Balance Tree emphasizes the importance of equal contributions and benefits for all members, highlighting that like a tree, a family must be balanced to withstand challenges and prosper.

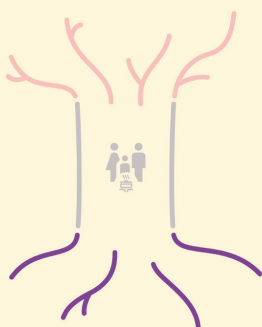
Steps to Developing a Gender Balance Tree

STEP 1



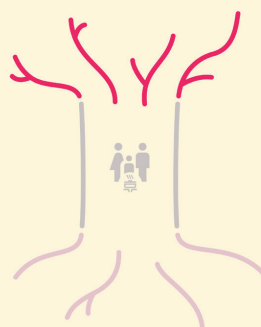
- Draw the outline of a large tree, with a broad trunk so that there is enough room to add household members, three roots and three branches.
- Draw each household member inside the trunk. Include all the family members (all those eating from the family pot).
- When you draw, place women and girls on one side of the trunk, men and boys on the right.

STEP 2

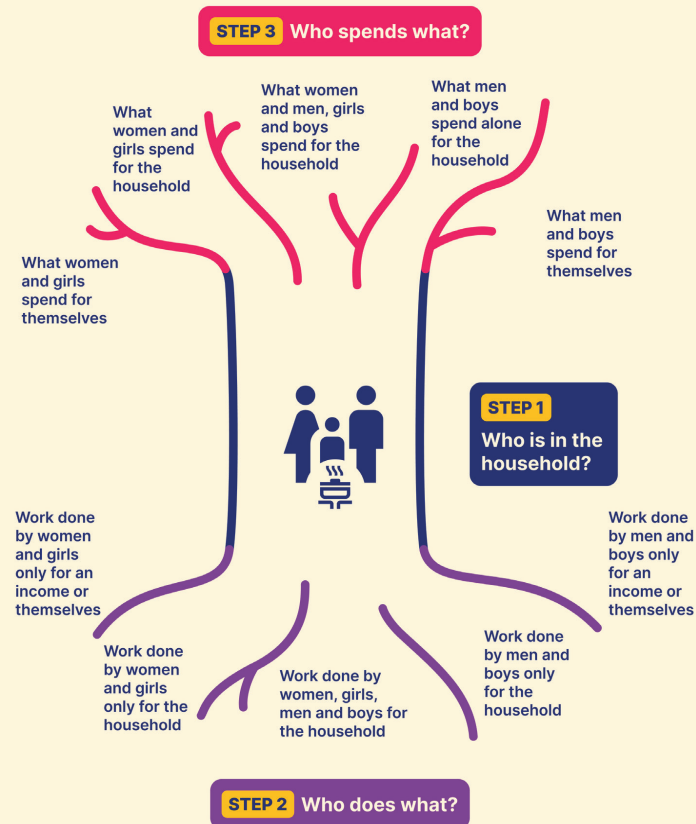


- The **roots** represent **work or roles** carried by household members – some of this work is paid (like selling fruits) and some is not paid (like cleaning the house).
- Think about all the work/ tasks you do as a family during a 24-hour period.
- If it is usually done by the female members of the family, draw or write the activity on the left hand side roots and if it is usually done by the male, draw or write it on the right hand side roots.
- In the middle draw work or roles that both women and men do together.

STEP 3



- The three branches are your family expenses.
- On the left side draw or write things bought by female members of the household for themselves or for the household and on the left, draw or write things male members spend their money on.
- On the middle branch, draw or write items that men and women usually buy together (each contribute either financially or through joint decision making).



Reflecting on the Gender Balance Tree

- Toose is about working together and sharing household labour which enable us to express love, care, and generosity between couples.
- Happy families work together, and family members support each other, distribute domestic workloads among household members fairly and equally.
- A happy family is one that that shares expenses, roles, and responsibilities together.
- Making decisions together as a couple or family can also remove the burden from one person to make all the decisions and ensure that everyone's views are included.
- Women and men often have visions for themselves and their families. They have many ideas and skills about how to achieve these visions. Happy and healthy families value and build on the skills and capacities of both women and men – sharing the burdens and rewards equally.

Session 8: Violence in the home

Overview: This session introduces the concept of violence in the home. Whilst the main focus is on violence against women and girls, as this is the most common form of violence experienced in the home, the session does also recognise that men can also experience violence in the home, although this is less common.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand violence in the home and its different forms. • Recognise the relationship between violence, power and control. 	
Duration	2 hours 30 mins	
Materials	Flipcharts, Marker, Pens, Handout with local response/support services on it (this will need to be developed)	
Preparation	<p>It is important to note that this session should be facilitated by GBV prevention experts, or those experienced with facilitating sessions of this nature. The programme response partner (if there is one) should also attend these sessions to provide additional support and respond to any disclosures.</p> <p>For Activity 2: Please write on a flipchart the definition of violence against women and children as below.</p> <p><i>“Violence against women and girls is any threat or act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others. These acts can occur inside the home (in private) or outside of the home (in public).”</i></p> <p>Also write out the names of the different forms of violence (physical, emotional, sexual, economic) on 4 different pieces of flip chart paper.</p>	
Handouts	Handout 8.1: List of vetted GBV response services (will need to be developed – not included in this guide).	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: Recap of the Toose journey so far	30
	Activity 2: Violence against women and girls	60
	Closing the session	30
	Total time	2 hours 30 mins
Key messages	<ul style="list-style-type: none"> • Violence against women and children often occur together in the home, creating barriers to family goals. • Violence against women is an expression of power and control by men, perpetuated by societal norms and systems. Men’s violence against women is driven by global gender inequality, where men often have more power and resources. • All forms of violence are an abuse of power over and are unacceptable. • It is crucial for both children and adults to live in a violence-free environment in order to realise the family’s collective dreams. • Ending violence against women and children is everyone’s responsibility, from authorities to community members. • Family members and communities can create new rules in society where violence is not acceptable, and relationships are based on mutual respect and understanding. 	

Notes to facilitator

- Whilst this is a couples session, there are activities that should be carried out in sex segregated groups with male facilitators supporting the men's groups and female facilitators with the women. Depending on the context, this whole session may be delivered separately to women and men. Whilst response partners should be there in person, facilitators should also have a list of vetted service providers who support survivors of violence and their contact details in case there are disclosures during and after the session and the facilitators need to make referrals. The list of vetted service providers should be made available as Handouts to all participants, so that they can take the information and seek help at another time. This should include organisations that can provide safe and accessible support to people with disabilities. Give a trigger warning and ensure participants that they are welcomed to leave the room if or when they feel the need to. Also ensure that participants know that the services are available if they need them. Please remember to contextualise the violence issues in terms of realities in the communities.

Opening session

Duration: 30 minutes

Method: Presentation

Purpose: To introduce the sessions

Materials: List of vetted local services

- › Welcome everyone back to the new session. Enquire about late comers or non-attenders.
- › Give space for two to three volunteers to recount briefly one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask did anyone swap roles with their partner for the day or even for a couple of hours? How did that go? Did they get a better understanding of their partner's experiences?
- › Ask them what worked well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous weeks?
- › Ask participants if they faced any challenges that they would they feel comfortable sharing, in relation to the activities we are doing together?
- › Let people know that this session is about **violence in the home** and could be challenging for some people as it is a difficult topic to discuss and there may be people in the group who are facing similar issues or know someone who is.
- › Explain that, if anyone finds the content challenging, they can take a break or ask the facilitator for some time away from the room. Equally, if anyone feels stressed, upset or needs to talk to someone they can speak to the facilitator privately or to the response partner (introduce them if they are in the room).
- › Explain that there are services that can help if anyone is need of help and support or knows of anyone who is. Pass around the list of services in the local area, including organisations that can provide safe and accessible support to people with disabilities, which should be printed out for everyone.

