

FOUNDATIONS

TRAINING OF FACILITATORS MANUAL

STRENGTHENING PREVENTION APPROACHES TO ADDRESS GENDER-BASED VIOLENCE IN THE CARIBBEAN

The Maria Holder  Memorial Trust



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FOREWORD & ACKNOWLEDGEMENT

CARICOM estimates that young people under thirty years of age account for sixty-three per cent of the population of CARICOM countries. The investment of resources, time and energy in our young women and men is therefore crucial to the region's achievement of the sustainable development goals.

The economic, political and creative potential and resilience of Caribbean societies is intricately tied to our young women and men. Real possibility for change in negative social and cultural norms and values from one generation to the next also rests with our young people as architects of the future.

Gender-Based violence can create significant negative outcomes for young women and men. Experiencing and witnessing domestic violence can for example have a direct impact on the health, well-being and educational outcomes of young women and men. Sexual and Gender-Based violence experienced by young women and girls not only represents a serious violation of their human rights but impacts the resilience and life-long potential of women and girls.

The Foundations Programme aimed at contributing to and strengthening prevention approaches to addressing Gender-Based Violence in the Caribbean, is an important tool within UN Women's overall strategy to address Gender-Based violence and its most prevalent form Violence Against Women and Girls in the Caribbean Region.

This strategy which focuses on prevention and response: including the provision of quality essential services and access to justice for survivors, is anchored to the transformation of cultural and social norms, values, attitudes and beliefs which support the perpetuation of Gender-Based discrimination, gender inequality and Gender-Based violence.

Education is an important driver of social and cultural change. The application of human rights-based, participatory and youth centered approaches which also take on board feminist pedagogical practice are indispensable to efforts towards Gender-Based violence prevention.

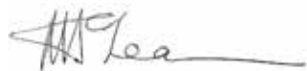
The Foundations programme is developed primarily for a Caribbean audience, but its themes and content are applicable globally. This programme through its focus on youth and on addressing the gender-power relations which are at the root of Gender-Based discrimination and Gender-Based violence, is intended to make a signal contribution to the fields of Gender-Based violence prevention education but also to the areas of youth development in the Caribbean.

The programme includes step by step guidance on the implementation of each session of the twelve week programme for young women and men (13 to 24 years of age), a manual for the training of facilitators to deliver this programme, as well as operational guidance and a monitoring and evaluation framework for organisations and institutions wishing to adopt or implement the programme with young persons whom they serve.

UN Women MCO Caribbean would like to thank the Maria Holders Memorial Trust for their contribution to the development and piloting of this programme as well as the Governments of Antigua and Barbuda, Dominica and Grenada and the Legal Aid and Counselling Clinic in Grenada who also supported the piloting and testing of various elements of the curriculum and facilitators training manual.

UN Women MCO Caribbean would also like to thank the team of experts who worked on putting all the components of this programme together along with peer reviewers, members of our Civil Society Advisory Group and UN Women's Training Centre for their invaluable contribution to the substantive content of this programme and to making this programme a reality.

We encourage our partners across the Caribbean region and the globe to adopt and implement this programme and to join UN Women in our efforts to STEP IT UP to end Gender-Based Violence once and for all.



Mary Alison McLean

Representative UN Women MCO Caribbean

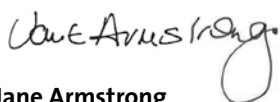
The Maria Holder Memorial Trust is a registered Charity in Barbados founded in 2007 by Christopher Holder and Chesterfield Brewster in memory of Maria Holder, following her untimely death in 2004. Maria Holder was of Swiss nationality and made Barbados her home for over thirty years. She was committed to charitable work and gave generously to many Organisations. The Maria Holder Memorial Trust proudly carries her name and continues that legacy, particularly in Barbados, in the areas of Education and Training, Health, Poverty Alleviation, Culture and the Arts and Emergency/Disaster Relief. We have a small, dedicated Project Management Team who work tirelessly to carry out the work of the Trust. Within our sectors, we work with children and youth, the elderly and those in vulnerable circumstances. Although our primary focus is in Barbados, we do have some projects in Antigua, British Virgin Islands, Dominica, Grenada and St. Vincent and the Grenadines.

Education and training is of utmost importance to us and continues to be our biggest sector in terms of the provision of assistance. This encompasses the provision of infrastructure as well as social development programmes. The partnership and funding for this programme in collaboration with UN Women was no different as Gender-Based Violence continues to be a serious problem for the safety and wellbeing of women and families throughout the region.

Programmes such as these seek to empower girls to help them be less vulnerable to violence and will aid in their personal development. We hope that those trained with the use of these manuals will internalise what is taught and also share the information with others in the home and community as well.

The Maria Holder Memorial Trust has also had the pleasure of partnering with some other agencies to impart prevention education as it relates to Gender-Based Violence and we are very pleased with the results and impact that we have seen to date. Of importance is the fact that there appears that more work needs to be done and such initiatives need to be expanded so we urge everyone to make use of the manuals that will be available and seek to educate our young people as much as possible.

We join our Partners at UN Women to reiterate the need for the all agencies across the Caribbean to implement this programme and do all in their power to end Gender-Based Violence.



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INTRODUCTION

With very few exceptions, all Caribbean states have enacted domestic violence legislation. While there has been a legislative and programmatic emphasis on responding to intimate partner violence in many countries in the region, it has been noted that there is an absence of preventative programming that promotes gender justice. To address these gaps UN Women has developed **Foundations**. This programme is designed to engender an appreciation of core gender concepts such as gender socialisation, gender equality and Human Rights. The overarching goal of the programme is to accelerate action towards preventing gender-based violence (GBV). This **Training of Facilitators' Manual** as part of a number of core programme tools is centred on an awareness of gender justice and human rights as universal and inalienable and on a psychoeducational approach that engages personal interrogation about gendered norms and values.

People who perpetrate violence are solely responsible for their actions and victims of violence never share blame or responsibility for the actions of others. With that said, all people in a given community contribute to the production of gender meanings. This **Training of Facilitators' Manual** seeks to empower young people between the ages of 13 and 24 to actively participate in gender constructions, thereby impacting the gender-based discrimination that fuels GBV and the ways in which it is treated by community members.

COMPONENTS OF THE FOUNDATIONS PROGRAMME

- I. THE CURRICULUM: A gender equality curriculum specifically designed for young people in the region.
- II. THE TRAINING OF FACILITATORS' MANUAL: A curriculum to train gender advocates to facilitate GBV prevention education among young people.
- III. THE OPERATIONAL MANUAL AND PROCEDURAL GUIDELINES: A guide for implementing **The Foundations Programme**.
- IV. THE MONITORING AND EVALUATION FRAMEWORK: A guide for monitoring and measuring program outputs and evaluating outcomes of **The Foundations Programme**.

This **Training of Facilitators' Manual** is the primary training instrument to prepare facilitators to deliver **The Foundations Curriculum** with same-sex and mixed-sex groups in both school and community settings. It details the 5-day training workshop that will equip facilitators with the requisite knowledge and skills to implement the programmatic approach towards ending gender-based violence.

BACKGROUND

CONTEXT FOR THE WORK IN THE REGION

Throughout the past 10 years, UN Women Multi-Country Office - Caribbean has supported the development of initiatives that seek to promote gender equality and to address gender-based violence. UN Women's commitment has been responsive to key evidence-based reports which demonstrate the persistence of gender inequalities and gender-based discrimination in the Caribbean. Violence against women and girls remains the most pervasive and severe form of gender-based violence and gender-based discrimination in the region.

Within the context of UN Women's prevention framework and with the view to developing and supporting sustainable and measurable prevention initiatives in the Caribbean region, UN Women Multi-Country Office - Caribbean sought to develop a programme to meet the increasing calls for the development and scaling up of gender-responsive violence prevention programmes which target young people. **The Foundations Programme** was conceived to address the gendered causes and consequences of violence, including gender socialisation, harmful and stereotypical gender roles and gender inequality. To this end, a 15-week community-based prevention programme for young men and boys was developed and piloted in 2012 in partnership with the Government of Antigua and Barbuda. Building upon the success of the pilot of this prevention programme, the UN Women MCO with support of The Maria Holder Memorial Trust, subsequently spearheaded a similar programme for young women and girls which was also piloted in schools in Antigua and Barbuda in 2015. **The Foundations Programme** is the culmination of these aforementioned initiatives, which have been piloted and revised based on evaluations of their implementation in school and community settings in the region.

OBJECTIVES

The Foundations Programme is based on the premise that violence is intentional, and that abusive behaviours are chosen methods for gaining control over persons and situations. The programme demonstrates how GBV is derived from socially and culturally bound concepts of gender, gender hierarchy and patriarchy, which rationalises and legitimises violence against women and girls in particular and all forms of GBV generally. It is based on teaching concepts and techniques that help to challenge harmful and hierarchical gender norms, values and attitudes and encourage the adoption of social and cultural norms and values which emulate gender equality, respect, justice, fairness, open communication and healthy relationships.

The Foundations Programme recognises that young people have expert knowledge about the realities of the social conditions they face in their everyday lives. Potential participants for this programme are therefore seen as competent, knowing persons who are in the best position to speak about how they live and experience gender constructions.

The programme is participant-centred and invites young people to engage in 'thinking through' concepts such as gender, gender socialisation, gender hierarchies and constructions of masculinity, femininity, sexuality and their impact on relationships with themselves and others. The specific objectives of The Foundations Programme are to:

- 1 Empower young people to understand GBV and its genesis in gender inequalities and gender-based discrimination.
- 2 Promote an understanding of the consequences of GBV to partner(s), children, communities and societies in general.
- 3 Endow young people with knowledge, skills and attitudes for addressing conflict and responding to stress and stressors that arise in relationships.
- 4 Establish and model an atmosphere of respect within group relations among and between young people.
- 5 Promote self-sufficiency among young people in taking steps towards improving their relationships and their lives.
- 6 Create a network of young people who will advocate for non-violent relationships.

WHO IS THIS MANUAL FOR?

This Manual is for Trainers who will train facilitators to implement **The Foundations Programme**. Trainers who use this manual will have competences to train community and youth workers, educators and allied mental health professionals. The trainers will use this Manual to conduct a 5-day training workshop that will prepare male and female facilitators to implement **The Foundations Programme** in both school and community settings. This Manual is NOT for the use of facilitators who will be working directly with youth, **The Foundations Curriculum** is to be used for that purpose.

Facilitators should be professionals who already have a formal academic education in the subject area, and already have an adequate level of experience and competency in running workshops or conducting trainings. These facilitators will normally be coming from backgrounds in such fields as gender advocacy and development, social work, psychology, mental health, coaching, community work, education, public health or another similarly related field. This **Training of Facilitators' Manual** has been created for the purpose of ensuring a consistent and standardised approach to training and programme implementation.

Trainers working with this manual will not work directly with young people, but will train facilitators using this **Training of Facilitators' Manual** as their training tool. Trained facilitators will subsequently work directly with the end-user group - in and out of school youth in the Caribbean. These facilitators will use **The Foundations Curriculum** to conduct participatory workshops with young people.

A **TRAINER** is: One who coaches professionals, either individually or in a team, generally for a performance or specific task.

A **FACILITATOR** is: A professional who has received specialised training from a Trainer or Coach, in order to develop the skills and attitudes necessary to guide groups or teams of persons to take responsibility and action around a particular issue.

Mastery of concepts such as gender equality, gender-based violence, sexual violence, human rights and gender-responsive programming are essential for trainers. Additionally, Trainers will evidence the following:

- Extensive facilitation and presentation skills.
- Experience with adult education using a Human Rights-based Approach, gender analysis and gender transformative frameworks.
- Proven record of advocacy work in the areas of gender equality and equity.
- Knowledge and skills in participatory methodologies and youth-led and/youth centred approaches.

OBJECTIVES OF THE TRAINING OF FACILITATORS' MANUAL

The Foundations Programme was designed to be participant-centred and invites young people to engage in 'thinking through' complex gender concepts that impact their everyday lives. Facilitators must be able to create and maintain a safe and nurturing workshop environment. This is essential to construct the appropriate atmosphere that is conducive to working through multi-layered and tabooed topics in a dynamic participant centred manner. To this end, this **Training of Facilitators' Manual** aims to standardise the training of all facilitators who will deliver **The Foundations Curriculum** in the region.

Each of the 12 modules of **The Foundations Curriculum** are designed to acquaint participants with an understanding of the diverse and nuanced ways in which GBV is harmful to all persons, especially women and girls. The toolkit seeks to encourage participants to reflect upon those social and cultural practices which perpetuate this type of violence. It does so by overtly engaging participants in learning strategies that build their confidence to challenge those beliefs and behaviours that inform GBV. By the end of the Training of Facilitators' workshop, participants will be able to:

- 1 Articulate and demonstrate a working knowledge of the conceptual and methodological approaches of **The Foundations Programme**.
- 2 Defend the need for young people to understand GBV and its genesis in gender inequalities.
- 3 Endow young people with knowledge, skills and attitudes for addressing conflict and responding to stress and stressors that arise in relationships.
- 4 Interrogate personal core gendered-beliefs, values and attitudes through reflexive practices.
- 5 Conduct practical applications of the learning activities of **The Foundations Curriculum**.
- 6 Advocate for gender equality among young people and within their practice circles.

OVERVIEW OF THE FOUNDATIONS CURRICULUM

The Foundations Curriculum is a flexible 12-module programme, designed for participants aged 13 to 24. It is to be delivered by a cadre of advanced trained male and female facilitators. These facilitators will have varying degrees of experience working with youth in both school and community-settings. Community-based settings may include a variety of naturally occurring clusters such as schools, church groups and other social or recreational clubs. This 12-module curriculum can be implemented in the following formats:

- **Twelve Weekly Sessions:** This is recommended for school-based implementation. It is suggested that each session should be 90 minutes long.
- **Six Weekly Sessions:** This is recommended for implementation in community-based settings. Each session should be 4 contact hours. This format can also be used in vacation camps for school-aged young people.
- **Four Day Intensive:** This is recommended for community-based settings. It is suggested that the sessions are implemented during 2 consecutive weekends or four consecutive days. Each programme day should be 6 contact hours. This format is highly recommended for residential workshops or retreats.

CURRICULUM FORMAT

Through an interactive, participatory and intensive introspective experience, this curriculum guides participants through personal interrogation of gender socialisation in the context of their community culture. The curriculum consists of twelve modules, with three implementation options (see Suggested Agendas for Implementation in subsequent section). Each module follows the following format:

- **SUMMARY PAGE:** The information included are:
 - An overview of the main topics covered in the module.
 - Summary of the key learning points of the given session.
 - A tabulated presentation of the session components, time allocations, facilitators' objectives and the materials needed to prepare for the session.
- **GUIDANCE FOR CONVENING THE SESSION:** Suggested methods for opening the sessions, establishing/re-establishing working agreements and conducting emotional and physical check-ins. Energisers/ice breakers are also offered.
- **THE MAIN TOPIC OF THE MODULE:** The core subject matter of the module is covered in 2 or 3 learning activities. All relevant handouts are included within the contents of the module.
- **CLOSING ACTIVITY:** The objective of this session is to prepare participants for ending the group interaction by expressing any thoughts or emotions that arose during the session. There are art journal exercises given at the close of each module and participants are given art journal prompts to continue their exploration of curriculum topics between sessions.

METHODS

The curriculum uses various methods to enhance learning. These include:

- **POWERPOINT/ LECTURE STYLE PRESENTATIONS** – These provide empirical information on the topics. Facilitators use multi-media materials (music, films, educational documentaries, and educational video-clips) intended to increase understanding and knowledge.
***A special note about PowerPoint Presentations:** PowerPoint Presentations are not provided. Facilitators are encouraged to create presentations from the content provided.
- **INTERACTIVE AND PARTICIPATORY DISCUSSIONS AND ACTIVITIES** – Group members are encouraged to engage openly in discussions and brainstorming activities. Participants are engaged in defining terms, drawing exercises, and building consensus within their groups. They may write their ideas and consensus on flip chart paper and make presentations to their co-participants.
- **PERSONAL REFLECTIVE EXERCISES** – These are individual reflective exercises used to stimulate self-awareness in the area of life skills and GBV prevention.

- **PSYCHO BODYWORK & BREATH WORK EXERCISES** - Through engagement in deep breathing exercises and body stretches, participants deepen their body awareness and contact with sensations and emotions.
- **SMALL GROUP DISCUSSIONS** – These are designed for personal questions and individualised challenges for participants to answer in small groups. These offer an environment of security, trust, respect and personal responsibility for topics that participants may not wish to share with a large group. It allows for intimate sharing of personal experiences and presents opportunities to share different aspects of gender socialisation and personal experiences with GBV.