Activity 1: Recap of the Toose journey so far

Duration: 30 minutes

Method: Plenary discussion

Purpose: To assess the progress made by participants and introduce the session on violence

Materials: None

- › Begin by explaining to participants that we are nearing the end of our journey together.
- › Explain that the aim of this activity is to deepen what we have learnt so far in creating happy families and to help us reflect on our journey so far.
- › Remind participants of the following:
 - › “When we started Toose, we agreed that the goal of Toose is to have happy and healthy families for all family members. Since we started, we have learnt different skills from visioning, to running TISALs, to good communication that will help each and every one of us work towards having a happy family and achieving our visions together.”
- › Ask participants to take some time to think individually about what they have learnt about how to create happy and healthy families or the Toose journey so far.
- › Give participants a few minutes to think about this on their own and then ask for volunteers to share
- › Once a few people have shared, summarize their contributions using the following list to guide you:
 - We have spent time reflecting on power in our lives, how we use it in our relationships, and how to achieve our family visions.
 - We have also learnt communication and listening skills to help us build healthier relationships that enable us to discuss our family visions and goals.
 - We also learnt how to share positive time with our partners and children which has improved how we relate to each other as a family.
 - Then, we spent time developing a vision and planning how we will implement it to improve the economic wellbeing of our families.
 - We explored the different gender roles and how the imbalances prevent us from the achievement of our vision. We also looked at how we can solve problems that emerge within families and learnt ways to overcome them to build happy and healthy families for all the members.
 - We also explored how to share household labour and expenses. We learnt that an unbalanced tree can lead to challenges and violence in the home.
 - We identified how we can establish healthy and mutually beneficial relationships between intimate partners and family members that would help us to achieve our visions.
- › End by saying that making these changes in our lives is not easy and that we have all done incredibly well to come this far – celebrate the moment by asking everyone to show their appreciation to each other through applause (either by clapping or waving both hands in the air if you have Deaf participants).

Activity 2: Violence in the home



Facilitator note

Violence against women (VAW) and violence against children (VAC) often occur in the same household where children may witness violence and/or experience it themselves and are often driven by the same social norms. Research has also found a child who witnesses or experiences violence in the home is more likely to perpetrate (boys) or experience violence as adults (girls).²

Duration: 60 minutes

Method: Group discussion

Materials: Pre-prepared flipcharts, cards or sticky notes, pens, flipchart paper

Purpose:

To introduce the topic of violence in the home.

To help participants understand what violence against women and girls is.

To help participants understand the different forms of violence against women and girls.

- Ask the group to share on the progress they have made towards achieving their visions and which skills from the sessions have helped achieve those changes.
- Once two or three volunteers have shared, ask participants if there are any challenges they are still facing in their Toose journeys as couples. List the different challenges on a flipchart.
- Facilitate a discussion on what is emerging from participants as challenges and then introduce violence against women as a frequent barrier to families, communities and societies thriving globally.
- Explain to the group that at its simplest level:

- **Violence against women and girls is any threat or act (physical, emotional, sexual, and/or economic) directed at a girl or woman that causes harm and/or is meant to keep a girl or woman under the control of others.**
- **These acts can occur inside the home (in private) or outside of the home (in public).**
- **Violence is something that is learnt and, therefore, it is something that can be unlearned.**

- Divide the participants into smaller sex segregated groups (up to 5 in a group).
- Give each group a set of cards or sticky notes and ask them to write down the different acts of violence that may occur within the home.
- Give them 5-10 minutes to work on this while you prepare the flipcharts with the types of violence written at the top – one per piece of flipchart – and a brief explanation of what each type is, as shown below (or display the flipcharts if you have already prepared them)
- Read out what you have written on the flipcharts:

² <https://prevention-collaborative.org/about-violence/intersections-of-vaw-and-vac/>

- Acts of violence can be divided into four broad categories: physical, sexual, emotional, and economic as shown on the flipcharts.
- **Physical violence** is any act that harms the body. Physical violence is the most visible, but many people try to hide their injuries because of shame or fear of stigma from others. Many people think that violence is only physical, but that is not the case.
- **Sexual violence** is any act that limits a person's power over their body, their sexuality, or their reproductive health. It is any harmful or unwanted sexual act—or attempt to obtain a sexual act through violence or coercion—without consent, by any individual regardless of their relationship to that person. Sexual violence is very common yet often hidden in our communities. Many people do not identify their experiences or acts as sexual violence.
- **Emotional violence** is any act that involves psychological or verbal abuse or controlling behaviour. Emotional violence can be just as hurtful as other forms of violence. People experiencing physical, sexual, or economic violence also tend to experience emotional violence.
- **Socio-Economic violence** is any act that harms a person's financial well-being and access to services (such as health services) or that uses money to control them. In many communities, women are often dependent on their husbands, fathers, or brothers for their basic needs (shelter, food security, nutrition, sanitary pads, soap, lotion, etc.). This dependence often traps women in violent relationships.

- Ask the participants to return to their smaller groups and sort the cards they prepared earlier on acts of violence into which category (physical, sexual, emotional, economic) they think each act goes under.
- If most of the examples are physical, reflect again with the group on how often people only think about physical violence, but there are actually many more types of violence and they often co-exist. For example physical violence is frequently preceded by and/or exists alongside emotional violence. Give 5 minutes for this sorting exercise.
- Once they have organised the cards, give the group 5 minutes more to consider more acts of violence under the categories they did not consider so much previously, and ask them to write (or if easier draw) examples on cards or sticky notes and arrange them under the corresponding flipcharts.
- Bring everyone back to the group after 10 minutes to share their answers and discuss the following questions:

- What are the most common types of violence that occur in their community?
- What can or is being done to stop these types of violence from happening?
- What are the benefits of having violence free homes and communities?

- Wrap up the activity with the following statement:

“Violence that happens between couples and family members can be physical, sexual, emotional, or economic, it can happen to anyone but is carried out most often by men against women as a way of controlling them. One of the aims of Toose to reduce cases of violence between husband and wives in our homes and communities. One way to do this is to stop using power over and instead focus on power with and power to, in order to encourage everyone within a household to work together to achieve a joint vision of a happy, healthy home.”

Closing the session

Duration: 60 minutes

Method: Presentation

Purpose: To close the session

Materials: None

- Thank the participants for participating in the session, sharing their ideas and experiences.
- Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?

- Highlight that violence in the home negatively affects everyone, including those perpetrating, those experiencing it and the children in the home who witness it. It also negatively impacts whole communities and countries, increasing healthcare and social services costs as well as disrupting family dynamics.
- Explain that whilst it takes time to change violent behaviours, by addressing social norms and addressing power dynamics in society change is possible.
- Give time to the response partner to outline the response services available to survivors (and perpetrators if applicable), including providing the contact numbers etc. Partners should keep this information at the general community level, framing it as “if you hear of others who might need help, these are the places they can go for help”.

➤ Close the activity by highlighting the key messages from the session:

- All forms of violence are an abuse of power-over and are unacceptable.
- Violence experienced in an intimate relationship such as a married couple and can be physical, sexual, economic, or emotional.
- Whilst men can also experience violence from their wives, it is most commonly experienced by women from their husbands as a means of controlling them.
- Power and control, including the unequal distribution of power between women and men, play a large part in why violence happens and is often used to justify the violence.
- The norms and systems that assert and perpetuate an imbalance of power between women and men are not fixed in place. Family members and communities can create new rules in society where violence is not acceptable and relationships are based on mutual understanding and respect.

Single-sex reflection spaces

Duration: 15-30 minutes

Method: Single-sex group discussion (in separate rooms)

Purpose: To give a chance for anyone to disclose or seek the support of the response services without their spouse nearby.

- After closing the main session, the facilitators together with the response partner should conduct single-sex group discussion on the session to provide a safe space to reflect on the session and for survivors to seek help. This session should be held in separate rooms for the women and men to allow for space for participants to speak away from their spouse. The facilitator should be the same-sex as the group. The discussion should use open-ended questions to encourage thoughts and sharing, but no one should be pressured to speak and it can be a place for quiet reflection as well. The response partner should also spend time with each person individually to give them time to confidentially share anything. A copy of the referral pathways and support numbers should be given to each person. This should include organisations that can provide safe and accessible support to people with disabilities.

Session 9: Intimate partner violence

Overview: This session deepens learning on intimate partner violence as a form of gender-based violence, its causes, risk factors, and consequences. Additionally, the focus of this session is to share the benefits of healthy, equitable relationships free from violence in our families to fulfil our vision and goals.

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Deepen their understanding of intimate partner violence. • Understand the causes and risk factors for IPV. • Recognize the relationship between IPV, power, and control. • Increase understanding on the consequences of IPV and violence against children. • Increase knowledge on the benefits of a healthy relationships free from violence. • Increase awareness of available support/response services. 	
Duration	3 hours	
Materials	Flipcharts, Marker, Pens, Stickers, copies of Handouts for all participants	
Preparation	<p>It is important note that this session should be facilitated by GBV prevention and response experts or those experienced with facilitating sessions of this nature. The programme response partner should also attend these sessions to provide additional support and respond to any disclosures.</p> <ul style="list-style-type: none"> • Review and familiarise with session content and materials, including the session plan. • For Activity 3: write down on a flipchart the following definition of Intimate Partner Violence (IPV): <p>Intimate partner violence is defined as behaviours by an intimate partner or ex-partner that cause physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviours. Intimate partner violence can occur amongst co-habiting and non-co-habiting intimate partners and often physical, sexual, and emotional abuse co-occur. Some other terms used to describe intimate partner violence include domestic violence, spousal abuse, wife beating, and dating violence.</p>	
Handouts	Handout 9.1: Benefits of a healthy relationship	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: Understanding intimate partner violence	120
	Closing the session	30
	Total time	3 hours

Key messages	<ul style="list-style-type: none"> • Intimate partner violence is a common form of violence against women globally, including in Zimbabwe. IPV affects many of us, either directly or through our relationships with family, friends, and neighbors. • Violence experienced in an intimate relationship can be physical, sexual, economic or emotional. • The most common perpetrators of violence against women are male intimate partners or ex-partners. • While men can also experience violence in intimate relationships, it is usually not driven by gender inequality. • Intimate partner violence and violence against children hinder the family's ability to achieve their goals and vision for a better life. • Intimate partner violence infringes on people's fundamental rights, taking away their autonomy over their bodies. • Everyone can take steps to address intimate partner violence by using power positively in relationships. • Toose aims to create safe and happy families where everyone feels valued and included. • Toose promotes peaceful and respectful conflict resolution to build healthy relationships. • Everyone has the right to live a life free of violence, as stated in laws like the Domestic Violence Act (DVA). • As Toose champions we should have zero tolerance for violence and supports survivors.
Notes to facilitator	<ul style="list-style-type: none"> • When conducting this session facilitators should have a list of vetted response service providers³ who support survivors of violence and their contact details in case there are disclosures during and after the session and the facilitators need to make referrals. This should include providers who can offer specific support to women and girls with disabilities. • The list of vetted service providers should be made available as Handouts to all participants, so that they can take the information and seek help at another time. • Give a trigger warning highlighting that discussing unhealthy relationships and violence may flag some issues we personally are facing in our lives and ensure participants that they are welcomed o to leave the room if/when they feel the need to. • Highlight to participants that if anyone finds these topics difficult and would like to talk, they are welcome to reach out to the facilitator and/or response partner after the session or through other safe spaces that the facilitator should mention if available. • Whilst this is a couples session, there are activities that should be carried out in sex segregated groups with male facilitators supporting the men's groups and female facilitators with the women. Depending on the context, this whole session may be delivered separately to women and men. At the end of the session there should be a separate space debrief to allow for any disclosures/additional support requests to occur without couples being together. • Ensure you are observing the participants and how they are reacting to the messages being shared in the space. • To keep participants engaged use approaches that promote anonymity such as sticky notes when issues being discussed are sensitive.

³ In the inception phase, the programme should learn about those service providers from GBV related working groups/coordination bodies in the form of referral pathways or service mapping. There should also be a dedicated response partner as part of the programme.

Specific tips on handling questions around denial of sex and whether this is abuse

If there is mention of 'denial of sex out of retribution' or as a 'punishment', prompt on why this is seen as violence/abuse. Then, offer the following explanation:

- It is understandable that denial of sex may be a delicate issue and cause conflict in a relationship. However, it is not abuse in itself. Here are a few points to consider:
 - a. **Communication and respect:** Healthy relationships are built on open communication and mutual respect. It's important for partners to discuss their desires, boundaries, and reasons for wanting or not wanting sex. Everyone has the right to say no to sex, even in marriage. Respect for each other's decisions, and consent when it comes to sex, is crucial. Recall the session we had on communication and how important it is in our relationships.
 - b. **Differentiating abuse:** Abuse involves a pattern of behaviour aimed at gaining power and control over another person per the definition of IPV discussed in the session. It often manifests through manipulation, coercion, threats, or physical violence. Although denial of sex may be used by one person as a means to gain a form of power over their partner in a relationship, this behaviour on its own is not a form of abuse unless it is part of a wider pattern of controlling and manipulative behaviours. The best way to address this is by creating dialogue with your partner to understand why you/they feel it necessary to use power over in this way and how it makes you feel. Your partner withholding sex, even for these reasons, should never be an excuse to perpetrate violence against them.
 - c. **Understanding reasons:** Not wanting to have sex is not always manipulative. There are various reasons why one partner may not want to engage in sexual activity, such as health conditions, pain, discomfort (e.g. after giving birth), stress, exhaustion, past trauma, emotional or spiritual reasons, or simply not feeling in the mood. Denial of sex for any of these reasons also does not constitute abuse. While these might not be easy to talk about, creating an open conversation about these reasons, understanding and empathising with them can foster a supportive environment and enable the couple find solutions that work for both. It is important to respect your partners boundaries regardless of their reason for withholding consent and know that sex without consent is rape.
 - d. **Seeking solutions:** If there is a persistent mismatch in sexual desire between partners, it's important to address it constructively. This might involve seeking medical help for any health issues (e.g. pain during sex), and/or couples therapy or finding alternative ways to promote intimacy and connection that both partners are comfortable with.