The combination of these strategies allows for an introspective, participatory, dynamic, intensive, and personalised experience.

HOW TO USE THE FOUNDATIONS CURRICULUM

WHO IS THIS CURRICULUM FOR?

The curriculum was designed for use by experienced facilitators who are trained professional social workers, psychologists or youth workers. Please also consult *The Operational Manual and Procedural Guidelines* for details on how to go about organising and administering *The Foundations Programme*.

TARGET AUDIENCE

This curriculum is for use with young people between the ages of 13 and 24 in school or community settings. The curriculum should be implemented with groups of young people of similar ages. It is suggested that the following age group limits are observed when implementing the curriculum:

13-15

16-18

18-24

Group configurations of young people of similar ages encourage cohesiveness and promotes the aims of the curriculum by ensuring that participants are at similar developmental stages. More detailed guidance on formulating groups are included in *The Operational Manual and Procedural Guidelines*.

NUMBER OF PARTICIPANTS AND SEX COMPOSITION OF GROUPS

The Foundations Curriculum is an interactive, activity-based curriculum that also requires time for introspection. It invites participants to share their life experiences, thoughts and feelings. As such, the number of facilitators, as well as the workshop size are important considerations. An environment that is conducive to the type of learning and reflection necessary for the curriculum implementation should include two facilitators and no more than twenty-five participants. The ideal number of participants is 15 - 20 young people. The minimum recommended group size is ten.

Due to the sensitive nature of the content covered in this workshop, the curriculum should be conducted among same-sex groups. Simultaneous implementation of the curriculum among same sex groups is highly recommended. The curriculum is designed to facilitate mixed-sex group sessions for specific modules and if same-sex sessions are run concurrently, joint sessions between the two groups can be facilitated. This type of implementation will allow for rich discussions between females and males about differing experiences of gender socialisation.

It also provides unprecedented opportunities for partnership and cooperation between young people for gender advocacy and GBV activism. More detailed guidance on formulating groups are included in ***The Operational Manual and Procedural Guidelines***.

CONCEPTUAL FRAMEWORK OF FACILITATORS' TRAINING MANUAL

The 12-module ***The Foundations Curriculum*** encourages participants to share their lived experience as a gendered being. Participants are asked to openly interrogate how gender manifests in their daily lives. Through open discussions around set themes as well as impromptu issues arising in their discussions during the workshop, participants are guided to reflect upon the gendered constructs which underpin human behaviours and relationships. They are continually asked to reflect upon how gender-based violence emerges and becomes systemically sustained. A central tenet of the facilitator training is that facilitators must first experience the curriculum before guiding young people through these processes. Therefore, during the 5-day Facilitator Training Workshop, facilitators are expected to reflect upon their gendered-values, beliefs and practices. The conceptual framework, within which such a safe workshop environment supportive of insight and transformation is built, necessitates that facilitators are able to:

- Reflect upon deeply entrenched cultural norms.
- Confront and dissolve gendered-biases that are not in alignment with principles of gender equality and gender equity.
- Engage cognitive and behavioural shifts from victim or bystander positions towards advocacy for the end of violence against women and gender-based violence in general.

THEORETICAL APPROACHES

The theoretical approaches which form the conceptual framework are:

- A. Patriarchy and Feminist Theory
- B. Human Rights Approaches.
- C. Guiding Principles of UN Women **Foundations Programme**.

Other Guiding Documents:

UN Women strongly encourages facilitators to also consult the following guidance documents which form a part of the underlying Framework of **The Foundations Programme**:

- D. A framework to Underpin action to prevent Violence Against Women <http://www.unwomen.org/en/digital-library/publications/2015/11/prevention-framework>
- E. Global Guidance. School-Related Gender-Based Violence. <http://www.unwomen.org/en/digital-library/publications/2016/12/global-guidance-on-addressing-school-related-gender-based-violence>

The Foundations Curriculum and the **Training of Facilitators' Manual**, rely upon these multi-systemic approaches to stimulate reflection upon the attitudes and behaviours that need to be changed, in order to stop all forms of gender-based violence including violence against women and girls in the Caribbean.

PATRIARCHY AND FEMINIST THEORY

Patriarchy, literally and historically means “*The rule of men*”. Arguably, patriarchal systems were constructed as far back as 4000 BC, around the Middle East. These systems legitimise the unchallenged position of males as the holders of power, control and privilege in all domains of social, cultural and political life. Implicit to patriarchal systems, is the subordination of women and girls in all socioecological spheres, including family, community and institutions. In this system, the moral and social authority attributed to men, results in the systematic repression of women’s needs and desires. It also formalises gender hierarchies which marginalise and increase the vulnerability of girls and women to harm in such forms which includes but are not limited to, sexual violence, discrimination, and economical disadvantages.

Feminist Theory defines patriarchy as an unjust social system that is oppressive to women. Feminism considers that patriarchy was constructed out of a particular social and political need and or desire, and therefore is a social construct. Feminism is one of the conceptual and analytical pillars of all programmes, attitudes and intentions which seek to transform social systems in which one person or a group of people, perceives themselves to have power over others. In our traditional and cultural contexts, GBV almost always refers to an abuse of power by men over women and its genesis is rooted in patriarchy.

Since patriarchy is deeply entrenched in cultures, focused and skilful facilitation is necessary to shift deeply engrained habits and beliefs which inform the gendered behaviours of women and men. Trainers are exhorted to ensure that potential facilitators have both the knowledge and skills necessary to systematically confront patriarchy through the implementation of **The Foundations Curriculum**.

HUMAN RIGHTS APPROACHES

This training is grounded in the principles of human rights for all, that all men and women are born equal, all human beings must be placed as the central value of concern, and all forms of discrimination, prejudice, and violence are violations against humanity as specified in the Universal Declaration on Human Rights. This rights-based approach is vital to safeguarding the rights of all individuals to safety, dignity, and freedom and this training demonstrates the shift toward organisational and personal commitment to gender equality and justice¹.

Applying a Human Rights Approach when working with young people entails treating with them as rights holders. There is often difficulty in balancing young people's rights to act autonomously, with their rights to adequate protection. However, the same principles and tools used in human rights approaches with adults should be applied with young people. Trainers will ensure that the facilitators understand that among other curriculum delivery responsibilities, they should:

- Promote accountability by identifying rights and responsibilities of duty-bearers and rights-holders.
- Seek to improve young people's abilities to fulfil their obligations and claim their rights.
- Recognise and work to eliminate gender-based discrimination against women and girls.
- Apply principles of non-discrimination, which requires paying attention to excluded groups such as members of the LGBTIQ population and people with disabilities.
- Ensure that ***The Foundations Curriculum*** implementation does not contribute to any existing forms of discrimination and inequalities.

The rights enshrined in the major international human rights treaties apply to all adults, adolescents and children. Additionally, rights contained in the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) as well as the Convention of the Rights of the Child (CRC) are integral to human rights approaches. The CRC contains articles and principles with specificity for young people under the age of 18, and is therefore relevant to work with youth populations.

GUIDING PRINCIPLES OF THE UN WOMEN FOUNDATIONS PROGRAMME

With the aim of broadening the understanding of gender equality among women and men and boys and girls in the Caribbean, implementation of all trainings are grounded in the following principles:

1 ***Emotional and Physical Safety to Talk Gender***

Both facilitators and young women and men engaged in the programme are facilitated with an emotionally safe and structured space in which gender concepts can be broken down and interrogated in single sex and mixed-sex groups in both school and community settings. Participants explore how early gender socialisation affects development and contributes to gender inequality.

¹ "Looking Within: Understanding Masculinity and Violence Against Women and Girls. A guide for facilitators. UN Women Training Centre 2014."

2 Gender Education starts with Gender Awareness²

Both facilitators and young women and men engaged in the programme are encouraged to recognise the negative ways in which gender stereotypes, gender inequalities and gender-based discrimination affect the lives of women and men, boys and girls. They are motivated to envision genuine civic equality where women and men live in relationships built on cooperation and mutual respect.

3 Saying No to Gender Stereotypes and Rigid Gender Expectations

Both facilitators and young women and men engaged in the programme are continuously challenged to confront stereotypes and rigid gender expectations that obstruct the realisation of their full potential. Participants and facilitators are taught that patriarchy and not men, is the 'problem'. They are encouraged to understand the concept of patriarchy, its impetus for controlling behaviours and its implications for GBV.

4 Dialogue and Problem-Posing Education³

No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process. Based on this principle, young people are treated as thinking, creative people, with the capacity for action. The learning process and environment created for this workshop should avoid replicating gender-power dynamics and instead should be built on the rich life experiences and knowledge of participants. Diverse views should be treated with respect and dialogue should be used throughout the workshop to build mutual understanding among those who have traditionally exercised power in unequal gender-power relationships. Everyone can be a teacher and a learner simultaneously and the learning process can be an empowering one if, in the spirit of sharing, it is respectful, supportive, power-equal, non-judgmental and non-violent.

5 Transforming Relationships

Both facilitators and young women and men are encouraged to transform their relationships within their families and communities to reflect their full potential. They are encouraged to examine their lives, including their gender socialisation and reflect on how they can integrate principles of gender justice within a life skills framework.

6 Self-Examination and Introspection

Both facilitators and young women and men are encouraged to engage in self-examination and develop critical and creative thinking skills. They are challenged to return to their social environments (their homes, neighbourhoods, schools and communities) and continue questioning social, cultural and religious assumptions that were previously taken for granted. They are encouraged to develop a critical eye towards behaviours and attitudes that may perpetuate gender inequality.

2 ICRW, 2011. GEMS Training Manual for facilitators. New Delhi: ICRW

3 Economics Education: Building a Movement for Global Economic Justice as cited from Men's Violence Project. Standing Together for Justice. A Project of the Texas Council on Family Violence. Available from the TCFV library.

THE FOUR PILLARS OF FACILITATION

Trainers must integrate the following four core themes into all aspects of training delivery.

GENDER EQUALITY AND ACCOUNTABILITY TO WOMEN AND GIRLS

This training must also contribute toward advancing gender equality, women's and girl's empowerment and women's and girl's human rights.

Unequal gender power systems disregard individuals' human rights and often employ various forms of violence as a tool to control and subjugate women and men, and this workshop seeks to transform that.

In the Caribbean, most states have now enacted Domestic Violence legislation making gender-based violence a crime. However, the deeply entrenched power relations which uphold patriarchal belief systems will take more than legislation to overturn. All facilitation techniques should endeavour to guide participants to unpack the ways in which patriarchy shapes power relations that contribute towards GBV.

REFLECTIVE / REFLEXIVE PRACTICE

Gender-based violence has been in the world for millennia, and each one of us may have absorbed a myriad of ways in which we may unwittingly perpetuate its practice. Facilitators should be consistently led through exercises that engender deep examination of existing social and cultural systems by means of reflective exercises. Self-reflection is an intrinsic part of *The Foundations Programme* and facilitators in training are required to adopt the practice as well.

Facilitators will not only introduce participants to new information and ideas, they will also provide the space and the opportunity for participants to reflect on their own attitudes and beliefs related to gender inequality and violence against women and girls. Facilitators will not be able to answer all questions, solve all problems and meet all expectations but they will guide discussions and activities, provide the necessary tools and ask the critical questions so that participants can generate their own knowledge and understanding.

HUMAN RIGHTS

Regardless of how individuals or groups may feel about the entitlements of those in power to abuse those who have less power, every human being has the RIGHT to protection from discrimination and harm. Facilitators should be guided to apply a human rights framework to all instances where abuses of power are rendered unclear because of cultural mores and myths.

THE FACILITATOR SELF

With all things being equal (training location, materials, trainer credentials, administrative supports and keen participants), it is the person or self of the facilitator who will make the difference between "just another workshop" and a transformative learning experience. Only transformed facilitators have the capacity to transform such harmful cultural beliefs and behaviours as those that underlie GBV. In this training, facilitators are continuously urged to consider their own personal belief systems and change processes, as a prerequisite for guiding others through the same.

CREATING A POSITIVE AND EFFECTIVE LEARNING ENVIRONMENT

RESPECT: Participants will be from diverse backgrounds and this type of training demands critical reflection. There will therefore likely be disagreements and debates. It is essential, however, that there is consensus from the beginning that differences should be respected. It is okay to disagree in this environment, but insults, negative criticism, shaming and blaming are not welcome. Participants need to feel heard and respected and there is no right or wrong opinion. Opinions should be shared freely and non-violent communication (including rules on sexism, homophobia and racism) must be adhered to. One strategy to promote this environment is to ask participants to come up with an agreement on a set of working arrangements for the training and to get them to agree what they feel is the proper course of action if the parameters are not respected.

SAFETY: This workshop is designed to create a new paradigm for “manhood” and “womanhood”, a new kind of social container that will allow participants to explore being a man or a woman a little differently from how men have generally been taught. But it does this by challenging some of the most fundamental beliefs and world views of the participants. It is therefore vital to create an environment in which participants feel comfortable and safe talking about, sharing, arguing about and reflecting upon sensitive or personal issues.

CONFIDENTIALITY: In order to ensure a safe and respectful learning environment, confidentiality must be respected. Anything personal or sensitive that is expressed, shared or discussed in the workshop will not be shared with anyone outside the training room.

SUPPORT (BUT NOT THERAPY): The workshop may bring back memories of a painful or harmful experience in the past for participants. However, it needs to be made clear that facilitators do not have the skills or resources to provide “therapy”. Participating in a group and being heard may provide some therapeutic elements, but it is important to be clear about what the workshop is for and what it is not for. The crucial task is to understand and “unlearn” the destructive parts of gender construction, not to treat each member or heal personal wounds. This learning process uses real-life experience and emotions as crucial components, but is not intended to be therapeutic. Rather, facilitators should be knowledgeable on available support services to which to refer participants if needed.

GENDER-SENSITIVE BEHAVIOUR: Facilitators must not dominate the proceedings. Their behaviours, attitudes, actions and communications need to adhere to the principles of gender equality. Sexist, biased, discriminatory, dictatorial or gender-insensitive attitudes are not acceptable.

Be clear on the key learning points: Key learning points of each activity should be established from the beginning and then summarised again at the end. Repeated information will stay with people. Thus, reminding participants of the key points of learning is essential.

ESTABLISH LINKS: Activities should all feel as if they are linked to one another and there should be a smooth flow of information and ideas from one session to the next. Participants need to be able to fit all of the small pieces of the puzzle together. Additionally, what is being discussed should be related to people's real-life experiences. At the end of each day the facilitator can also ask participants to sum up the key learnings of the day. Key learning points from the previous day should be recapped at the beginning of each day as well.

TAKE BREAKS: Breaks are important, as people cannot concentrate for long periods of time. And when the discussion is heavy and emotional, breaks are that much more important so that participants can refocus. In general, there should be a short break every 90 to 120 minutes.

SUSTAIN THE ENERGY: Learning takes effort. It is therefore essential for the trainer to pay attention to the energy levels in the room. Workshop rhythm should thus be designed to sustain the energy of the group, and here it is crucial to observe the participants closely. Their facial expressions and body language will tell how involved they are. People learn best when they are active in their own learning, so learning activities should be interactive and fun. Facilitators can also use energiser games if the energy level drops.

SENSE OF HUMOUR: This type of training can be heavy, as it asks tough personal questions. Humour is therefore a useful learning tool because it relaxes people. People can learn better when they feel comfortable and relaxed, and they even tend to remember the training better if they can laugh about it. But keep in mind that humour and light-hearted activities should also be culturally-sensitive, gender-sensitive and appropriate.

HUMILITY: Facilitators should never appear or act superior to the participants. Rather, they should begin by saying that they too are in fact just learning too, with, and from, participants. They should say that they struggle with confusion and doubt too, and that they do not have all the answers and do not understand everything either, and that this is a collective learning process.

TRAINING METHODS

Each of the 12 modules of **The Foundations Curriculum** is designed to encourage open discussion around gender themes by means of experiential exercises, and responses to didactic presentations, visual stimuli (video or still photographs and PowerPoint presentations) and participant discussions. The methods used in the delivery of both the **Training of Facilitators' Manual** and **The Foundations Curriculum** are grounded in participatory education. These workshops were designed with the recognition that learners acquire knowledge in different ways, and that no single technique can satisfy the needs of all participants.