Key messages:

- Everyone has the right to say no to sex, even in a marriage.
- Withholding sex whatever the reason is not abuse.
- Consent and respecting boundaries are essential– engaging in sex without consent from your partner is rape.
- A partner 'denying' or wishing not have sex is never an excuse to perpetrate violence against them.
- Open communication is key to understanding why a partner may not wish to engage in sex.

Opening session

Duration: 15 minutes

Method: Presentation

Purpose: To introduce the session

Materials: None

- › Welcome everyone back to the new session. Enquire about late comers or non-attenders.
- › Ask participants to share their reflections about the last session? What were their key take aways from the session?
- › Ask two to three volunteers to recount briefly one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
- › Ask them what worked well? Has anything changed in their own lives or family relationships because of the lessons learnt in the previous week?
- › Ask participants if they have any questions, clarifications, or issues they are still struggling to understand or comprehend.
- › Ask participants if they faced any challenges that they would they feel comfortable sharing in relation to the activities we are doing together?

Activity 1: Understanding intimate partner violence

Duration: 120 minutes

Method: Group discussion

Materials: None

Purpose:

To help participants understand intimate partner violence (IPV).

To help participants understand the risk factors for IPV, particularly sexual violence.

To help participants understand the consequences of IPV on individuals and families.

To help participants understand the benefits of healthy relationships free from violence.

- › Explain to the participants that in the last session we focused on violence in the home. Today, we are focusing on violence between couples who are in intimate relationships.
- › Explain that we are focusing on IPV because it is one of the most common forms of violence against women and girls in our communities.
- › Read out the definition of IPV on the flipchart: ***"Intimate partner violence is defined as behaviours by an intimate partner or ex-partner that cause physical, sexual, or psychological harm (including physical aggression, sexual coercion, psychological/ emotional abuse, and controlling behaviours). Intimate partner violence can occur amongst co-habiting and non-co-habiting intimate partners and often physical, sexual, financial and emotional abuse co-occur. Some other terms used to describe intimate partner violence include domestic violence, spousal abuse, wife beating, and dating violence."***

- › Explain to participants that IPV is the most common form of violence against women and girls:

- An estimated 35% of women worldwide have been raped or physically abused, and most of those violent acts are at the hands of an intimate partner, such as a boyfriend or spouse.
- In Zimbabwe, IPV is also the most common form of violence against women, particularly physical and emotional violence. 49% of ever married adolescent girls and women aged 15-49 had experienced any type of IPV in their lifetime, and the prevalence of past-year IPV was 28%.⁴

- › Explain that intimate partner violence is something that almost all of us are exposed to personally, either through our own intimate relationships or those of our family, friends, and neighbours. At the same time, it is an issue about which each of us can take immediate action to address (within ourselves, within our families, and within our communities), as we can all strive to use our power more positively in our relationships.

Risk factors for IPV

- › Explain to participants that they will go into 4 groups (single sex and similar age groups).
- › In their groups, ask the participants to develop role plays⁵ of what they think are the common risk factors for (or things that might make a person more at risk of experiencing) IPV in their community.
- › Explain that there are several factors which can increase the likelihood of IPV occurring in relationships – we call these risk factors. Whilst there are individual factors that might increase a person's risk of experiencing violence, such as the age of a person, whether they are living with a disability, or the fact that they witnessed violence as a child, there are also factors in a person's relationship, community and wider society that are also risk factors. As such groups should think about different risk factors at the individual, relationship, community and society level.
- › After 10 minutes, ask each of the groups present their role plays or lists of risk factors.

4 The 2019 MICS found that 49% of ever married adolescent girls and women aged 15-49 had experienced any type of IPV in their lifetime, and the prevalence of past-year IPV was 28%. The survey also found that physical and emotional IPV are the most common forms of IPV in Zimbabwe.³ Reports by civil society organisations reflect that IPV is one of the most prevalent forms of GBV. In 2019, the Musasa Project alone recorded 32,344 cases of GBV; one of the most common types was IPV. (SAFE Community Study report, 2024). This line should be adapted based on context the programme is being implemented in.

5 Roleplays were found to be effective in generating the information needed for this discussion. Role plays help participants explore complex issues in a non-threatening and sometimes fun way. They do have to express all the risk factors but should provide an entry to discuss further on the risk factors. You may reduce the role plays to two or remove completely if not relevant in your context.

- When all groups have presented, share any missing risk factors from the list below:
- **Common risk factors that increase the likelihood of violence against women in relationships:**

- Male dominance in decision-making (using 'power over')- e.g. controlling behaviour.
- Alcohol and substance abuse.
- The belief that sex is an entitlement in marriage (when it is not, it is within anyone's right to say no to sex, even in marriage).
- The norm that violence is an appropriate 'discipline' (using 'power over').
- Communication difficulties between partners.
- High relationship conflict.
- Lack of trust/emotional intimacy/jealousy.
- Association with violent and antisocial peers.
- Social isolation and low social support.
- Economic stress (for example unemployment, low agricultural yields).

- Encourage others to give their comments and feedback and explore more on 'why' the risk factors might be driving intimate partner violence.
- Summarise with the following points:

- Gender inequality worldwide drives men's violence against women. In most societies, men have greater access to power and resources than women. These gender inequalities are created and reinforced through discriminatory social norms, practices, and structures within families, communities, and institutions. IPV is one of the most serious and most common expressions of the negative 'power over'.
- The most common perpetrators of violence are male intimate partners or ex-partners against women.
- Whilst men can also experience violence in intimate relationships, this abuse is not driven by gender inequality. Men are far more likely to experience violent acts by strangers or acquaintances.
- IPV is an encroachment on people's fundamental rights, as it take away a person's ability to decide what happens with their body.

- Ask the participants if there are any other causes/risk factors that are missing from this list that are important to their context.

Impact of intimate partner violence in the home

- Next ask participants what they think are the effects of the violence on individuals, children and their extended communities?
- Again in the small groups, ask participants to think about some of the negative impacts of violence for these different people. What have they seen in their context?
- Allow for 5-10 minutes of discussions.

- › After the time is up, ask a participant from each group to give feedback from their discussion.
- › Explain to the participants that violence in the home affects everyone from the individual's perpetrating violence, the survivors of violence, the children, and the larger community.
- › Intimate partner violence can have serious physical, mental, and societal impacts for individuals experiencing it, such as:

- a. Physical health – injuries, chronic pain, gastrointestinal issues, and gynecological issues, death.
- b. Mental health – depression, anxiety, memory loss, suicide.
- c. Economic and Social impacts – isolation, withdrawal from family/children, lower income/absence from work, dropping out of education, inability to contribute to family finances.

- › **The consequences of IPV in the family on children** can be anxiety, depression, aggression at home and at school, poor performance at school, social isolation, and poor communication with others. Children witnessing violence are also more likely to experience (girls) or perpetrate (boys) violence as an adult. Children living in homes where there is violence between the adults are also more likely to experience it themselves from parents/caregivers.
- › **The consequences of IPV on perpetrators** can be depression, alcohol abuse, being arrested and possibly jailed and then not being able to earn money for the family, divorce, losing the wife's love, being shunned by friends or family. Sometimes perpetrators do not face any consequences for IPV by their community when it is seen as acceptable in the society. However, whether or not it is accepted, those perpetrating violence do miss out on having a loving and happy relationship.
- › Explain that this is not an exhaustive list of the consequences and that IPV also affects the whole community.
- › Wrap up by explaining that it is very challenging to achieve our goal and vision as a family when there is intimate partner violence in our home. The consequences of violence against children may equally have a negative impact on the family's visioning for a better life. It is important that children and adults live a healthy life free from violence in the household for the family's collective dreams to be realised.

Benefits of a healthy intimate relationship

- › Having reflected on the challenges and the forms of violence and their impact in the home, explain to the participants that we are going to reflect on what happens if we use positive forms of power, communicate and listen to each other, plan and vision together as families.
- › **Group work (role playing):** Split participants into the same 4 single sex groups. Ask the groups to develop a role play that shows the benefit of having healthy relationships in the home that is violence free. Remind them to use the skills and lessons so far in the programme, for example, communication and listening, spending time together and sharing power.
- › After 10 minutes, give the groups some time to present their role plays (if they are comfortable doing so). If any groups do not want to present they can tell the others what were the benefits they thought of in their groups.
- › After presentations of the role plays, ask participants to think about how a couple in a healthy relationship treat each other? What would their thoughts, feelings and behaviours be?

› **Summarise the activity by sharing these general benefits of a healthy relationship (this can also be provided to participants via [Handout 9.1](#)):**

- **Emotional well-being:** A healthy relationship provides a nurturing and supportive environment that promotes emotional well-being. It allows both partners to feel safe, loved, and respected, fostering a sense of happiness and contentment which enables us to develop shared visions for a happy, healthy life in our families. In a healthy relationship, partners do not always have to agree on everything, but they do have to act and communicate respectfully when they disagree and seek to compromise and understand each other where possible. In a healthy relationship, partners are able to communicate their thoughts and feelings without fear of harm or retribution.
- **Improved finances:** A relationship that supports and encourages both partners to contribute to family finances and make financial decisions is more economically secure and better able to resist financial and food security shocks and pressures.
- **Physical health:** A violence-free relationship reduces the risk of physical harm. It eliminates the possibility of injuries, or other health issues that may arise from abusive behaviour. A safe and secure environment contributes to overall physical well-being for the couple, the children if there are any, and the whole community.
- **Trust and intimacy:** Trust forms the foundation of a healthy relationship. When there is no violence, trust can flourish, allowing partners to build deep emotional connections and a sense of intimacy. More trust in a relationship also means deeper levels of intimacy.
- **Personal growth:** In a healthy relationship, individuals can focus on personal growth and self-improvement. They can pursue their individual goals and aspirations while also supporting each other's development. Without the fear of violence, individuals can thrive and reach their full potential using their 'power within' and 'power to' to contribute to creating a happy life for the family.
- **Mental health benefits:** Intimate partner violence can have severe detrimental effects on mental health, leading to anxiety, depression, post-traumatic stress disorder (PTSD), and other psychological issues. By eliminating violence, a healthy relationship promotes positive mental health, emotional stability, and overall psychological well-being.
- **Positive role modelling:** A healthy relationship serves as a positive example for others, especially children who may be observing the relationship dynamics. It provides a model for respectful communication, empathy, and conflict resolution, fostering healthy relationship skills in future generations.
- **Enhanced quality of life:** When violence is absent, partners can experience a higher quality of life. They can enjoy a peaceful and harmonious home environment, leading to increased happiness, satisfaction, and overall life fulfilment including with their children.
- **Stronger, safer communities:** Violence free intimate partnership can impact communities. When violence against women in relationships is no longer tolerated, it has a ripple effect on other types of violence and on women's agency and overall empowerment in the communities.

Accountability for ending violence against women and girls

➤ Summarise the session as follows:

- Violence against women is an expression of power and control over women by men. The norms and systems that assert and perpetuate an imbalance of power between women and men are what allows violence against women to happen.
- Intimate partner violence is one of the most common forms of violence against women globally and in Zimbabwe.
- The most common perpetrators of violence against women are male intimate partners or ex-partners.
- There is no single factor that makes someone more at-risk of experiencing IPV. Instead, there are several factors which can increase the likelihood of IPV occurring in relationships – these are called risk factors.
- Violence against women and violence against children usually happen simultaneously in the home and are a barrier to achieving our goal and vision as a family.
- Toose is about creating safe and happy families where partners and children feel valued and included. Having healthy intimate relationships and ensuring a life free from violence has many benefits that will enable us to achieve our goals and vision as a family.
- In Toose, we also acknowledge that conflict amongst couples and families is normal and inevitable. However, we have also learnt how to resolve conflict peacefully and respectfully in a way that builds and nurtures healthy relationships.

➤ Ask participants the following question and allow for a 15-minute discussion:

Whose responsibility is it to end violence against women and violence against children?

- Toose is about Zero tolerance to violence amongst couples and among families. As Toose champions, we must reject all forms of violence and support those who are affected by/ survivors of violence.
- It is everyone's responsibility to end violence against women and children – from authorities, the government and the media to ourselves and others in our communities. The important thing to remember is that norms and attitudes that support or condone violence can change and that change can start with us. This includes making a commitment with our families to communicating well, trusting and respecting each other, and all working together for the benefit of everyone.
- Violence is caused by harmful use of power. We must all work together to change the social norms that enables violence. At the same time, it is important to know that everyone has the right to live a life free of violence as stated in laws like the Domestic Violence Act (DVA).

➤ Highlight the following regarding the DVA:

- The DVA protects and provides relief to victims of domestic violence.
- It addresses various forms of abuse within domestic relationships.
- It emphasises the safety of children who witness or experience domestic violence.

➤ End by reminding participants that whilst it is important for them to spread the word about Toose and talk about what they have learnt, they are not experts in response, nor are they trained in how to support a survivor. However, if a survivor reaches out to them, they are obliged to maintain confidentiality, listen with empathy, and let them know who to get in touch with for support – including the response partner and the GCBCs (if they are being used) who are trained to offer appropriate services and make referrals to the shelter for counselling and accompaniment to legal services, medical services and the police.

Wrap up

➤ Thank the participants for participating in the session, sharing their ideas and experiences.

➤ Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session?

➤ Explain to participants that we are almost at the end of the sessions. The next session, which will be more of a reflection session, will be the last.

➤ Congratulate everyone on taking the Toose journey and emphasis that although the sessions are almost at the end, the journey for them as individuals, couples and a community is just beginning.

➤ Take some time to remind the group how far they have come using the following:

- We have created visions as a family.
- We learnt how to set up TISALs and have been saving regularly.
- We have learnt how to set up, plan and manage income generating activities and many of us will have started a new IGA, bringing more money into our families.
- We have spent time reflecting on power in our lives and how we use it in our relationships.
- We learnt communication and listening skills to help us build healthier relationships that enable us to discuss our family vision and goals.
- We spent time developing a vision and planning how we will implement it to improve the economic wellbeing of our families.
- We explored the different gender roles and how the imbalances prevent us from the achievement of our vision.
- We looked at how we can solve problems that emerge within families and learnt ways to overcome them and build happy families.
- We learnt that violence in general, and violence against women and violence against children in particular, is a barrier to achieving our goal and vision as a family.
- We found out about the benefits of having healthy intimate relationships and ensuring that our children grow up in safe, loving homes free from violence.