A youth led or youth-centred approach that privileges the voice of participants are central to all the methods used in delivering **The Foundations Programme**. A teacher-centred framework (as opposed to a learner-centred paradigm) is one in which lectures, drills, practice and memorisation are preferred. These methods belong to a patriarchal pedagogy in which there is one authority (the teacher), and the participants' only job is to take in the prescribed material with minimum reflection. This approach is not in alignment with the ethos of **The Foundations Programme**; instead, UN Women's prevention approaches all use programme methodology carefully contrived to support the aim of a participatory education model and through a feminist pedagogy. This model and pedagogical approach seeks to empower, inspire and influence change in participants through self-awareness.

The **Training of Facilitators' Manual** is designed to afford facilitators an opportunity to be recipients of the experiential learning, which they are expected to employ when implementing **The Foundations Programme**. The curriculum employs a variety of experiential and interactive methodologies which enable participants to learn through 'doing', and at the same time to develop a shared ownership of learning outcomes. Trainers will draw on a number of interactive strategies used in these curricula to allow for an introspective, dynamic, and personalised experience. In this section, the various methods used to meet the learning objectives are described.

ICE-BREAKERS AND WARM-UP EXERCISES

These exercises mainly serve to help participants relax, and to get to know each other in a fun manner. Ice breakers may be used at various points of a session, in order to lift the energy in the room such as during a mid-afternoon slump.

PSYCHO-BODY WORK

These are not the same as warm-up exercises, or general stretching / fitness routines. These are physical exercises designed to help your body feel and experience what your intellect is attempting to grasp. Psycho-body work increases the likelihood that participants absorb the teaching points in a holistic manner.

MEDITATION

Meditation is a science-based and much used tool for refining mental processes. A 2-5 minute guided meditation at the very start of each day of the facilitators' training will help to formalise the principle and practice behind

reflective habits. Facilitators are encouraged to take up a reflective practice as a part of their own daily routines. This will assist them to facilitate their participants with as much authenticity as possible.

Meditation is simply exercise for the brain. It is a proven technique for calming knee-jerk reactions and facilitates the achievement of a more measured or considered point of view. The process of meditation, which simply involves stilling reflexive assumptions and a lot of the other “noise” in our minds, allows us to develop a more authentic, personal response to ideas and situations. The process is extremely helpful to un-learning gendered biases and stereotypes. It allows new discourses and possibilities to replace or at least contend with the old.

PLENARY SESSIONS

Facilitators and participants should be able to actively engage with each other in one room. One example is the U – shaped conference room formation, in which each participant can see the other clearly, while facilitators can move in and out amongst the group freely. This is the usual formation for segments which include didactic presentations, in which one or two people are leading from the front of the room, while seated participants follow along. In this formation, facilitators are required to be familiar with the material to present it capably, without having to read points verbatim from the manual, or from their PowerPoints. Plenary is also used for group sharing amongst participants, regardless of whether facilitators are leading the group. Group sharing elicits responses from participants on particular topics and issues from which the entire group can benefit.

GROUP WORK

A large group is broken down into smaller groups for more focused attention to specific tasks. For example, a group of 20 participants may be broken down into 4 groups of five participants each. A summary of the deliberations or recommendations arising out of small group work is usually shared in plenary at the end of group sessions.

CASE STUDIES

These are realistic, multifaceted composites of situations involving dilemmas or conflicts that persons in the study must solve. These are used in *The Foundations Curriculum* to illustrate quandaries that may arise for young people when facing gender bias, gender-based discrimination, gender inequalities and gender-based violence. These cases are theoretical, but are crafted to reflect the lived experiences of participants. As a result, trainers and facilitators must be prepared to manage emotions that may arise from participants’ over-identification with the material.

POWERPOINT SLIDES, DVDS AND ADDITIONAL AUDIO-VISUAL MATERIAL

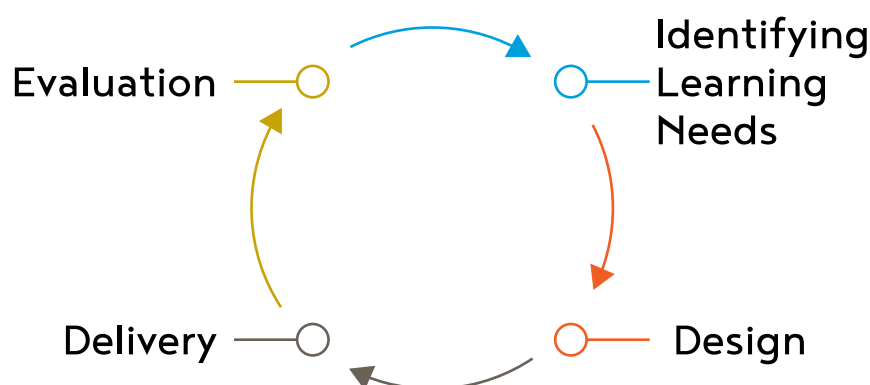
Resources that allow for a full complement of teaching aids, enhances the richness of the presentation experience for both participants and facilitators. Greater diversity of learning tools, enables more impactful engagement however, trainers and facilitators are encouraged to use these in the Curriculum with great consideration.

PowerPoint slides are aids for the delivery of material. They should present talking points or visual cues to complement verbal presentations. The purpose of PowerPoint Presentations is to enhance a presentation not substitute it. The information on the slides should be sparse, not exceeding 10 words per line and 8 or 9 lines per slide.

ROLE PLAY

Role play is a useful tool for participants who assume roles and act the parts of other persons in order to present a script, or demonstrate a scene. As in the module on sexuality, it is recommended that facilitators not allow a performed script to veer too far off course, at risk of having an unintended and harmful scenario inadvertently play out.

THE TRAINING CYCLE: PREPARING FOR TRAINING IMPLEMENTATION



The training cycle provides a methodological tool to account for training responsibilities. There are four stages in the training cycle: Identifying Learning Needs, Design, Delivery and Evaluation.

IDENTIFYING LEARNING NEEDS

The participants for this facilitator training should have been selected utilising the procedures in the Operational Manual and Procedural Guidelines. Although the contracting agency/organisers would have identified that the potential facilitators are in need of the training, it is nonetheless beneficial to formulate a solid profile of your participant group in order to adequately tailor your workshop. It is one of the simplest ways to identify their skill levels and needs for moving forward. Participant profile questionnaires should be sent out 2-3 weeks before your training date; participants usually need 4-7 days to complete a simple form. Information gathered in a needs assessment should directly relate to the material in the workshop and not raise unwarranted expectations.

Determine what kind of information is necessary for you to have as a trainer. Ensure that the questionnaire is succinct, clear and utilises developmentally-appropriate information. It is also useful to have an idea of the demographics of your participants, their baseline knowledge of gender concepts as well as their expectations of the training. The following is a simple Facilitation Skills Self-Assessment that is recommended for this purpose.

FACILITATION SKILLS SELF-ASSESSMENT

Name: _____

Current Assignments in your organisation (Job title as well as brief description of what you do/ roles and responsibilities):

Choose any life form, other than a human being, that can describe how you see yourself or the qualities you possess: (can be an animal, element or any other organism e.g. type of tree or plant)

I see myself as _____

Think about the life form you chose and answer the following questions. Remember there is no right or wrong answer. This is a personal activity and you will not be required to share this with the group. Answer as honestly as possible.

List strengths of this life form as you see yourself, or the qualities you possess: good or beneficial qualities of this entity and others it comes in contact with:

1

2

3

List challenges that this life form as you see yourself or the qualities you possess may face on occasion: qualities of this entity that can sometimes make it less powerful or effective:

1

2

3

When answering the following questions, think about who you are naturally. Think about your natural inclination or what comes to you easily without much effort. Remember there are no right or wrong answers. For each comment, circle the one response that best applies to you and write a few sentences about why you chose this response:

I am very conscious of time, I am a planner

Absolutely!

Sometimes

Not at all!

Before I start activities, I set goals

Absolutely!

Sometimes

Not at all!

I am an active listener!

Absolutely!

Sometimes

Not at all!

To me active listening means _____

What do you think a facilitator does? A facilitator _____

Have you ever been a facilitator before? Yes No

If yes: What types of teams or groups or meetings have you facilitated?

_____ →



FACILITATION SKILLS SELF-ASSESSMENT CONTINUED

How experienced are you at facilitating a) Very b) Somewhat c) Relatively Inexperienced

What do you enjoy most (or think you will enjoy most) about facilitation?

What do you find (or think you will find) most difficult or challenging about facilitating?

Which thematic areas have you been involved in facilitating:

- Gender (GBV, Gender Equality)
- HIV
- Sexual and Reproductive Health
- Youth Development topics (e.g. Self-esteem)
- Health and Family Life Education
- Career Development
- Leadership
- Business or corporate related themes (e.g. Project Management)
- _____

The following is a list of skills and approaches for effective facilitation. Rate your current level of competence and confidence in each one, using the following as a guide:

1 = I have no knowledge or experience in this area

2 = I have some knowledge or experience in this area

3 = I can do this at an average level of competency

4 = I am confident in this area

5 = I feel competent and confident enough in this area to teach someone else

____ Knowledge of the process of facilitation

____ The role of the facilitator

____ Understanding of group dynamics

____ Development of ground rules or group norms

____ Basic meeting effectiveness tools

____ Facilitation of group discussion

____ Facilitation of problem solving

____ Facilitation of group decision-making, including consensus

____ Facilitation of conflict resolution

____ Guidelines for giving constructive feedback

____ Using flipcharts, scribing; use of computer projection for note taking

____ Other knowledge or skills that are relevant (please describe and rate):

Please add any other information you wish to include



DESIGN

The design stage of the training cycle is the time when trainers consider how to achieve learning objectives. This training manual provides you with the format for the rollout of 5 days of training based on adult learning styles and strategies. Adults learn best when they understand the relevance of information. For this reason, a range of methods of training, as described in the previous section, are employed. Ensure that adequate preparation time is allotted to the creation of visual aids such as PowerPoint Presentations and handouts. PowerPoint slides are not included in this manual; however it is highly recommended that you use this method in the design of the workshop. All of the content required for PowerPoint slides are included in the training manual. You are encouraged to keep your slide content simple and succinct.

It is strongly advised that this training is facilitated by a male and female team of trainers. This is similar to the recommendation of a male and female facilitator team for *The Foundations Curriculum*. The *Training of Facilitators*' sessions are a crucial opportunity to model gender equality in co-facilitation. Trainers are advised to pre-meet with their co-trainer. This provides the opportunity for the development of rapport, trust, transparency and a strong work ethic. It provides for an opportunity for the trainers to co-construct the training agenda and carefully review the steps for implementation. Make sure a substantial amount of time is spent conceptualising the training workshop and discussing roles and responsibilities. It is extremely important for the co-trainers to clearly establish goals and outcomes for the training. At a minimum, two full face-to-face days are needed for this planning meeting. When this is not possible due to geographical or budgetary reasons, virtual meetings should be considered. Prior to this two-day meeting, tentative agendas can be drafted and roles and responsibilities can be defined.

Strong logistical and organisational support are indispensable to the development of the training activities and essential to a successful training initiative. The following logistical sheet should be used to assist with preparation.

LOGISTICAL SHEET

Check List: Please place a check mark in the box after securing each resource for the Training of Facilitators workshop.

Audio-visual Equipment and Services

- Lap Top (with demonstrated compatibility to LCD)
- LCD Projector: In Focus Projector (please try out beforehand with laptop)
- LCD Screen for Projector or appropriate space (white wall) to project
- Audio Speakers to connect with laptop for video/DVD documentaries & music (Individual small computer speakers designed for a desktop computer do not work. We will need professional audio speakers appropriate for a room of participants/ learners in a large conference room).

Workshop Materials

- Name Tags
- Bounded Notebooks/ Exercise books for note writing. A bounded notebook is a more personalised and private tool as compared to yellow pads that can easily be seen or reviewed by others.
- Functional Easel Boards (at least two). Please check that they work (that they can stand!)
- 5-7 packs of Flipchart Paper to cover content throughout the week. A lot of flip chart paper (newsprint paper) is used every day for brainstorming and drawing activities. It's a major resource we use for brainstorming and sharing ideas.
- Different colour permanent markers (Non-toxic markers if possible like children markers). Please secure about 3 packs of new markers. Used markers that are fading really do not work.
- Pens and Pencils for all participants to write their own personal notes.
- 1 large pack of white typing sheets for the Clothes line activity.
- Masking tape: 3 or 4 rolls of masking tapes (Please make sure we can tape flip chart papers with our work on the walls of our training space. This is very important since we re-create the space and make it ours by pasting our work on the walls of the room).
- 2 boxes of Large Index Cards

Medical Supplies

- First AID Kit. Containing Alcohol, Tylenol, painkillers, band aides, Alka-Seltzer for upset stomach, antacid.

Workshop Conference Rooms Needed:

- Large Plenary Room appropriate space for all participants and facilitators.
- Air conditioned or room with sufficient ventilation. Please check that it should not be too cold or noisy.
- Please note that documentaries, films, DVDs are used in this workshop to stimulate thoughts, feelings, and reflections. Therefore check to see if the room can be darkened or dimmed for showing the films. If the room is too bright, make sure to secure some dark paper, curtains or cloth to darken or dim the room.
- Seating Arrangements –Individual tables with chairs to seat about 5 participants per group, tablecloth.
- One table in the front on the side of the room for managing educational materials.
- Small table for the LCD projector and computer.
- Communicate with the conference organiser of the training site telling them about the sensitive nature of our workshop. Staffers/helpers should come in and quickly leave after bringing the refreshments.



LOGISTICAL SHEET CONTINUED

Administrative Materials

- Initial Sign-up Sheets with participants' names, contact information, name of the workshop, logos, meal preference.
- Four daily sign-in sheets with columns for names to be printed and for signatures.
- Certificates of participation for Trainees. Participants appreciate a certificate at the end of the entire programme (as a reward/ incentive/ achievement. Please specify number of hours or days attended).
- All Evaluations forms printed.

Please communicate with facilitators if you have any questions or need any clarification.

This training requires immersion of facilitators in the training process because of the sensitive nature of topics and the depth of self-reflection required. Participants should be informed of this criteria during the invitation process (letter/email/telephone call). This enables participants to make the necessary adjustments to their schedules to ensure uninterrupted participation during the 5-day training workshop.

DELIVERY

The delivery stage includes all elements of conducting *The Foundations Programme* facilitator training, including but not limited to the content of the training, materials and tools used for implementation and other learning strategies. When delivering this training, trainers are encouraged to ensure that their language is appropriate for their audience. Participants will have expectations from the time they enter the training room. Ensure that their expectations are addressed at the start of the training. When the training commences with an explanation of the structure of the session, an important step is taken towards bringing participants' expectations and training objectives into alignment and setting the foundation for success.

Trainers will be familiar with the training site before the day of the workshop. The following should be included on a checklist:



Training room set-up Check List:

- The room is well suited for the size of the group?
- The space arrangements suit learning activities?
- The space arrangements encourage movement and participation?
- There is sufficient water and food during the breaks.
- Has a temperature that is comfortable.
- Has adequate ventilation.

Educational materials (handouts) and audio-visual equipment ready:

- Does the equipment function properly (Microphone, speaker, projector, laptop)?
- If you are using PowerPoint Presentations, make sure that the LCD projector is compatible with the computer you are using.
- Ensure you have extension cords that connect all your equipment and is taped to the floor to avoid accidents.

Trainers will present the major goals and the learning objectives clearly and honestly. Avoid using technical jargon where a simpler term can be used. After presenting the learning objectives of the facilitator training workshop, ask participants to share their expectations of the workshop. If some participants have expectations that go beyond the planned objectives, help them to understand what will (and will not be) covered in the workshop's agenda so they can better align their expectations to the training.

This is a 'workshop' where participants and facilitators 'work' together to improve their competences. It is not a lecture space where there is an expert 'presenting information' or 'lecturing' to a passive audience. While there may be 'teaching moments or periods,' the whole workshop is conceptualised as a space for active immersion into the learning process. Learners learn by doing and by being actively engaged in the co-construction of knowledge. All persons in the room are considered learners including the trainers.

Attempt to establish a relationship of equality with the facilitators. The workshop aims to increase participants' knowledge, skills, and revise their attitudes so that they can implement **The Foundations Curriculum** with fidelity. The trainer should actively seek to empower trainees to work as group facilitators in their communities and or schools with young people. Remember trainers will model facilitation skills and co-facilitation skills that are expected to be infused in the programme rollout.

Due to the sensitive nature of topics discussed in the workshop, visitors should be discouraged from coming in and out of the workshop process. If agency directors or organisers want to be part of the workshop, they should be included in the opening ceremony and they can be invited to specific times and periods for plenary sessions. These individuals should not participate or be an 'observer' in group discussions as this will affect the development of rapport, trust, and security for the group. These conditions should be shared with the agency implementing this training prior to the start of the workshop.