› Highlight the expectations for the participants going forward, using the following points:

- We are together as we are all now Toose Champions and in recognition of this we will celebrate your graduation from Toose in the coming weeks.
- As Toose champions, it is expected that we live the Toose way and free of violence.
- There are different ways that as individuals you can share Toose values and ideas so that others can benefit from what you have learnt on this journey.
- All these different roles are equally important and will help us to build happy families and happy communities.
- We all have different strengths and know how to use them to disseminate the changes we want to see in our communities.

› Ask each participant:

- Take a moment to reflect on how you are going to live as a Toose Champion.
- Think about a commitment/pledge about what you will do going forward – this can be as simple as 'I will continue to share in taking care of the children'.

› Close this part of the session, but ask people to remain for the single-sex reflection spaces, explaining that it is important everyone has the chance to debrief and reflect after such an intense session, focused on difficult subjects.

Single-sex reflection spaces

- › After closing the main session, the facilitators together with the response partner should conduct single-sex group discussion on the session to provide a safe space to reflect on the session and for survivors to seek help.
- › This session should be held in separate rooms for the women and men to allow for space for participants to speak away from their spouse. The facilitator should be the same sex as the group. The discussion should use open-ended questions to encourage thoughts and sharing, but no one should be pressured to speak and it can be a place for quiet reflection as well.
- › The response partner should also spend time with each person individually to give them time to confidentially share anything. A copy of the referral pathways and support numbers should be given to each person. This should include organisations that can provide safe and accessible support to people with disabilities.

Handout 9.1: Benefits of a healthy relationships

Emotional well-being: A healthy relationship provides a nurturing and supportive environment that promotes emotional well-being. It allows both partners to feel safe, loved, and respected, fostering a sense of happiness and contentment which enables us to develop shared visions for a happy, healthy life in our families. In a healthy relationship, partners do not always have to agree on everything, but they do have to act and communicate respectfully when they disagree and seek to compromise and understand each other where possible. In a healthy relationship, partners are able to communicate their thoughts and feelings without fear of harm or retribution.

Improved finances: A relationship that supports and encourages both partners to contribute to family finances and make financial decisions is more economically secure and better able to resist financial and food security shocks and pressures.

Physical health: A violence-free relationship reduces the risk of physical harm. It eliminates the possibility of injuries, or other health issues that may arise from abusive behaviour. A safe and secure environment contributes to overall physical well-being for the couple, the children if there are any, and the whole community.

Trust and intimacy: Trust forms the foundation of a healthy relationship. When there is no violence, trust can flourish, allowing partners to build deep emotional connections and a sense of intimacy. More trust in a relationship also means deeper levels of intimacy.

Personal growth: In a healthy relationship, individuals can focus on personal growth and self-improvement. They can pursue their individual goals and aspirations while also supporting each other's development. Without the fear of violence, individuals can thrive and reach their full potential using their 'power within' and 'power to' to contribute to creating a happy life for the family.

Mental health benefits: Intimate partner violence can have severe detrimental effects on mental health, leading to anxiety, depression, post-traumatic stress disorder (PTSD), and other psychological issues. By eliminating violence, a healthy relationship promotes positive mental health, emotional stability, and overall psychological well-being.

Positive role modelling: A healthy relationship serves as a positive example for others, especially children who may be observing the relationship dynamics. It provides a model for respectful communication, empathy, and conflict resolution, fostering healthy relationship skills in future generations.

Enhanced quality of life: When violence is absent, partners can experience a higher quality of life. They can enjoy a peaceful and harmonious home environment, leading to increased happiness, satisfaction, and overall life fulfilment including with their children.

Stronger, safer communities: Violence free intimate partnership can impact communities. When violence against women in relationships is no longer tolerated, it has a ripple effect on other types of violence and on women's agency and overall empowerment in the communities.

Session 10: Toose review – reflecting on and sharing changes within our own lives

Overview: This review session seeks to engage Toose Participants on a reflective process to explore the changes that have happened in their own lives, alongside those of their partners, children and broader family. This session is a chance to reflect on the journey and the impact it has had..

Learning objectives	<p>On completion of this session, the participants will be able to:</p> <ul style="list-style-type: none"> • Reflect on the Toose journey. • Consider and share the impacts of the Toose journey on individuals, couples and families. • Identify ways in which Toose could be improved. • Close out the Toose journey on a positive note. 	
Duration	3 hours 30 mins	
Materials	Flipcharts, Marker, Pens, Sticky notes, Toose monitoring tool	
Preparation	<p>Review and familiarise with session content and materials, including the session plan and the Toose social empowerment monitoring approach (Annex 1).</p> <p>Review and familiarise yourself with the Toose monitoring tool.</p>	
Handouts	Toose journey	
Session plan (see below for more detail about each step)	Activity	Minutes
	Opening session	30
	Activity 1: What has changed in our lives because of being involved in Toose?	120
	Activity 2: How can we improve Toose?	30
	Closing the session	30
	Total time	3 hours 30 mins
Notes to facilitator	<ul style="list-style-type: none"> • This session can be conducted either straight after Session 9 or with a short break following Session 9. • The purpose of doing it straight after session 9 is to not lose the momentum of the groups meeting regularly, as well as to end on a session that is not focused on violence but is focused on positive actions. • The purpose for waiting would be if you felt the group needed more time to practice what they have learnt. If you do this, it is advised that you do not wait longer than 1 month as after that it might be too difficult to bring everyone back together. • The session should be reflective and positive, emphasising how far participants have come. It should not feel like an evaluation. 	

Opening session

Duration: 30 minutes

Method: Presentation

Materials: None

Purpose: To introduce the session

1. Welcome everyone back to the Toose review session. Thank everyone for coming. Enquire about late comers or non-attenders.
2. Ask 2 or 3 volunteers to briefly recount one good thing that has happened to them since the last session and one thing that they felt was important from the last session.
3. Explain that this session is focused on what has changed since being involved in Toose and therefore you will not ask the usual opening questions related to that.

Activity 1: What has changed in our lives because of being involved in Toose?

Duration: 120 mins (2 hours)

Method: Group discussion, Individual interview, single-sex group discussion

Materials: Toose journey Handout (from TISAL manual), flipchart with the changes question on for people to refer to

Purpose:

To support participants to reflect on and share any changes that their participation in ISALs and Toose has brought about and what has contributed to those changes.

To capture details of the changes in participants' lives, their partners, their children and families that Toose and participation in TISALs has brought about through the Toose monitoring tool, including what has contributed to those changes, and anything that is blocking change.

- Explain that in the activity participants will reflect on their Toose journey in terms of what has changed since they started being involved when they did the TISAL training, all the way through to today. Remind them of the Toose journey (show them the Toose journey Handout if possible) and share a little bit about the key areas covered in their journey, specifically highlighting:

- How to establish and run a TISAL.
- How to set up, plan and manage an income generating activity.
- The forms of power, how this is used and managed in their lives and relationships.
- Communication and listening skills as key enablers for healthy relationships and the achievement of family visions.
- The importance of creating family visions, the steps and means of achieving those visions, the impediments of reaching those visions and mitigation measures.
- The different gender roles and how the imbalances prevent us from the achievement of our vision.
- Violence within the home, the different forms, the risk factors and impacts.

- Explain to participants that you are first going to tell them the steps they need to follow and then they can work on their own to draw their Toose journey. Explain that you will walk around to provide help if they need it. Tell participants the steps they should follow to draw their Toose journey.

Step 1: Draw a circle at the bottom of the page and inside draw the person they were before Toose started (happy or sad face, stressed or relaxed etc). Then draw the other members of their family and show how you were as a family (close, working together, kind and supporting each other or perhaps distant, unsupportive, treating each other unkindly). Write words to describe the family situation if that is easier.

Step 2: Draw a circle at the top right of the page and inside draw what they and their family members are like now.

Step 3: Draw two lines – a road – linking both circles, this is their Toose journey.

Step 4: Think about the changes that happened during the journey. The changes can be positive or negative. We want you to try and identify these little changes, when and how they occurred. Please draw or write on the road what changed. These could be changes in you, your partner, your family, your relationships, your economic situation, your life together, anything etc. For each change try to identify anything that helped bring about this change, for example, new knowledge from a particular Toose session, being part of a TISAL group, seeing someone else do something similar, or whatever it was, and draw or write this alongside the change. Encourage participants to think about the following changes (these should be written on a flipchart in advance so that everyone can see them as they work on their Toose journey):

- Changes in you, your partner and other family members and how you relate to each other:

- In what you/they do in the family
- In what you/they think, feel and behave
- In how you, your partner and other family members relate to each other
- In how you, your partner and other family members communicate with one another.

- Changes in your family life:

- In how you spend your time
- In how you work together to be happier as a family
- In how you resolve disagreements and conflict

- • Changes in your economic situation:

- In how you generate income
- In how you decide what to spend money on
- In how much money you have available

- Give everyone 45 minutes to complete their Toose journey drawing, moving around the room to provide support as required.
- Once everyone has completed their journey, explain that feedback will be done in single sex groups. Ask the women and men to gather separately, with the corresponding facilitator. If possible, this should be done in separate rooms.
- In each group, invite one of the participants to share the changes that have taken place on their Toose journey and what has contributed to making them happen. Probe to understand clearly the change and what helped bring about those changes. Ask if anyone else in the group have had similar changes on their Toose journey. Invite 2-3 more people to share their changes and what contributed to bringing them about. Probe to understand clearly the change and what in Toose has helped bring about those changes.
- Ask people who had a similar change to raise their hand. Note details of the changes reported and the proportion of the group who reported a similar change in the Toose monitoring tool.
- Invite someone who noted a different change on their Toose journey to share and go through the same process again, inviting 2-3 others in the group who noted similar changes to share their experience and what contributed to making that change. Prompt those living with disabilities to share their own experiences if they haven't done so. To wrap up, ask people who had a similar change to raise their hand. Note details of the changes reported and how many of the group reported a similar change in the Toose monitoring tool.
- If it hasn't yet come up in the discussion, ask participants if anyone noted a change that they didn't like, something which, they don't feel is a good change? Reassure people that changes can be good and bad and it's important that we learn from both. Invite any individuals who noted a change they didn't like to share it with the group, asking them why they are unhappy with this change and what has contributed to it. Probe to find out what might be contributing to this situation, being as supportive as you can, but without forcing people to share if they don't want to. If there are others who have recorded changes they don't like, invite 1-2 more of them to share their experience and what has contributed to it.
- Ask participants to raise their hand if they had a similar change that they didn't feel was a good change. Record these changes in the Toose monitoring tool against 'Don't Want to See' and include the proportion of participants reporting these changes.
- Ask if any participants can suggest what can be done to help the people affected by these changes. Be ready to share your own thoughts too.
- Ask if there is anyone who is struggling to make the changes they would like to. Invite anyone who is to share their challenges. Then invite other participants to suggest possible solutions. Be ready to share your own suggestions too.

Closing the activity

- Ask participants how they feel overall about the changes that have taken place. Invite them to draw a face in their notebook which explains how they feel. Get participants to hold up their notebooks so everyone can see how they are feeling.
- If time, invite a few participants to explain their picture. If some people have drawn neutral or sad faces make sure you invite them to explain their feelings, as well as people who have been happy. Try to identify ways in which group members can support those people who drew sad or neutral faces.

- › Congratulate participants on all the changes they have managed to bring about so soon in their Toose journey and encourage them to continue drawing on Toose to make other changes in their lives that will improve their families' well-being.
- › Reassure those who are having difficulties in making the changes they would like that they have lots of support available, for example they can seek support from Toose champions and Toose facilitators, from community influencers, and from GCBC volunteers. They can also get help from the IPs facilitating the Toose sessions. They shouldn't feel on their own.

Activity 2: How can we improve Toose?

Duration: 30 minutes

Method: Group discussion, Individual Interview, single sex groups

Materials: None

Purpose:

To allow participants to reflect on the Toose sessions and share experience on what they liked or found useful about Toose.

To allow participants to reflect on the Toose sessions and share experiences on what they did not like about Toose.

To capture in detail improvements that can be made to Toose so that it makes an impact on participants' lives.

To allow women with disabilities to reflect on the Toose sessions, share their experiences on what they found useful or not about Toose and capture in detail recommendations that can be made to Toose to ensure that it makes an impact on women with disabilities.

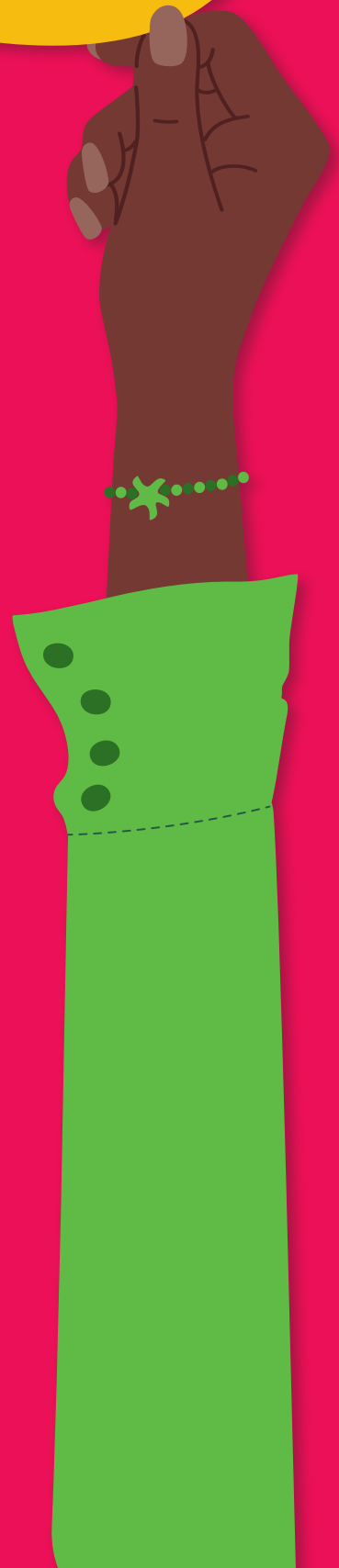
- › Ask Participants to get into four groups (two male groups, two female groups).
- › Ask one group of male and one group of female participants to focus their discussion on what they have liked or found useful about Toose and what they have not liked or found useful about Toose? Highlight that you would like them to think about why was that?
- › Ask the remaining group of females, and the remaining group of males to focus their discussion on identifying improvements that can be made to Toose so that it better helps families to make changes in their lives to improve their well-being and what they have told other people about Toose. Encourage participants to reflect on what was discussed in Toose sessions as well as how we have run the sessions – their timing, duration, homework to follow up some of the session's discussions.
- › Give 15 minutes for this discussion.
- › Once the discussion has ended, invite one participant from each group to share their group's thoughts. Then ask if anyone else had similar thoughts from the other group and invite them to add. Next ask the groups who focused on improvements to share their thoughts. If people are nervous about being critical, reassure them that it is so we can learn and improve.
- › Encourage an overall group discussion about what participants have not liked or found useful about Toose, engaging as many participants as possible. Record the main points raised by participants in the Toose Review Tool section E.