It is imperative that all trainers debrief privately after each session preferably during lunch and at the end of the workshop day. This provides an opportunity for reflection and analysis of the day's process and achievements, processing of strengths and future strengths (areas that can be reinforced, improved) and identifying any gaps during the training. In this way, lessons learned do not have to be applied to future trainings but can be

immediately applied for the rest of the day or the following day. If the lunch period is used for debriefing with co-trainers, inform participants that a private space for debriefing is needed.

EVALUATION

This step of the training cycle determines the effectiveness of both the training and the trainer by providing feedback on the trainers' delivery, as well as the training content. It offers evidence to determine whether the learning objectives were attained. As such, the data gathered can offer key indicators for programme improvement and hence feed into future training cycles by identifying learning needs. Evaluations also facilitate assessments of cost-effectiveness and the overall efficiency of the programme. Data generated from evaluations ultimately determines future programming and other changes that can be made to improve future implementation. Trainers will familiarise themselves with the Monitoring and Evaluation Framework included as a component of ***The Foundations Programme***.

GUIDING PRINCIPLES FOR CONDUCTING FACILITATORS' TRAINING

NUMBER OF PARTICIPANTS AND SEX COMPOSITION OF GROUPS

The ideal number of participants is 20 - 25 adults while the minimum recommend group size is ten. Groups should consist of women and men.

HOW TO SET UP THE ROOM

The training room you use should be large enough to allow the participants to move around comfortably. It should also facilitate privacy and confidentiality. There should be facilities that will allow the large group to break up into small groups and pairs for some of the activities. If possible, having one or more break-out rooms is a good idea, as this will help with the small group discussions and activities.

ON GROUND RULES OR WORKING AGREEMENTS

An important task at the beginning of the training workshop is for participants to establish their own Ground Rules or Working Assumptions. Some participants may be more receptive to the term Working Assumptions since it has a less authoritarian connotation and may encourage them to be more receptive to the workshop. The construction of rules or adoption of assumptions, whichever is selected to be used, should not be 'a quick and easy' exercise. It should be a mindful, reflective, purposeful and constructive process and facilitators should challenge participants to abide by them.

Below is a set of recommended **Ground Rules or Working Assumptions**. Trainers can invite participants to establish their own rules and then provide the following Ground Rules in a Handout and ask participants to review and commit to them.

GROUND RULES - HAND OUT

During the sessions/ modules and throughout the training, participants will have the opportunity to meet in small groups to discuss personal aspects relating to the workshop modules and topics discussed. To ensure that everyone feels comfortable and has a meaningful, enjoyable, and safe experience, we ask that each participant as a member of the workshop agree to the following ground rules.

- **CONFIDENTIALITY:** Participants are asked to keep what is discussed confidential. Group members might be sharing intimate information about their professional or personal life; as a result, we ask you to keep their stories and any identifying information to yourself. You do not have to reveal identifying information to any person outside of our workshop group. You should honour their privacy by keeping co-participants' stories in a safe space. No one is to use any identifying information (such as participant's name or alias) outside of the workshop group. You can comment to others outside about issues, topics and content that was discussed without naming individuals or what they specifically said about their personal experiences/life. Remember that the workshop is for all of us and we are building trust and safety to be able to talk about our personal/ professional experiences including the way we relate to others.
- **TAKING RESPONSIBILITY:** Small group members are asked to make 'I' statements as opposed to 'we' and 'you' statements. 'I' statements reflect your story, your experience, your opinion and perspective. 'I' also allow us to take responsibility for what we say, and does not accuse anyone. Use "I feel, I think" instead of saying we think. You cannot think for your group nor can you know what other people think about something without research. We therefore encourage you to talk about YOUR personal experiences and use 'I' statements. Own your statements by speaking in the first person.
- **DISCUSSION CONTENT:** We encourage you to focus the discussion on your emotions (feelings), attitudes (how you see/view things) and behaviours (what YOU do). We believe that you will build greater understanding of the discussed material if you are in touch with your personal feelings. Try processing what is being presented in each session by asking yourself: "How am I doing in this area of my personal/ professional life." You are asked to use the discussion content for growing and developing personally and achieving greater understanding of yourself in relation to the sessions.
- **PERSONAL DISCLOSURE:** The small group is designed to provide a safe place to share personal and sometimes intimate information. This is a unique opportunity for you to share with others how you feel. You may notice others share some common experiences and feelings as well and you will notice that you are not alone in these experiences. There are other participants who may be experiencing the same issues you are feeling. However, you should feel free to disclose or not to disclose any information about yourself. In this workshop, there is NO pressure to share information that you may not be ready to share. Please respect and protect the right of each group member not to disclose any personal information (for example, experiences of abuse, violence, rape, or any private information). Share only what feels comfortable and safe for you. Members are encouraged to share, but are to do so at their own pace and rhythm.
- **MISSING SESSIONS:** **Facilitators are required to attend all days and sessions of the training. UN Women does not advise certification of facilitators to deliver *The Foundations Curriculum* unless trainers have attended all of the required sessions.** If you are going to miss a module session, please inform one of the facilitators of the workshop and also inform your small group facilitator.

- **TIME MANAGEMENT:** (Arriving and leaving on time) We have several presentations to cover in this workshop. You are asked to:
 - Adhere to the agreed upon workshop times.
 - Let your trainers know if you are experiencing any type of difficulties (feelings, emotions, physical discomfort, inability to attend, illness etc.)
 - Be on time for the breaks schedule.
- **MANAGING FEELINGS:** Having a feeling and acting on it are two different processes. Acting out your feelings (on self or others) is not acceptable. The way we most respect others and ourselves is by experiencing feelings, naming them, and then allowing ourselves to talk about them. Be aware of your feelings, emotions, and sensations (experiences of your body) during the workshop. It is natural that you may feel a close connection to each other in this workshop. Be aware that those feelings of closeness may disappear after the workshop or as time passes.
- **RESPECT & RESPONSIBILITY:** In service of building a workshop environment built on respect and personal responsibility, please note that the following will not be acceptable:
 - Name-calling, interrupting, dominating the conversation or side-talking. Please ask questions to the facilitators if you have doubts, don't ask your neighbour.
 - Any use of cell phones and other mobile devices.

You are responsible for your own exploration of your personal reflection and growth.

CODE OF CONDUCT

As group facilitators, we believe in the inherent value of the individual and the collective wisdom of the group. We strive to help the group make the best use of the contributions of each of its members. We set aside our personal opinions and support the group's right to make its own choices. We believe that collaborative and cooperative interaction builds consensus and produces meaningful outcomes. We value professional collaboration to improve our profession.

International Association of Facilitators, 2004

The following Code of Conduct is adapted from the Statement of Values & Code of Ethics produced by the International Association of Facilitators⁴.

The facilitator's central task is to guide groups to improve their effectiveness. This task is carried out with impartiality and integrity while maintaining a balance between participation and results. The effectiveness of facilitators is based on the trust developed with group participants, hence an explicit code of conduct is an integral part of delineating the actions that are in alignment with the values and ethical principles that guide actions when working with groups. The following are expected to guide the professional practice of facilitators.

- 1 **Client Service.** Facilitators are in service to their clients, using group facilitation competences to add value to their work. The essence of the work of contracting agencies (who will hire facilitators for the delivery of this training) is the promotion of gender equality and the elimination of all forms of gender-based violence. Clients include the groups of participants facilitated and those who contract facilitators on their behalf. Facilitators should work closely with clients to understand their expectations and provide the appropriate

4 <https://www.iaf-world.org/site/professional/iaf-code-of-ethics>

services to produce the desired outcomes. It is the facilitator's responsibility to ensure that they are competent to handle the intervention.

- 2 Conflict of Interest.** There are always potential conflicts of interest. Prior to agreeing to work with clients, facilitators should discuss openly and honestly any possible conflict of interest, personal bias, prior knowledge of the community or school or any other matter which may be perceived as preventing effective work with the interests of all group members. This enables facilitators to make an informed decision about proceeding and to prevent misunderstanding that could detract from the success or credibility of the clients or ourselves. Facilitators should refrain from using their position to secure unfair or inappropriate privilege, gain, or benefit.
- 3 Group Autonomy.** Facilitators respect the culture, rights, and autonomy of the group. The facilitator seeks the group's conscious agreement to the process and their commitment to participate. Facilitators will not impose anything that risks the welfare and dignity of the participants, the freedom of choice of the group, or the credibility of its work.
- 4 Processes, Methods, and Tools.** Facilitators use processes, methods and tools responsibly. Group processes are designed to achieve the group's goals. Facilitators should avoid using processes, methods or tools with which they are insufficiently skilled, or which are poorly matched to the needs of the group.
- 5 Respect, Safety, Equity, and Trust.** Facilitators strive to engender an environment of respect and safety where all participants trust that they can speak freely and where individual boundaries are honoured. Knowledge, tools, and wisdom are used to elicit and honour the perspectives of all. Facilitators actively promote equitable gender relationships among the participants and facilitator. Additionally, facilitators ensure that all participants have an opportunity to examine and share their thoughts and feelings. They also work in ways that honour the wholeness and self-expression of others, designing sessions that respect different styles of interaction.
- 6 Confidentiality.** Facilitators maintain confidentiality of information. Facilitators do not share information about a client within or outside of the client's organisation, nor do they report on group content, or the individual opinions or behaviour of members of the group without consent.

OVERVIEW OF THE FACILITATOR TRAINING WORKSHOP

FORMAT OF WORKSHOP

The Facilitators' Training is a 5-day workshop; each workshop day is 8 hours in duration. The workshop day is designed to have a one hour lunch break and two 20-minute tea breaks. The morning session will be implemented in 3 hours and 20 minutes, while the afternoon session will be implemented in 3 hours.

The training workshop will duplicate some elements of *The Foundations Curriculum* opening and closing strategies. Several of the activities which facilitators are required to conduct when they work with young people will also be used throughout the training workshop. The workshop is designed to model facilitation processes, while simultaneously equipping participants with core knowledge and skills to implement the curriculum.

TRAINING FLOW

The training workshop is built upon 5 core foundational knowledge and skills sets. A single training day is dedicated to focus on each of these core areas. Although each training day has a specific focus, deconstructing gender as a social concept and the role of gender inequality in perpetuating GBV, will be interwoven throughout the 5 workshop days.

DAY 1 - WORKING WITH YOUNG PEOPLE IN GENDER SENSITIVE WAYS: The role of the facilitator in the implementation of *The Foundations Curriculum* is to create a dynamic learning environment in which young people feel emotionally safe to confront the impact of gender inequalities on their lived experiences. Facilitators must be able to create an environment in which young people can have difficult conversations on culturally tabooed topics. To be able to foster such an environment, facilitators must embody a fundamental awareness of the guiding principles of this curriculum. They must be able to explicitly convey the core values of gender equality and the equivocal stance that violence, in any of its forms is never justified and is always destructive. During the first day of the workshop, the main focus will be sharing UN Women's mandate to strengthen programmatic approaches towards ending gender-based violence in the Caribbean. Trainers will be tasked with building an understanding among the participants of how *The Foundations Curriculum* fits into the larger goal of ending GBV in the Caribbean. By the end of this training day, participants will have interrogated their core gendered beliefs and gained an understanding of the rationale for UN Women's mandate to engage in GBV prevention initiatives.

DAY 2 - KNOWLEDGE AND SKILLS IN GENDER ANALYSIS: Day 2 of the training workshop builds on the initial learning around central gender concepts as equality, equity, gender hierarchies, gender norms and values. This day is therefore focussed on deepening participants' understanding of how men and women are affected differently by their gendered experiences. Essential gender concepts that are part of *The Foundations Curriculum* are reviewed on this day, specifically gender relations and gender identity, power differentials and differential access to and over resources. By the end of the training day, participants will be able to extrapolate how these factors are underlying causes of gender inequalities. On this day, participants will be asked to confront their personal assumptions around gendered entitlement, personal biases regarding masculinity, femininity, the role of children in a family as well as about sex and sexuality.

DAY 3 - BUILDING LEARNING STRATEGIES FOR YOUNG PEOPLE: On day 3 of the training, participants will focus on creating positive learning environments using participatory methods. *The Foundations Curriculum* is a youth-centred curriculum which therefore requires facilitators to recognise youth participants as knowing competent persons. This approach is antithetical to traditional notions of the teacher as expert and young people as empty vessels to be filled with knowledge. Shifting perspectives requires knowledge and skills development. By the end of this training day participants will be able to differentiate between youth-centred learning and teacher-led training and apply youth-friendly strategies in learning environments.

DAY 4 - FACILITATION SKILLS AND METHODS: By the end of the training day, participants will be able to explain and demonstrate core facilitation skills necessary to implement *The Foundations Curriculum*. This day includes experiential sessions, however there is a strong emphasis on didactic teaching as theoretical approaches to facilitation are covered in detail.

DAY 5 - PRACTICAL APPLICATIONS: The final day of the workshop is dedicated to practicing the delivery of selected modules of *The Foundations Curriculum*. Trainers will work with the contracting/ implementing agency to arrange for the morning session of the day to be spent in either a community or school setting with a group of young people. Alternatively, youth participants can be brought to the training venue for the practice session. Trainers will select 3-4 modules of *The Foundations Curriculum* for implementation with groups of males and females. The afternoon session will be spent evaluating the morning's workshop.

MONITORING AND EVALUATION

Trainers are required to prepare a comprehensive report upon completion of the Facilitators' Training. This report is an essential element of evaluating the training. An outline for the report is included in the **Monitoring and Evaluation Framework (M&E)** which is part of this Prevention Toolkit.

The following M&E tasks are the responsibility of the trainers:

- 1 Distributing daily sessional evaluation forms for participants which consists of monitoring questions given at the end of each workshop day.
- 2 Documenting participant observations throughout the training workshop.
- 3 Completing the Trainer's Daily Evaluation form at the end of each training day; these forms are also included in the Monitoring and Evaluation document.



DAY 1

WORKING WITH YOUNG PEOPLE IN GENDER SENSITIVE WAYS

| Session Component | Overall Objectives | Materials/ Preparation |
|---|---|---|
| <p>Registration, Workshop Opening and Welcome</p> <p>🕒 30 minutes</p> | <ul style="list-style-type: none"> To warmly welcome participants to the workshop environment. | <p>Presentation/ Notetaking</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Flip chart paper or a news print paper; Easel board</p> </div> <div style="text-align: center;">  <p>PowerPoint Slides</p> </div> </div> |
| <p>Introductions and Overview of Prevention Curriculum</p> <p>🕒 60 minutes</p> | <ul style="list-style-type: none"> To familiarise participants with trainers and their colleagues and outline workshop logistics. | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Music: Audio player for Guided Imagery</p> </div> <div style="text-align: center;">  <p>Multimedia player and speakers</p> </div> </div> |
| <p>The New Planet</p> <p>🕒 60 minutes</p> | <ul style="list-style-type: none"> To prepare participants for working with the concept of gender with young people. | <p>Stationery/Supplies</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Assorted coloured markers for writing on flip chart paper</p> </div> <div style="text-align: center;">  <p>Coloured pencils & markers</p> </div> </div> |
| <p>The Space between Us</p> <p>🕒 60 minutes</p> | | |
| <p>Understanding the conceptual framework; Understanding Gender 1&2</p> <p>🕒 2 hours</p> | <ul style="list-style-type: none"> To equip participants with a thorough understanding of the core concepts upon which The Foundations Curriculum is built. | <div style="text-align: center;">  <p>Welcome packet which includes :</p> <ul style="list-style-type: none"> Pen/ Pencils Notebook Daily Agenda Name tags </div> |
| <p>Closing Activity & Session Wrap-up</p> <p>🕒 30 minutes</p> | <ul style="list-style-type: none"> To consolidate the learning and experiences of the day's program. | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Handouts</p> <ul style="list-style-type: none"> Guidelines for Working Agreements Reference Sessional Evaluation Forms </div> <div style="text-align: center;">  <p>Journaling</p> <p>Participant Journals</p> </div> </div> |

REGISTRATION, WORKSHOP OPENING AND WELCOME

OBJECTIVES

- To welcome participants to the training.
- To introduce representatives of the implementing/sponsoring agencies and other bodies responsible for sponsoring the training workshop.
- To welcome participants to the learning space and facilitate the submission of registration forms.
- Introduce trainers to the training group.

INSTRUCTIONS:

Strictly observing the 30 minutes allotted for this activity, a representative of the implementing and or contracting body will officially welcome participants to the workshop. Trainers will liaise with the relevant person to communicate the need for brevity in the opening remarks.

The Trainers must also be introduced at this time. This introduction should be given by a representative of the implementing and or sponsoring agency.

Participants will also be given the following logistical information:

- Location of the male and female restrooms.
- Safety Instructions/ Emergency Procedures.
- Duration of the entire training workshop.
- Start and end times of each workshop day.

Trainers will indicate that on Day 5 of the workshop, participants will engage with practical sessions with groups of young people. A copy of **The Foundations Curriculum** will be given to each participant during the afternoon session of Day 3 and more details about the practical session will be given on Day 4 of the training. Trainers will clarify that these practical sessions will not be evaluated.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual
- Quick Recap of previous session performed



INTRODUCTIONS AND OVERVIEW OF THE FOUNDATIONS CURRICULUM

LEARNING OBJECTIVES

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

- Identify fellow participants in the workshop.
 - Identify programmatic goals and objectives.
 - Articulate willingness to adhere to the working agreements/ground rules.
 - Contribute to the establishment of an opening ritual.
-

CONVENING THE SESSION

 10 minutes

Trainers will write the word 'Welcome' on a flip board chart. The following should be written on that first page of the flip chart board located at the front of the room:

- Name of the programme
 - Name of Workshop Day
 - Start and end time
-

Both Trainers will co-lead the opening of the workshop. Trainers will make it clear to the participants that they are both equally responsible for the delivery of the workshop. The opening of the workshop sets the tone for all the work to follow and participants must be cognisant that their verbal and non-verbal language promotes inclusiveness and enthusiasm.

Both Trainers will:

- Introduce themselves to the participants in the room
- Advise participants that this is a 5-day workshop and clearly state the duration of each workshop day

ESTABLISH AN OPENING RITUAL

 5 minutes

- Explain that an opening ritual is a habit or custom you do that always signals that something has started. Most of us use the opening ritual of 'Hello' or 'Good morning' when we first meet someone or enter a room.
- Explain that every time we come together as a group we will use an opening ritual.
- You are encouraged to make this a fun interactive activity. This activity can serve as an icebreaker. You will find some name games at: <http://www.ultimatecampresource.com/site/camp-activities/name-games-page-1.html>

ESTABLISH WORKING AGREEMENTS

 15 minutes

The Trainers will:

- Describe the reasons for making working agreements.
- Explain that both this 5-day workshop as well as the curriculum they will implement with young people, are dialogic learning experiences. Hence, rules for respectfully hearing and reflecting on each other's conversations must be established. Note that disagreements are also considered a part of dialogue, and must be heard respectfully.
- Make sure that all or most of these working agreements come from the participants, and are not dictated to them.
- Give participants time to reflect on the agreements they wish to suggest/contribute, and to express them. *This is the trainers' first opportunity to demonstrate that they are listening respectfully to the voices of participants. Set the model from the start.*

OVERVIEW OF THE FOUNDATIONS CURRICULUM

 15 minutes

Trainers will give a brief background to UN Women's mandate to end GBV. Using the information covered in the introduction of this Training Manual, prepare a PPT presentation that covers the following areas:

- GBV as a complex social, political and economic issue steeped in systems of unequal gender norms and relations.
- Research data that gives information about the prevalence of GBV – cite UNODC's Crime Trends Survey (CTS), three of the top ten recorded rape cases in the world occur in the Caribbean.
- UN Women's track record of supporting initiatives that seek to address gender justice.
- The Maria Holder Memorial Trust support for the development of the curriculum which has been piloted in a few Caribbean countries.
- **The Foundations Curriculum** is a 12-part workshop for young people ages 12 to 24.
- The curriculum has been designed for implementation in community-based and school settings.
- The 5-day training prepares facilitators with knowledge, tools and skills to implement the curriculum.

- A Facilitator is: A professional who has received specialised training from a Trainer or Coach, to develop the skills and attitudes necessary to guide groups or teams of people to take responsibility and action around a particular issue.
- By the end of the Training of Facilitators' Workshop, participants will be able to:
 - Articulate and demonstrate a working knowledge of the conceptual and methodological foundations of ***The Foundations Curriculum***.
 - Defend the need for young people to understand GBV and its genesis in gender inequalities.
 - Endow young people with knowledge, skills and attitudes for addressing conflict and responding to stress and stressors that arise in gender relationships.
 - Interrogate personal core gendered beliefs, values and attitudes through reflexive practices.
 - Conduct practical applications of the learning activities of ***The Foundations Curriculum***.
 - Advocate for gender equality among young people and within their practice circles.
- The 12-module curriculum can be implemented in the following formats:
 - **TWELVE WEEKLY SESSIONS:** This is recommended for school-based implementation. It is suggested that each session should be 90 minutes long.
 - **SIX WEEKLY SESSIONS:** This is recommended for implementation in community-based settings. Each session should be 4 contact hours. This format can also be used in vacation camps for school aged young people.
 - **FOUR DAY INTENSIVE:** This is recommended for community-based settings. It is suggested that the sessions are implemented during 2 consecutive weekends or four consecutive days. Each programme day should be 6 contact hours. This format is highly recommended for residential workshops or retreats.
- The curriculum should be implemented in same sex groups but there are a number of sessions that can be implemented with mixed-sex groups.
- Facilitators implement the curriculum in pairs – Male/ Female partnership for Male Groups and Female/ Female partnership for Female Groups.

Trainers will indicate to participants that they will receive a copy of the Curriculum on Day 3 of the training.

LEARNING IN MOTION: JOURNALING AS A REFLEXIVE TOOL

 5 minutes

Trainers will distribute journals at this time and explain that journaling is a tool that is used in ***The Foundations Curriculum*** and will be used in this training for dual purposes:

- Model how journal activities should be facilitated
- Facilitate an experience of how journaling functions as a reflexive tool
- Explain that through the training workshop, you will be asked to complete activities in your journals. These may include writing activities or arts-based activities. Journals are private records and are not graded or judged in any way. Although you may be asked to share entries from your journal, sharing is not compulsory nor is it an expectation.

- Emphasise that journals are more than a documentation of notes. It helps us with the following to:
 - work through problems.
 - reduce stress by getting the stress outside of your head and onto paper.
 - retain information (we have better memory for things we write than things we type).
 - increase self-awareness.
-

JOURNALING ACTIVITY 1

 10 minutes

- **ASK** participants to turn to the first two facing pages of the journal.
- Given what they have learned about the programme so far, ask the participants to write the strengths they believe they possess that can help them deliver the programme on one side of the page.
- On the facing page, ask the participants to draw their possibilities. Here are some useful prompts (remember, you should not use all the probes; select the ones that feel “natural” to you and the context of your programme environment.)
 - What is possible for you to achieve with a group of young people in this type of workshop?
 - What are your hopes and dreams for this programme?
 - How does this type of work fit into your professional vision for yourself?

THE NEW PLANET⁵

OBJECTIVES

- To build an understanding of the importance of human rights of all individuals and the interdependence of all human rights.
- To demonstrate how one group can take away another group's human rights due to power imbalance.
- To raise awareness about inequality, injustice and power imbalance in the absence of human rights.

KEY LEARNING POINTS

- The Universal Declaration on Human Rights (UDHR) states that all human beings are born free and equal in dignity and rights. Human rights are every human being's birthright. Human rights are concerned with equality, fairness, security and dignity of all individual human beings. Sustainable development and peace can be achieved only if human rights of all individuals are fulfilled.
- Human rights are recognised as universal (applicable everywhere), inalienable (applicable always), interdependent (mutually reinforcing) and egalitarian (the same for everyone). They are inherent to all human beings no matter their nationality, place of birth/residence, sex, gender, age, race, ethnicity, religion, language or any other characteristic.
- The extent to which a society can be just and equal depends on the extent to which human rights are exercised, promoted, protected, fulfilled and enjoyed. Many forms of injustice prevent specific groups of people from enjoying the same rights and freedoms as others.
- Across the world, many women and girls continue to be denied their rights. One of the deep-rooted reasons is that many societies give men and boys more power than women and girls at all levels, from individual to institutional. The idea that the masculine is stronger and more powerful than the feminine has long been used to justify men's power over women. This hierarchy and power imbalance then allows discrimination and rights violations.

PREPARATION

- "Rights Cards" - cut out enough for each participant to have four "rights cards" representing four rights. (**Handout 1.1**)
- "Life Cards" - cut out (**Handout 1.2**). There are two types of "life cards", square and circle. Make sure that the number of square cards is equal to the number of circle cards. The intention is to divide the participants into two different groups (square vs. circle). Half of the participants should get square cards and the other half gets circle cards. Each participant should have one "life card".

⁵ Adapted from Lori, M. (2008). SASA! Activist Kit for Preventing Violence against Women and HIV. Uganda: Raising Voices.

STEPS

- 1 Share with the participants the objectives of this activity.
- 2 Explain that: “In this activity, we will all become citizens of a new planet. On this planet, we listen to and strictly follow the laws of the planet. Citizens should walk around the planet to meet their fellow citizens, greet one another and tell one another a little bit about yourselves. For all greetings, please use your real identities.”
- 3 Ask the participants to move around and greet each other. While they are doing so, put out the four piles of “rights cards” on a central table.
- 4 After two minutes, call “Stop!” Get the participants’ undivided attention and say:
“On this new planet, there are special laws and the citizens of this planet follow the laws strictly. I will now read three laws.
Law One: You have the right to physical safety, which protects you from being physically hurt. You will each get a rights card for physical safety. You also have the right to receive respect from others, which protects you from unjust and discriminatory treatment by others. You will each get a rights card for respect. Additionally, you have the right to make your own decisions, which protects you from being prevented from having money, property or access to information and resources. You will each get a rights card for decision. Lastly, you have the right to control over your sexuality, which protects you from being forced into marriage, sex, or any type of unwanted sexual activity. You will each get a rights card for control over sexuality. Please come and collect your rights cards. Each citizen should have four rights cards for four rights. Please continue greeting each other.
- 5 While participants continue to greet each other, put out two piles of life cards.
- 6 After two minutes, call “Stop!” and explain:
“Now our planet has issued the second law.
Law Two: Dear noble citizens of the new planet, the whole population will now be divided into two groups. Half of you will now become Square Group, and the other half will become Circle Group. Please come to collect a life card. You can choose either a square life card or a circle life card. Please remember that you must have a life card to survive on this new planet. Please continue greeting each other.”
- 7 After one minute, call “Stop!” and explain:
“Dear noble citizens, we have the third law.
Law Three: Things have changed. We now officially declare that Circles have more power than Squares. This means that citizens from the Circle Group have the power to take away the rights from citizens in the Square Group. The Circle can take one of the Square’s four rights cards. If the square has no more rights, the Circle can take the Square’s life card. If a Square loses all four rights cards and the life card, he/she must stand frozen in place for the rest of the game. Even though Squares know of this risk, they must continue greeting Circles. Now continue to greet each other as before.”
- 8 Once most of the participants from the Square Group have lost all their cards, end the game by yelling “Stop!” Announce that the game is now over and ask participants to stand or sit in a circle. Ask the following questions for debriefing the activity:
 - a. How did you feel when you still had all four rights?
 - b. How are these four rights important to you as citizens? Can one right be enjoyed without another right?

c. How did you feel when you were divided into two groups - circles and squares?

d. Squares:

i. How did you feel when the circles were given more power?

ii. How did you feel being at risk of having your rights taken away at any time?

iii. How did it affect your behaviour? Did you try to do anything to protect your rights?

e. Circles:

I. How did you feel when given more power than another group?

II. How did you feel being able to take away the rights of others?

III. How did it affect your behaviour?

f. In principle, do we all have these four rights?

g. In reality, do we all fully enjoy these four rights? If not, why not?

h. In reality, do some people or groups of people have more power than others? If yes, then why?

i. What can we learn from this activity about human rights and power imbalance/inequality?

9 Summarise for the group that:

All human rights are interrelated, indivisible, and interdependent. One right cannot be fully without other rights. For example, we would not be safe physically if others did not respect our bodies. Or we would not be able to make decisions for our lives if our sexuality were controlled by others. If one right is taken away from us, our enjoyment of other rights is affected.

Globally, it is agreed that all individuals are born equal and that human rights are for all. However, in reality, we do not enjoy and exercise our rights fully and equally. Just as the new law gave Circles more power than Squares, our society often gives some people more power than others, for example men more power than women, the rich more power than the poor, the urban more than the rural, the ethnic majority more power than the minority, the heterosexual groups more power than the sexual minority groups, and so on. This creates conditions for oppression and violence and often, women and girls are given less power, putting them in a more vulnerable position.

Thus, power imbalance sets the stage for human rights violations, inequality and injustice. If one group has more power than other groups, the less powerful groups can be in a vulnerable situation, for the powerful group may control other groups. In many cases, women's rights are denied by men because men have more power than women. One example is domestic violence against women and girls. A woman's right to physical safety is violated when her partner uses violence against her because he has power over her.

The workshop starts with an activity to highlight the importance of human rights as well as the interconnectedness between human rights violations and power imbalance. This workshop is firmly grounded on this understanding and recognition.

10 Now that we understand the importance of human rights, Circles, please give back the four rights cards to the Squares, and their life cards too. Thank you.

HANDOUT 1.1 **RIGHTS CARDS (PHOTOCOPY AND CUT OUT)**

PHYSICAL SAFETY

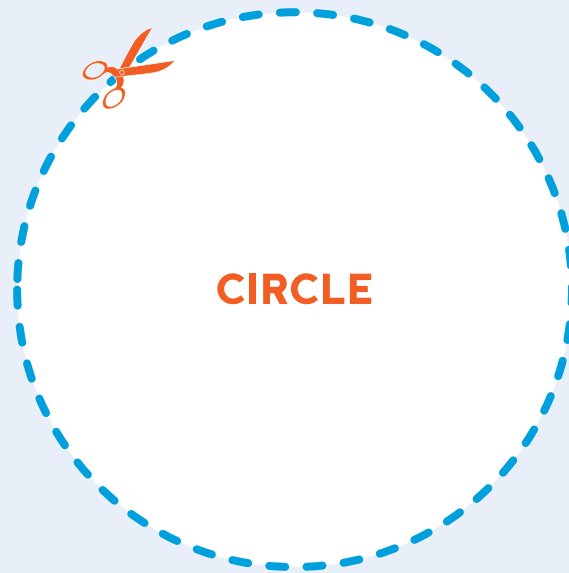
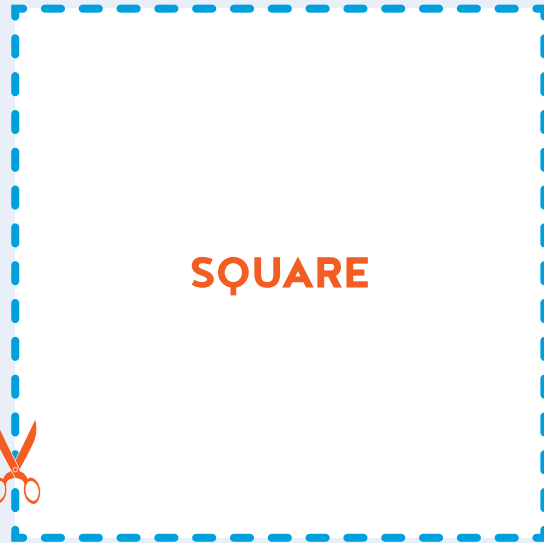
**RESPECT FROM
OTHERS**

**OPORTUNITY
TO MAKE
YOUR OWN
DECISIONS**

**CONTROL OVER
YOUR SEXUALITY**



HANDOUT 1.2 **LIFE CARDS**



THE SPACE BETWEEN US

OBJECTIVES

- To understand inequality particularly in relation to gender and other determinants.
 - To demonstrate how power imbalance and inequality limit people's progress in life and limit human rights, especially for women, girls and people from sexual minority groups.
-

KEY LEARNING POINTS FOR NOTING

- There are gaps and inequalities among people in our societies and society is organised according to a model of power relations. The power imbalance model creates a range of oppressive and discriminatory inequalities.
 - Power imbalance is the source of inequality and the power imbalance between men and women grants men greater economic, political, and social power and resources. Different forms of violence and discrimination are employed to assert, maintain and reinforce this gender-power imbalance.
 - Human rights principles declare that all are born equal. However, due to many unequal systems and arrangements based on gender, race, age, class and other status, we do not exercise our rights fully and equally. There are gaps among us, men and women. To narrow the inequality gaps, power imbalance must be challenged and transformed.
-

PREPARATION

- Prepare a set of character slips (one character per participant). A set of recommended characters can be found on **Handout 1.3**. The facilitator can add or amend characters as appropriate.
 - Prepare a room or open space large enough for participants to walk forward and backward.
-

STEPS

- 1 Share with the participants the objectives of this activity.
- 2 Ask all participants to stand in one line. Inform them that for the duration of this exercise, they will assume the identity of the person written on their character slips. Randomly distribute to each of the participants one of the character slips.
- 3 Explain that you will read out a series of statements. For each statement, you would like them to consider whether that statement applies to the character/role they have assumed. If it does, they should move forward one step. If it does not, they should stay where they are. Participants should react based on their personal understanding of the characters they have assumed.
- 4 Read each of the following statements, and between statements pause to allow participants to decide if they would step forward or remain still.
 - I have completed or will complete my higher education.
 - I am not worried about not having food to eat today, tomorrow, next week, next month or next year.

- I have a decent house to live in.
 - I can earn income to make a good life for myself and my family.
 - I have a stable job.
 - I can get a bank loan to start a business.
 - I can inherit property.
 - I can decide when and with whom I can have sex.
 - I can insist that a condom is used during sex.
 - I can be open about my sexuality and my sexual orientation.
 - I can marry whomever I love without being banned by laws or stigmatised by my family, friends or community.
 - I can decide when I have children and how many I will have.
 - I can afford to access health care services and information.
 - I own property and have some savings.
 - I am not afraid of walking alone or taking public transportation at night.
 - I can leave or divorce my partner if I decide to.
 - I am not afraid of being beaten by my partner, brother or father.
 - I have a say in family decisions.
 - I can go to the police and not be worried about having to pay a bribe or being threatened with arrest or violence.
 - I am not in any risk of being sexually harassed or abused.
 - I can seek help and support from health facilities, community service centres, legal aid centres, courts and police without being afraid.
 - I am respected by most members of my community.
 - I have enough free time to hang out with friends when I feel like it.
 - I can take part in community decision-making activities.
 - I can apply for a political position if I want to.
- 5 When finished reading all of the statements, ask participants to stay where they are standing. Ask participants the following questions and reveal their characters:
- a. What does it feel like to be standing where you are?
 - b. If you moved forward a lot, how does it feel? Why could you move far ahead of many of the others?
 - c. If you did not move or moved very little, how does it feel? Why could you not move or why could you only move a little?
 - d. Who is male and who is female? (The majority of people at the back will most likely be women.)
 - e. If we are born equal (if we start off from the same line), why are there gaps between us?
 - f. How does this activity help us reflect on inequality, gender and power?

6 Summarise that:

Inequality and power imbalance restrict some people's human rights and limit the progress they can make in life. Power imbalance is the source of oppression. Gender is one of the determinants for discrimination and inequality. Other determinants can be age, class, caste, ethnicity, economic status and so on. The nature and extent of oppression and discrimination varies depending on many factors, not only gender. None of these operate independently from one another. They are all interlinked.

Some people have more power and privilege than others. As you may have noticed, often men and boys have more power and privilege than do women and girls. Most of characters at the front are male. However, not only sex and gender determines our power position, there are other factors involved. Gender power relations are complex and they have a significant impact on who we are and what we can be.

The key question here is what can/should be done at all levels so that those who are behind can catch up with those who are at the front. What can/should be done to narrow and eradicate these inequality gaps so that we can be on the same line again?"

HANDOUT 1.3 **SAMPLE OF CHARACTER SLIPS**

(Please note that these are only proposed characters that may not fit all contexts. It is important that facilitators adapt, add, delete and adjust these characters to suit the local context to reflect inequalities of that locality.)

| | | | |
|--------------------------|-------------------------------------|-----------------------|-----------------------------|
| Female parliament member | Male minister | Male taxi driver | Female migrant worker |
| Female street vendor | Female UN official | Male NGO worker | Ethnic minority girl |
| Rich gay man | Transgender person (male-to-female) | Lesbian with a job | Male doctor |
| Female nurse | Housewife | Police | Homeless male teenager |
| Man living with HIV | Woman living with HIV | Unemployed man | Female sex worker |
| Poor young girl | Female government official | Garbage collector boy | Mentally disabled woman |
| Unemployed blind man | Female teacher | Male village headman | Female university student |
| Young male gay teenager | Female company executive | Female cleaner | Part-time female bar worker |


UNDERSTANDING GENDER (1)

LEARNING OBJECTIVES

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

- Articulate an understanding of the distinction between sex and gender.
- Explore gender roles for both females and males.
- Examine beliefs about being a female or a male in their cultural context.

NOTE TO FACILITATORS



The following session on understanding gender can trigger debate in a conservative environment, since it is concluded that gender is not fixed or determined by birth and can be transformed. The role of facilitators is to listen to various opinions, reasons and ideas respectfully. At the same time, facilitators also have a responsibility to steer the discussion to raise critical questions about status quo. It should be noted that any discussion about gender will always trigger debates precisely because gender is so deeply engrained in all of us. If the debate is very heated and unmanageable, facilitators can remind participants about the collective learning principles that they agreed to, and the reasons why we are in this workshop.¹

Persons screening facilitators should be conscious of extreme negative attitudes toward women and girls or LGBTIQ persons which may be expressed during these next two sessions. Any facilitator in training who expresses extreme patriarchal or homophobic views and who finds difficulty respecting human rights principles should be reconsidered as a facilitator for this programme.

¹ Looking within; Understanding Masculinity and Violence Against Women and Girls pg.45.

THE BASICS: GENDER AND SEX

 **60 minutes**

The focus of this segment is to address basic concepts of sex and gender and to examine how young people may address these in the classroom or workshop room.

Trainers will:

- Divide the participants in to several small working groups.
- Ask each group to brainstorm a list of qualities for the ideal man and ideal woman in 2 columns on large flip chart paper.
- Ask each group to highlight at least 3 qualities of the ideal self which may most appeal to young people between the ages of 13 -24.
- Ask each group to present and explain why they agreed upon the 3 qualities identified.

While the groups are presenting, the trainer should write, on a flipchart sheet, the qualities of the ideal self which participants identified as may most appeal to young people. Trainers will ask probing questions such as:

- Will this appeal more to younger adolescents or older adolescents and young adults? Why? Why not?
- What will influence the appeal of these qualities to young people?
- What makes you so certain that these qualities will appeal most to young people?
- Were these the qualities which you would have found most appealing when you were a young person? Why? Why not?

When the presentations have been completed and probing questions answered, ask the following question of the participants: ***Is there any difference between the meaning of the word “sex” and the word “gender”?***

Trainers will have a brief discussion of the differences using participants’ feedback and the teaching points given below. The following points may be included on a PPT presentation.

SEX refers to the biological differences between males and females. Sex differences are concerned with the physiology of male and female bodies, and generally remain constant across cultures and over time. Sex tells us about the differences between men and women in their bodies.

GENDER describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status. These differences are created by our culture and not nature, and we can change them.

Trainers will ask participants to examine the “ideal qualities” identified earlier and discuss whether these qualities reflect understandings of sex or gender.

SEX AND GENDER STATEMENTS

Trainers will read the following statements and ask participants to indicate whether the statement is based on sex or gender. The participants will write their independent answers in their notebooks and then the full group will provide oral answers as a collective.

- Women give birth to babies, men do not (S).
- Little girls are gentle, boys are tough (G).
- Women can breastfeed babies, men can bottle-feed babies (S).
- Most construction workers in the Caribbean are men (G).
- Men’s voices break at puberty, women’s do not (S).
- Girls need to find a good husband; boys need to find a good job (G).
- Girls experience menstruation once they reach the age of puberty (S).
- Girls are more emotional than boys (G).
- In most of the world, women do more housework than men. (G).

Trainers will:

- **DISCUSS** each statement with the whole group.
- **ASK** participants why they classified each statement under ‘gender’ or ‘sex’.
- **IDENTIFY DIFFERENCES:** Did any participants classify a ‘gender’ statement under ‘sex’ or the other way around? **EXPLORE** their reasons why.
- **MAKE** any corrections necessary and explain the reasons why.

THE GENDER BOX

 20 minutes

This activity is designed to illustrate how gender norms are shaped. It underscores how gender norms and stereotypes can create a division between boys and girls, and women and men and give rise to gender inequality.

Trainers will:

- **DRAW** a picture of a boy on flipchart paper and ask participants to name the boy.
- **WRITE** the answers given by the participants to the following questions around the drawing:
 - What messages does your community send to this boy when he is told to act like a man?
 - What is he expected to do?
 - How is the boy encouraged to act?
- **DRAW** a picture of a girl on a separate sheet of flipchart paper. Give the girl a name and repeat the same questions.
 - What messages does your community send to this girl when she is told to act like a woman?
 - What is she expected to do?
 - How is the girl encouraged to act?
- **DRAW** a box around the messages, drawings and answers from the participants.
- **EXPLAIN** that this is a gender box. This is how we expect people to act, depending on society's idea of what is considered masculine or feminine behaviour.

On the outside of the box, Trainers will write the answers to the following question:

- What is the girl or boy (she or he) discouraged from being or doing?
- Ensure that there is active discussion which incorporates the points noted below.

Discussion Points

Trainers will use the following questions to stimulate discussion:

- What qualities were you taught that girls were supposed to have? For example, are girls supposed to be quiet?
- What qualities were you taught that men were supposed to have? For example, are boys supposed to be tough and not cry?
- What if a male or female acts out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community?
- Do you know any girl or woman who behaved differently than the expectations in the gender box? Do you know a man who behaved differently? How did they do it? What was the community's or society's reaction to them?
- How have these messages influenced your goals and dreams? How have they shaped your gendered self as it currently exists?

Trainers will ensure that other key gender terms are used and defined for the participants. These would include:

Gender roles; gender norms; gender equality and gender equity.

KEY SUMMARY POINTS: Facilitators should close the discussion on the Gender Box in the following way⁶:

- **ASK** participants: What happens when someone does not fit in the gender box?
- On flip chart paper, **WRITE** the headings Punishments and Rewards. Record the list given by the participants; these are likely to include:
 - **PUNISHMENTS:** bullying, isolation, mocking, rumours, discrimination, name calling, physical violence etc.
 - **REWARDS:** Respect, notoriety, popularity, influence, more opportunities, freedom from abuse etc.

There can be heated debates about certain punishments and rewards - what some young people see as a reward, e.g. notoriety, others may see as a punishment.

CLOSING MORNING SESSION

 20 minutes

Trainers will:

- Summarise learning points by highlighting for participants that the young people in their workshops may not have ever thought about the differences between gender and sex.
- Point out that this knowledge is usually taken for granted and facilitators should therefore be certain that their youth participants clearly understand the difference between these concepts.
- Mention that the activity which participants completed in this segment is adapted from an activity in ***The Foundations Curriculum***.
- Emphasise that this is a core knowledge item of the curriculum.

⁶ Mediterranean Institute of Gender Studies, 2012. Youth4Youth – A manual for Empowering young people in preventing gender-based violence through peer education http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf

UNDERSTANDING GENDER (2)

LEARNING OBJECTIVES

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

- Define gender stereotypes and explain it as a component of socialisation.
- Share their experiences of gender hierarchies.
- Discuss how gender hierarchies are reinforced.

DIDACTIC TEACHING

 40 minutes

In this training segment, trainers will further explore key components of Gender and in so doing they will further support facilitators in training to understand key concepts which are critical to an understanding of gender-based violence. This is a didactic segment and trainers will use PPTs to teach these core knowledge areas. **Trainers will:**

- Familiarise participants with the language and terms used in this curriculum.
- Provide the Handouts on the definition of the core elements of the conceptual framework and key gender terms.
- Describe and illustrate the following core elements of the framework:
 - Patriarchy and Feminist Theory.
 - Human Rights Approaches.
 - Guiding Principles of *The Foundations Curriculum*.

This is a teaching segment with the explicit objective of teaching the theoretical concepts that support the core elements of the curriculum. Trainers will seek to render the material user-friendly and unpack concepts such as 'gender hierarchy', gender-power relations, gender-based discrimination, 'gender equality versus gender equity', 'heteronormativity'.

UNPACKING GENDER HIERARCHIES

 30 minutes

Trainers will introduce **gender hierarchy** by interrogating the differential value placed on masculinity and femininity and on women and men, boys and girls from the list of gender qualities that participants created in the last activity. Here are some additional qualities that can be added to the list⁷:

- Men and Women may believe that men and boys should:
 - Be in control and appear unemotional.
 - Be the dominant partner in a relationship.

7 Adapted from Gender Advantages and Disadvantages in Hunter-Geboy, Carol. Life Planning Education: A Youth Development Program. Washington, DC: Advocates for Youth, 1995.

- Exert pressure or force on their sexual partners.
- Become sexually active early and have many partners.
- Work in careers that are mechanical or analytical.
- Assume responsibility as the “breadwinner.”
- Achieve status by earning lots of money.
- Take risks to prove their manhood.
- Resolve conflicts with violence.
- Avoid traditionally female work in the arts or human services.
- Men and Women may believe that women and girls should:
 - Be emotionally sensitive and vulnerable.
 - Submit to the wishes and demands of a sexual partner.
 - Have children, regardless of personal wishes.
 - Meet the needs of others before their own.
 - Choose careers in the “helping” professions.
 - Be physically attractive, by someone else’s standards.
 - Tolerate sexually harassing behaviour without complaint.
 - Assume responsibility for sexual assault or rape.
 - Avoid non-traditional careers in math or the sciences.

Trainers will point out that a first step to **OVERCOMING STEREOTYPICAL THINKING** is to be aware of what stereotypes people hold.

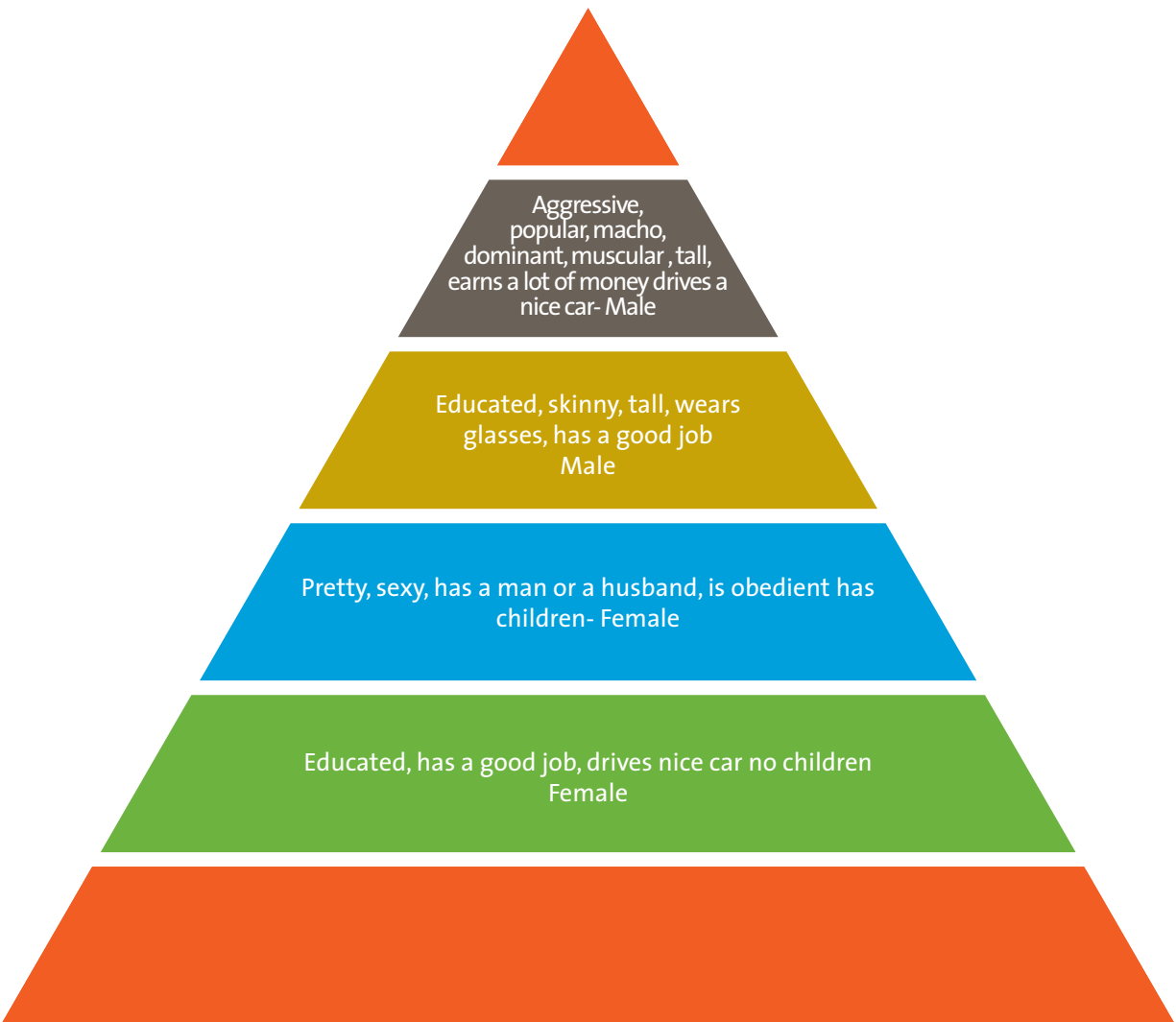
Trainers will give the following instructions for the activity:

- You will form small groups; each group will receive newsprint and markers.
- Referencing the gender qualities, brainstorm the advantages and disadvantages of being a man or boy or woman or girl in a community where these stereotypes are accepted.
- Discuss which qualities are regarded as more or less valuable and acceptable than others.

When the groups have completed the activity, **Trainers will:**

- **ASK** the groups to reconvene as a large group and tape their newsprint sheets to the walls, keeping sheets about one sex together.
- **FOCUS** the groups’ attention on the advantages and disadvantages of being a woman or girl.
- **BRAINSTORM** a definition of the term **STEREOTYPE**. *(The idea or belief that all members of a certain group are very similar, leaving no room for individual differences).*
- **ASK** participants to look at the list and determine if there are stereotypes listed, or are these true characteristics of all women? Repeat the process with the lists of advantages and disadvantages of being a man or boy.

- **ASK** participants to examine the list of advantages and disadvantages they have compiled and notice who are the people who have greater power or advantage in our communities. For example:
 - Do certain categories of men have more power than other men or women?
 - Are there some women that have greater power and value than other women?
- **ASK** the participants to **CREATE A PYRAMID** which illustrates the people who have greater and lesser power and advantage in our communities. They should be clear to indicate what qualities, characteristics or resources are associated with the place in which people are positioned on the pyramid (This is a large group activity. The trainer can ask for a volunteer participant to draw the pyramid and fill in the consensus decision of the group of how the gender pyramid should be illustrated or the trainer can carry out the activity.) The following is an example of a gender pyramid.



Trainers will conclude the activity using the following questions to stimulate a discussion:

MECHANISMS FOR MAINTAINING GENDER INEQUALITIES AND HIERARCHIES

 40 minutes

Trainers will **WRITE** the following question on flipchart paper or on a PowerPoint Presentation

WHAT MECHANISMS MAINTAIN GENDER HIERARCHIES?

Trainers will explain what is meant by this question. Consider the following:

- In other words, what kinds of behaviours and actions support the perpetuation or continuation of certain gendered roles, norms, attitudes and behaviours expected of women and men?
- **ASK** participants to think of examples of these mechanisms. Some examples are violence, intimidation and name calling.
- **ASK** participants to identify other things people do, including parents, peers, and teachers, that privileges one sex group over others.
- **LIST** the participants' responses on a flip chart paper and display it on walls of the room.

In this part of the workshop, participants should begin to explore the important link between gender inequalities and GBV.

- **ASK** participants to consider which gendered groups on the pyramid are more vulnerable to violence.
- **DEFINE** GBV as any form of violence that is perpetrated as a result of an abuse of power supported by perceptions and beliefs about gender roles.

Trainers will:

- **ASK** participants if they can think about any connection that might exist between the violence that girls or women may experience in their lives and the inequalities and discrimination they may experience because they are female.
- **ALLOW** participants to probe the connection as a collective by sharing their responses openly.
- **RECORD** the responses on a sheet of flipchart.

The following discussion points should be introduced:

- The different **ROLES AND BEHAVIOURS OF WOMEN AND MEN** are shaped and reinforced by gender norms, stereotypes and expectations within society. Society defines appropriate behaviours for women and men which can create inequalities and discrimination. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, thus allowing men control over women. These inequalities also allow men greater access to resources and assets than women and together can increase the risk of girls and young women experiencing violence.

FOR FEMALE FACILITATORS:



Are there negative consequences for a young woman who limits herself to traditionally female roles? What about a young man limiting himself to traditionally male roles? Which sex has the most advantages? Disadvantages? Why? What happens when a woman behaves in ways traditionally thought of as male? What about a man who behaves in ways traditionally thought of as female?

FOR MALE FACILITATORS



Are there negative consequences for a young man who limits himself to traditionally male roles? What about a young woman limiting herself to traditionally female roles? Which sex has the most advantages? Disadvantages? Why? What happens when a man behaves in ways traditionally thought of as female? What about a woman who behaves in ways traditionally thought of as male?

- Gender-based inequalities can also hinder the ability of women and girls to escape from abusive relationships or seek support.
- **GENDER INEQUALITY** has been described as a root cause of violence against women and girls, and that conversely, violence against women and girls further restricts the ability of women and girls to achieve equality and equity.
 - **SHARE** with participants the 2 following observations:
 - ▶ *Men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals.*
 - ▶ *Women and girls are less likely to realise that they are experiencing violence if they are used to being treated as inferior because they are female.*
- **GENDER ROLES, NORMS AND EXPECTATIONS** are socially constructed and can lead to the acceptance and justification of violence against women and girls. Often women and girls learn to accept and even expect violence in relationships, or do not recognise what they are experiencing as violence.

Let the participants know that they will have a session to talk more about GBV and the various forms in which it can exist. But for now, the group will start to think about where individuals learn about these societal values.

DEFINITION OF CORE ELEMENTS OF THE CONCEPTUAL FRAMEWORK

Patriarchy and Feminist Theory

Patriarchy, literally and historically means 'The rule of men'. These systems legitimise the unchallenged position of males as the holders of power, control and privilege in all domains of social, cultural and political life. Implicit to patriarchal systems, is the subordination of women and girls in all socioecological spheres, including family, community and institutions. In this system, the moral and social authority attributed to men, results in the systematic repression of women's needs, desires and abilities. It also formalises gender hierarchies which marginalise and increase the vulnerability of girls and women to harm in such forms which include but are not limited to, sexual violence, discrimination, and economic disadvantages.

Human Rights Approaches

Applying a Human Rights Approach when working with young people entails treating with them as rights holders. There is often difficulty in balancing young people's rights to act autonomously with their rights to adequate protection. However, the same principles and tools used in human rights approaches with adults should be applied with young people.

Guiding Principles of The Foundations Curriculum

With the aim of broadening the understanding of gender equality, gender equity and gender justice among young people in the Caribbean, this Curriculum promotes the development of healthy affective relationships between and among women and men. Its' implementation is grounded in the following principles:

1 Human Rights are your birth rights

All individuals, regardless of age, biological sex or gender identity are "rights holders". Young people have the right to enjoy equal treatment and universal human rights. We all have equal value regardless of our sex. Young people are taught to ascribe to a belief in equality and dignity of all human beings and justice for all.

2 Emotional and Physical Safety to Talk Gender

Young people are facilitated with an emotionally safe and structured space in which gender concepts can be broken down and interrogated in same-sex and mixed-sex groups in both school and community settings. Participants explore how early gender socialisation affects development and contributes to gender inequality.

3 Gender Education starts with Gender Awareness¹

Young people are encouraged to recognise the negative ways in which gender stereotypes and the gender inequalities that result, affect the lives of females and males. They are motivated to envision genuine civic equality where women and men live in relationships built on cooperation and mutual respect.

4 Saying No to Gender Stereotypes and Rigid Gender Expectations

Throughout the workshop, young people are continuously challenged to confront stereotypes and rigid gender expectations that obstruct the realisation of their full potential. They are taught that patriarchy and not men, is the 'problem'. They are encouraged to understand the concept of patriarchy, its impetus for controlling behaviours and its implications for GBV.

5 Dialogue and Problem-Posing Education²

No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process. Based on this principle, young people are treated as thinking, creative people, with the capacity for action.

6 Transforming Relationships

Young people are encouraged to transform their relationships within their families and communities to reflect their full potential. They are encouraged to examine their lives, including their gender socialisation and reflect on how they can integrate principles of gender justice within a life skills framework.

7 Self-Examination and Introspection

Young people are encouraged to engage in self-examination and develop critical and creative thinking skills. They are challenged to return to their social environments (their homes, neighbourhoods, schools and communities) and continue questioning social, cultural and religious assumptions that were previously taken for granted. They are encouraged to develop a critical eye towards behaviours and attitudes that may perpetuate gender inequality.

8 Social transformation starts with personal transformation

Gender equality and human rights for all cannot be achieved through personal transformation alone, but require collective action to bring about sustainable social transformation. The transformation of the individual is a fundamental element of social transformation. This is because individual attitudes and behaviours influence practices and actions, and individual actions and practices, shape the world we live in. Dominant or harmful forms of masculinity are thus produced and reinforced by individuals and institutions. Change must occur across all levels of the society, then. **The Foundations Programme** should be viewed in the larger picture of a movement to improve the life of every woman and man, girl and boy.

1 ICROW, 2011. GEMS Training Manual for facilitators. New Delhi: ICROW

2 Economics Education: Building a Movement for Global Economic Justice as cited from Men's Violence Project. Standing Together for Justice. A Project of the Texas Council on Family Violence. Available from the TCFV library.

HAND OUT - KEY GENDER TERMS¹

GENDER refers to our socially constructed ideas about how men and women should be and act.

GENDER ROLES are the different roles that a society expects women and men to play in their culture. For example, in some cultures, a man is expected to cut down trees and a woman is expected to cook and take care of the children. These roles vary depending on many factors even within a society, and change over time.

GENDER NORMS refer to standard kinds of behaviour for men and women that are considered normal in a society. These normal roles can often limit the rights, opportunities and capabilities of women and girls. These limits can in turn cause discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.

GENDER EQUALITY refers to a state where there is no discrimination on the basis of a person's sex in the allocation of resources and in the access to various services in a society. In other words, when men and women are valued equally and they have equal access to and control of resources, opportunities and benefits despite their differences, there is gender equality.

GENDER INEQUALITY refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles.

GENDER EQUITY refers to the strategies or processes used to achieve gender equality. It involves fairness in the treatment of males and females. This does not mean that females and males should necessarily receive the same treatment since individual differences among them demand different interventions. Both males and females should have a fair chance of having their needs met and have equal access to opportunities for realising their full potentials as human beings. Equity is the means; equality is the result.

GENDER-BASED DISCRIMINATION happens when people act in ways that limit other people's rights opportunities and ability to participate fully in society. Discrimination can occur on the basis of race,

class, gender, age, religion, disability, ethnicity, sexual orientation and many other factors. It includes negative attitudes, behaviours and practices that result in people being treated differently or unfairly because of social characteristics rather than their personal skills, abilities or rights,

GENDER EXPRESSION is how an individual expresses their own gender to the world, i.e. through names, clothes, how they walk, speak, communicate, their roles in society and general behaviour. People's gender expression may not match societally accepted norms for their biological sex at birth.

GENDER IDENTITY is an individual's self-conception as being a man or woman as distinguished from their biological sex at birth.

SEXUAL ORIENTATION refers to whether an individual is attracted to the same sex, another sex or both sexes.

GENDER BINARY SYSTEM insists that there are only two gender categories, male/masculine and female/feminine. It is an artificial division of the society that creates a social boundary disallowing people from crossing the socially constructed gender roles. It creates a "natural" hierarchy claiming that male qualities and characteristics are superior to female qualities and characteristics.

TRANSGENDER refers to a person whose biological sex does not correspond with their expected external expression of gender identity. This refers to for example someone who was born with male sex organs yet identifies and feels more comfortable with a more feminine gender identity and in turn someone who may have been born with female sex organs but who identifies and feels more comfortable with a more masculine gender identity.

GENDER HIERARCHY refers to the different value assigned to male and female qualities and characteristics and to the male and female sex. Gender Hierarchy is often expressed in terms of a gender pyramid with masculinity occupying the higher points on the gender pyramid and femininity occupying the lower points on the gender pyramid. Gender hierarchies contribute to gender inequality and gender-based discrimination and bias.

¹ Some definitions taken from The Change-Makers. A young Activist's toolkit for ending Violence Against Women and Girls.



CLOSING ACTIVITY & SESSION WRAP-UP

LEARNING OBJECTIVES

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

- Engage in silent meditation
 - Complete a reflective journal entry
 - Summarise the key learning points of the day's session
-

SELF - REFLECTION EXERCISE

 10 minutes

Trainers will guide participants through a silent meditation, focusing on self-awareness.

JOURNAL ACTIVITY

 10 minutes

- **ASK** participants to draw two self-portraits using crayons in their Art Journal.
 - **REMINDE** the participants that they do not have to share their art journals with other participants.
 - Under the first drawing, **ASK** the participants to write/ list three ways that they contribute to keeping gender stereotyping and gender discrimination alive.
 - Under the second drawing **ASK** the participants to make a list of three things they can do differently in terms of gender roles and stereotypes to create a more equal society.
-

WRAP-UP

 10 minutes

Trainers will close the session by implementing the following steps:






- **MAKE** the link between exercises in self-reflection, and the theory of Reflection which underpins this workshop.
- **CONNECT** the practical exercises in this workshop and our intention to reflect upon gendered norms and social stereotypes. Challenge participants to overturn cultural inferences and assumptions that allow those who are perceived to have power, to abuse those who are perceived not to have power.
- **REINFORCE** to participants that re-training the brain to think and act reflectively rather than as a matter of habit and reflex, requires other ways of learning than the traditional didactic, power-based learning, which was founded in patriarchy.

DISTRIBUTE SESSIONAL EVALUATIONS FORMS



DAY 2

**KNOWLEDGE
AND SKILLS
IN GENDER
ANALYSIS**

| Session Component | Overall Objectives | Materials/ Preparation | |
|---|---|--|--|
| <p>Building Reflective Practices</p> <p> 30 minutes</p> | <ul style="list-style-type: none"> To encourage participants to use Self-Reflection as an essential tool in the facilitation process. | <p>Presentation/ Notetaking</p> | |
| <p>Unpacking GBV: Looking at Gender Norms and Power Imbalances</p> <p> 2 hours 50 minutes</p> | <ul style="list-style-type: none"> To interrogate how gender norms create imbalances in power and how power imbalances impacts relationships. To examine the ways in which inequality is used to justify GBV. |  <p>Flip chart paper or a news print paper; Easel board</p> |  <p>PowerPoint Slides</p> |
| <p>Cultural Messaging about Women's Bodies</p> <p> 2 hours 30 minutes</p> | <ul style="list-style-type: none"> To evaluate cultural norms that legitimises the power of men over women's bodies. |  <p>Music: Audio player for Guided Imagery</p> |  <p>Multimedia player and speakers</p> |
| <p>Closing Activity & Session Wrap-up</p> <p> 30 minutes</p> | <ul style="list-style-type: none"> To consolidate the learning and experiences of the day's program. | <p>Stationery/Supplies</p> | |
| | |  <p>Assorted coloured markers for writing on flip chart paper</p> |  <p>Coloured pencils & markers</p> |
| | |  <p>Welcome packet which includes : Pen/ Pencils Notebook Daily Agenda Name tags</p> | |
| | |  <p>Handouts</p> <ul style="list-style-type: none"> GBV Flash cards <ul style="list-style-type: none"> Organs and Functions Flash Cards Body Flash Cards Myths and Facts Index Cards Sex and Sexuality Myths Cards <ul style="list-style-type: none"> Sexual Desire Worksheets Sexual Desire: What is the truth Handout Sessional Evaluation Forms |  <p>Journaling</p> <p>Participant Journals</p> |

OPENING SESSION/ REFLECTIVE PRACTICES

LEARNING OBJECTIVES

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

- Engage in reflective practice
- Summarise main learning points from Day 1

CONVENING THE SESSION

Trainers will write the word 'Welcome' on flip board chart. The following should be written on that first page of the flip board located at the front of the room:

- Name of the programme
- Day Two
- Name of the Module
- Start and end time

GENERAL NOTE TO TRAINERS

Trainers will remount any flip chart paper taped to the walls. A degree of consistency should be maintained by the trainers in terms of the workshop room. Trainers will be certain that they arrive at the workshop room before the participants to prepare the room. If the ritual of having music playing as participants enter the room is established, remember that turning the music off will serve as a signal that the session is about to begin.



POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual
- Quick Recap of previous session performed



OPENING RITUAL AND GUIDED MEDITATION

The Opening Ritual established in the first session should be performed following the convening of the workshop.

Trainers will:

- Guide participants to meditate upon an awareness of their bodies and feelings. Ask participants to ground themselves in the present place and time; to clear their minds of “noise” and influences which would colour their experiences of this time and place.
- Guide participants to become aware of the silence of meditation, and to consider how calming and self-soothing a mechanism it can be.
- Ask participants to reflect on the activities engaged in on the previous day and note any thoughts and feeling that surface. Ask participants to note any sensations that appear in their bodies. Allow participants at least 5 minutes of silence to reflect on their thoughts and feelings.
- Bring the meditation to a close by slowly asking participants to return their attention to the present space.

MOST IMPORTANT LESSONS LEARNED YESTERDAY.

Trainers will conduct a debriefing of the meditation experience. **Trainers will:**

- Remind participants about confidentiality and their working agreements such as acceptance, non-judgement and freedom to participate to the degree where they feel comfort.
- Ask participants for thoughts, memories and or feelings triggered from yesterday’s session that they are willing to share.
- Ask participants to recall and share messages and activities which were most meaningful, important, or interesting from the previous day.

UNPACKING GBV: LOOKING AT GENDER NORMS AND POWER IMBALANCES

LEARNING OBJECTIVES

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

- Discuss types of GBV
- Examine the ways in which inequality is used to justify GBV
- Discuss sexual violence with specific reference to the subtle nature of coercive sexual violence

TYPES OF GBV⁸

 55 minutes

Present and review the list of ‘punishments’ from the flipchart prepared in the previous day’s Gender Box activity.

Trainers will:

- **REMINDE** participants of the main messages from the Gender Box activity when gender norms were discussed, i.e. that society places rigid expectations on boys and girls and women and men to look and behave in certain ways. People who don’t conform to societal norms or ideals and are not in the ‘gender box’ are punished in various ways. These ‘punishments’ are forms of GBV.
- **SHOW** participants the list of ‘punishments’ that they came up with and ask them to add other forms of violence or abuse that they know of. If not already mentioned, probe for: gender-based bullying, intimidation, isolation, name-calling, spreading rumours, homophobic abuse, sexual violence, sexual harassment and different types of physical violence like pushing, punching etc.
- **WRITE TEN FORMS OF GBV** on a flip chart sheet:
 - 1 Gender-based bullying
 - 2 Physical violence
 - 3 Sexual violence
 - 4 Psychological or Emotional violence
 - 5 Socio-Cultural Violence
 - 6 Forced Marriage

⁸ Mediterranean Institute of Gender Studies, 2012. Youth4Youth – A manual for Empowering young people in preventing gender-based violence through peer education http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf

7 Marital Rape/ Spousal Rape

8 Sexual Harassment

9 Sexual Violence

10 Economic Violence

- Randomly **DISTRIBUTE** flashcards with the definitions of types of GBV⁹. Ask individual participants to read the definitions aloud. When the definitions are read, ask participants to determine which type of GBV is being defined. Tell the participants that they must achieve consensus before you confirm that they have accurately paired the definition with the form of GBV to which it refers.

GBV DEFINITIONS¹⁰

PSYCHOLOGICAL OR EMOTIONAL VIOLENCE

Intimidation or threatening of physical harm, restricted freedom of movement, verbal abuse, controlling, deny of care and love, embarrassments

GENDER-BASED BULLYING

This is aimed at individuals considered not to conform to the ideal norms associated with masculinity and femininity in a given context. It is a form of psychological violence and it includes sexual harassment, stalking, isolation, ridiculing, put-downs and offensive name-calling, intimidation, controlling who a person can see or what they can wear, sexual innuendos, and jokes about the sexuality of boys and the sexual availability of women. It can be seen as an act of punishment towards the victim or as an attempt to 'normalise' victims to conform to ideas about 'proper male' and 'proper female' behaviour.

PHYSICAL VIOLENCE

This is forced labour, trafficking, beating, kicking, slapping or other physical harm.

SEXUAL ABUSE

Acts or threats of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes but is not limited to attempted or committed rape, any forced and non-consensual sexual act, as well as sexual behaviour that the victim finds humiliating and degrading.

CHILD OR EARLY MARRIAGE¹¹

Early marriage is generally classified as a type of gender-based violence and of forced marriage, given that boys and girls under 18 years of age are considered too young to give valid consent.

FORCED MARRIAGE

Any marriage conducted without the full consent of both parties and where duress is a factor. Early marriages often include some element of force.

MARITAL RAPE/ SPOUSAL RAPE

Non-consensual sexual assault in which the perpetrator is the victim's spouse. Rape is non-consensual sexual intercourse that is committed by physical force, threat of injury, or other duress. Rape can occur when the offender and

9 Adapted from DSW, 2014, SRH Facilitators' Training Manual, p18

10 DSW, 2014, SRH Facilitators' Training Manual, p14

11 <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/7/report-web%20pdf.pdf?la=en&vs=1458> p.10

victim have a pre-existing relationship (sometimes called date rape), or even when the offender is the victim's spouse.

SEXUAL HARASSMENT

Unsolicited verbal or physical behaviour of a sexual nature. Sexual harassment may include any sexually motivated behaviour considered offensive by the recipient.

SEXUAL VIOLENCE

Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

ECONOMIC VIOLENCE

Lack of access to land rights, rights of inheritance and education, destruction of women's property, withholding money.

- **ENSURE** that the participants have the accurate pairing of forms of GBV with the appropriate definitions. Clarify any inaccuracies and justify each of the definitions.
- **EXPLAIN** that **POWER** is at the root of all forms of GBV. The person who perpetrates GBV is using their POWER over another person.
- **REMIND** participants of previous discussions about gender hierarchies. Recall the gender pyramid created during the previous day. Recall that differential value was ascribed to groups of people because of their gender. GBV is fuelled by **HIERARCHIES OF POWER** where one person discriminates against another on the basis of their gender or sexual orientation. Hierarchies of power are justified by gender norms, values

and beliefs which support inequalities between women and men as well as among men and among women. These hierarchies of power function to support GBV because it creates an environment where GBV is accepted and even considered acceptable.

- **HIGHLIGHT** the following points in your summary:
 - GBV is an umbrella term for acts or threats of acts of sexual, physical or psychological harm or suffering which is perpetuated as a result of gender norms and stereotypes and enforced by unequal power relations between women and men.¹²
 - School-related gender-based violence is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetuated as a result of gender norms and stereotypes and enforced by unequal power dynamics.¹³
 - Violence against women and girls is defined as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.¹⁴
 - GBV has many forms: physical, sexual, psychological, emotional or economic.
 - GBV affects both women and men but affects women and girls more because of social and cultural belief systems which perceive women and girls to have a lower social status than men and boys and which also determines that women and

¹² Definition is an adaptation of UNESCO definition of SBGBV as well as definition in UN 1993 Declaration on the Elimination of Violence Against Women.

¹³ UNESCO/UNGEI (2015)

¹⁴ United Nations (1993). Declaration on the elimination of violence against women, UN Resolution 48/104, proceedings of the Eighty-Fifth Plenary Meeting, United Nations General Assembly, Geneva.

girls should be subject to the control and authority of men and boys.

- Women's greater likelihood to be victimised can be explained as a consequence of the pervasiveness of traditional ideologies of gender in which values associated with femininity are constructed as inferior to those associated with masculinity. The ensuing power relations expose women to various forms of sexual and physical violence perpetrated by men.
- Refer participants to **handout on Definitions of Violence Related Terms** for more extensive definitions of GBV. Please note that during sessions with young women and men facilitators may choose to share these more extensive definitions depending on the age group.

HANDOUT 2.1 DEFINITIONS OF VIOLENCE RELATED TERMS¹⁵

CHILD MARRIAGE

Marriage of children and adolescents below the age of 18.

DOMESTIC VIOLENCE

Violence perpetrated by intimate partners and other family members, and manifested through: physical abuse (e.g., slapping, beating, arm twisting, stabbing, strangling, burning, choking, kicking, threats with an object or weapon, and murder); sexual abuse (e.g., coerced sex through threats, intimidation or physical force, unwanted sexual acts, forcing sex with others or sexual acts without voluntary consent); psychological abuse (e.g., threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation); and economic abuse (e.g., denial of funds, refusal to contribute financially, denial of food and basic needs, and controlling access to health care or employment, for example).

ECONOMIC ABUSE

Causing, or attempting to cause, an individual to become financially dependent on another person by obstructing their access to or control over resources and/or independent economic activity.

ECONOMIC VIOLENCE

Acts such as the denial of funds, refusal to contribute financially, denial of food and basic needs, and controlling access to health care or employment, for example.

ELDER ABUSE

A single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust that causes harm or distress to an older person. It can take various forms, such as physical, psychological or emotional, sexual and financial abuse. It can also be the result of intentional or unintentional neglect.

EMOTIONAL ABUSE

Belittling, humiliating or undermining an individual's sense of self-worth/self-esteem (e.g., constant criticism, verbal insults and name-calling, for example).

FEMALE GENITAL MUTILATION/CUTTING (FGM/C)

All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. FGM/C is classified into four major types: Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris); Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina); Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FEMALE INFANTICIDE

Intentional killing of baby girls due to the preference for male babies and from the low value associated with the birth of females.

FEMICIDE

The gender-based murder of a woman; systematic killing of women because they are women.

FORCED MARRIAGE

A marriage lacking the free and valid consent of at least one of the parties. In its most extreme form, forced marriage can involve threatening behaviour, abduction, imprisonment, physical violence rape and, in some cases, murder; an arranged marriage officiated without the consent of the interested parties.

GENDER-BASED VIOLENCE (GBV)

Acts of physical, mental or social abuse (including sexual violence) that is attempted or threatened, with some type of force (such as violence, threats, coercion, manipulation, deception, cultural expectations, weapons or economic circumstances) and is directed against a person because of his or her gender roles and expectations in a society or culture. A person facing gender-based violence has no choice to refuse or pursue other options without severe social, physical or psychological consequences. Forms of GBV include sexual violence, sexual abuse, sexual harassment, sexual exploitation, early marriage or forced marriage, gender discrimination, denial (such as education, food, freedom) and female genital mutilation.

INTIMATE PARTNER VIOLENCE (IPV)

A pattern of assaultive and coercive behaviours, including physical, sexual and psychological attacks, as well as economic coercion, that adults or adolescents use against their intimate partners. It includes a range of sexually, psychologically and physically coercive acts used against adult or adolescent women by a current or former intimate partner, without her consent. Though women can be violent toward men in relationships, and violence exists in same-sex partnerships, the largest burden of intimate partner violence is inflicted by men against their female partners.

¹⁵ Looking Within: Masculinity and Violence Against Women and Girls- A guide for Facilitators.



MARITAL RAPE

Non-consensual sexual assault in which the perpetrator is the victim's spouse. Rape is non-consensual sexual intercourse that is committed by physical force, threat of injury, or other duress. Rape can occur when the offender and victim have a pre-existing relationship (sometimes called date rape), or even when the offender is the victim's spouse.

PHYSICAL VIOLENCE

Intentional use of physical force with the potential for causing death, injury or harm. It includes, but is not limited to, scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, poking, hair pulling, slapping, punching hitting, burning, the use of restraints or one's body size or strength against another person, and the use of, or threat of use of, a weapon.

PSYCHOLOGICAL VIOLENCE

Behaviour that is intended to intimidate and persecute, and takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation.

PSYCHOLOGICAL ABUSE

Any act or omission that damages the self-esteem, identity or development of the individual. It includes, but is not limited to, humiliation, threatening loss of custody of children, forced isolation from family or friends, threatening to harm the individual or someone they care about, repeated yelling or degradation, inducing fear through intimidating words or gestures, controlling behaviour and the destruction of possessions.

RAPE

Penetration of the vulva or anus using a penis, or other body part or object, without the voluntary consent of the individual.

SEX-SELECTION

The decision to keep a foetus until term or to abort it depending upon its sex. Most notably, in South Asia there has been a practice of engaging in sex-selective abortion, e.g., aborting female foetuses. Related term - postnatal sex selection.

SEXUAL ABUSE

Acts or threats of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes but is not limited to attempted or committed rape, any forced and non-consensual sexual act, as well as sexual behaviour that the victim finds humiliating and degrading.

SEXUAL AND GENDER-BASED VIOLENCE

A term that encompasses a wide variety of abuses, including rape, sexual threats, exploitation, humiliation, assaults, molestation, domestic violence, incest, involuntary prostitution (sexual bartering), torture, unwanted or noxious insertion of objects into genital openings, and attempted rape. Some have also considered female genital mutilation and other traditional practices (including premature marriage, which increases maternal morbidity and mortality) as forms of sexual and gender-based violence.

GENDER-BASED BULLYING

This is aimed at individuals considered not to conform to the ideal norms associated with masculinity and femininity in a given context. It is a form of psychological violence and it includes sexual harassment, stalking, isolation, ridiculing, put-downs and offensive name-calling, intimidation, controlling who a person can see or what they can wear, sexual innuendos, and jokes about the sexuality of boys and the sexual availability of women. It can be seen as an act of punishment towards the victim or as an attempt to 'normalise' victims to conform to ideas about 'proper male' and 'proper female' behaviour.

SEXUAL EXPLOITATION

Any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

SEXUAL HARASSMENT

Harassment of a person because of her or his sex, as by making unwelcome sexual advances or otherwise engaging in sexist practices that cause the victim loss of income, mental anguish and the like.

SEXUAL VIOLENCE

Any non-consensual sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

STALKING

A pattern of behaviours, which are repetitive and unsolicited, such as unwanted attention, communication, or contact (e.g., following and spying on the victim, damaging property, threats or intrusive attempts for communication, for example).

TRAFFICKING

The recruitment, transportation, transfer, harbouring or receipt of persons by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation (including, at a minimum, the exploitation of prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs).

VIOLENCE AGAINST WOMEN

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.



Trainers will then ask participants to work in groups of 3 or 4. Participants will be given a few minutes to rank the top 5 forms of GBV from 1 to 5, where 1 is 'very serious' and 5 is 'not serious at all'. Each group will share with the large group which 5 types of GBV they selected and how they were rated. When all the groups have presented, facilitators will pose the following discussion questions:

- Why are certain types of violence perceived as more serious or less serious?
- Is the impact of different forms of GBV worse than others?

At the end of the discussion, summarise that often psychological or emotional forms of violence are thought to be 'less serious' and some may even be perceived as 'not serious at all'. It is important that participants understand the impact of psychological or emotional violence and furthermore that all types of violence are equally serious.

WHERE ON THE LINE? THE CONTINUUM BETWEEN SEXUAL CHOICE AND COERCION¹⁶

 50 minutes

Facilitators will ask participants to rate case studies on a continuum between forced sex and voluntary and desired sex and discuss the right to say no. In this activity, participants will be asked to recognise cases where sex is voluntary but not wanted.

Trainers will:

- **ATTACH** a string horizontally across the room. At one end label: "Completely forced, not desired" and at the other end label: "Fully voluntary, desired."
- **INTRODUCE** the topic and explain that there is a continuum between sex that is forced and completely undesired and sex that is fully voluntary and desired.
- **ASK:**
 - a. What do we call sex that is forced? After they respond, add the word "rape" at that end of the continuum.
 - b. If a person agrees to have sex, does that always mean that he or she actually wants to have sex? After they respond, ask: When sex is voluntary but not really wanted, would that be at one end of the string or somewhere in between the two ends?
- **DIVIDE** participants into four groups. Give each group the handout and a set of paper clips
- **EXPLAIN:**
 - a. Read over each scenario in your group. Then talk it over and decide where on the string — the 0–10 continuum — you think the case study falls.
 - b. Mark the case with your names [with a coloured marker]. Then attach it with a paper clip at the place on the string where you have decided it fits.
- **CIRCULATE** among the groups and offer help. Allow them to spend extra time discussing their views even if they do not complete all the case studies.

¹⁶ International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

- After 15 minutes, **ASK** someone from one group to read the first case study and explain where on the 0–10 continuum his/her group put it and why. Allow two to three minutes for the other groups to indicate where they put it on the continuum; encourage them to discuss any differences of opinion. Repeat this process for each case study.
- **RESERVE** ten minutes at the end to discuss the following questions:
 - a. Forcing someone to have unwanted sex is a violation of that person’s human rights. By a show of hands, who believes that forced sex is common among young people? Who thinks it is rare?
 - b. We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a fairly common experience among young people? Who thinks it is rare? [Note whether boys respond to this question similarly to how girls respond.]
 - c. Are girls and boys equally likely to have sex in a situation that is not forced but also not desired? [Probe: Do you think girls and boys usually share equal power in sexual relationships? What about adults - men and women?] [Note: Emphasise that even if a situation does not fall at the extreme “forced” end of the spectrum it may, nonetheless, be unacceptable