Closing session

- › To wrap up, tell participants you want to know if they have been sharing their Toose knowledge with others.
- › Ask each participant to write down in their notebook how many people outside of their household they have talked to about Toose. They can either write down a number or draw stick figures or round circles to symbolise the number of people they told. Tell participants it's just an estimate, it doesn't have to be totally accurate. Participants hold up their notebooks and IPs record how many people the participants have reached in the Toose Review Tool Section C1.
- › Congratulate participants for spreading the word about Toose.
- › Probe to find out what they shared and to whom. Ask if anyone in the group had done something different. Invite 1-2 more people to share what they did. Record all the actions taken in the Toose Review Tool section F.
- › Ask participants what reaction they got from people when they shared their Toose experience and tools? Invite one or two people to share. Record in Toose Review section C1. Ask if anyone got a bad reaction when they shared their Toose experience and tools? Invite anyone who got a bad reaction to share what happened. Reassure these participants that it is ok for people to be a bit nervous about change because it can take time for people to get comfortable with something new.
- › Congratulate the group participants for being so open to new ways to help their family and showing the way for others in the community and for spreading the word about Toose.
- › Thank participants for coming, acknowledging their participation and the experiences shared, and that information shared will be kept as confidential as everything else on the program, next steps i.e. community diffusion and graduation. Encourage participants to continue with their Toose journeys.

POSITIVITY

Annex



Monitoring Toose social empowerment component

As well as delivering the curriculum, the Toose facilitators have an important role in supporting the monitoring and learning of the programme by routinely collecting data from the participants on programme outcomes. Involvement in Toose sessions is expected to address the social drivers of violence in participant households. These include traditional gender roles where men are expected to be heads of household and breadwinners for the family, and women are expected to take care of the house and family and be submissive to her husband; conflict within the family; and harmful behaviours such as alcohol abuse.

Facilitators are requested to collect data from participants against these questions:

- i. Are couples regularly attending the Toose sessions? Have there been any dropouts or absentees? Do we know why?
- ii. Are participants correctly understanding Toose messages?
- iii. Are participants changing their attitudes and behaviours to be more gender equal and to reduce conflict and violence in the household? If so, what changes are taking place? If not, what is stopping change?

There are two monitoring tools to support the collection of data on the above.

1. Toose register tracks Toose participants' attendance at Toose sessions. The Toose register is here [provide hyperlink].
2. Toose Review Tool captures changes in knowledge, skills, attitudes and behaviours amongst Toose participants and other family members. The Toose Review tool is here [provide hyperlink](#)

The Toose register collects the following information:

- a. Name and surname of the participant – to be kept on another sheet to ensure confidentiality processes.
- b. Personal Unique Identifier Number – to be kept with the register and then is linked to the individuals name on another sheet kept confidentially.
- c. Village/cluster
- d. Sex
- e. Age
- f. Marital status
- g. Disability status
- h. Nature of disability
- i. Head of household
- j. Has the spouse migrated for work, or are they away for long periods of time
- k. If the family is polygamous
- l. Is the participant a member of TISAL group, or nominated partner of TISAL member?
- m. What is their relationship to a TISAL member or nominated partner?
- n. What is current participation status
- o. New member
- p. Participation in Session 1-Session 10

Toose review tool: This captures changes in knowledge, skills, attitudes and behaviours in the household's economic well-being, planning and decision-making for household expenditure, understanding of gender roles, conflict resolution and use of violence in the household, amongst Toose participants and other family members. Examples of each of these changes are provided in the annex of the Review tool. The list also includes some behaviours 'we don't want to see' but may still occur. It is helpful to report these where they occur so project managers can consider any action needed.

Knowledge, attitude and behaviour changes Toose seeks

Expect to see

1. Toose participants take forward core elements of the Toose curriculum.
2. Toose participants demonstrate an understanding of gender roles and behaviours.
3. Toose participants demonstrate an understanding of harmful behaviours and why they occur.

Like to see

1. Toose participants contribute to a positive atmosphere in Toose sessions which makes it possible for participants to discuss sensitive issues.
2. Toose participants take action to enhance their and their families' economic security.
3. Toose participants are involved in making household decisions that affect them.
4. Toose participants communicate well with their partner and other members of their family and take action to prevent conflict and violence in their family.

Love to see

1. Toose participants and their families have good domestic relationships and a positive sense of well-being.
2. Toose participants take individual or collective action to prevent gender-based conflict and violence in their community.

Don't want to see

1. Toose participants undermine Toose sessions and messaging.
2. Toose participants tolerate or perpetrate violence.

Using the Toose review tool

- The final Toose session, Session 10, is dedicated to capturing these changes and detailed guidance for facilitating this session is provided in the session guide.

For this session, the facilitator should complete all Sections A-F of the Tool.

- During Toose Session 10, when documenting the changes that have occurred in participants' lives in Sections B and C of the Tool, try to capture as much detail as possible, including:

- Who has experienced the change (man/man with disability/woman/woman with disability)
- What was the change
- Who else is involved in the change
- When did the change happen
- What helped the change happen
- What difference the change makes to the participant and his/her family

› There are additional sections to capture participant feedback during Toose Session 10:

- **Section D: Blocks to change** is to record anything participants say is stopping them from making change. This feedback is useful to help project managers think about how they can assist participants to overcome these challenges.
- **Section E: Toose champion feedback** is to record participants feedback on what they like and don't like about Toose, as well as any ideas they have for improving it.
- **Section F: Sharing Toose** is to record what participants have told other people outside of their household about Toose and how many people they have talked to about Toose. This is useful data to understand whether information about Toose is spreading through the community and if so, what kind of information.

- › Changes observed or reported during any of the other Toose sessions can also be captured in the tool. *It is not essential to do this at every Toose session.* It is however recommended to do this in Sessions 4-9 inclusive. When you do this, the facilitator only needs to complete Sections A, B and C of the Tool.
- › Where possible, include verbatim quotes. In other Toose sessions, when using the Tool, the facilitator can just focus on documenting who has experienced the change, what the change was and anyone else involved in the change.
- › For each change you report in Sections B and C of the Tool, we want to know if others in the group have experienced a similar kind of change. The Toose Session 10 guidance explains how to find this out. You reflect this in the tool by circling either A few/Half or more/All or almost all.

We are particularly interested in understanding the experiences of women with disabilities participating in Toose. There are dedicated sections in the Toose Review Tool to capture their experience to ensure this is not overlooked when working with the wider group.

Important things to remember when conducting monitoring

- › **Consent:** You must make sure that all Toose members have consented to sharing the information you are asking for. It is important that you inform them how this information will be used by the programme, and who you will share it with.
- › **Confidentiality:** Personal Unique Identifier numbers are requested so that first names and surnames will not be shared beyond the Toose group. This is important to keep personal information confidential.
- › **Respect:** Do not ask for more information than you need. It is important to consider how this data will be used, by you or the programme, and only collect what is strictly necessary.
- › **Timeliness:** Make sure to complete the register immediately after each meeting, that way you won't risk forgetting anything.



Contact details

Name:

Telephone:

Website: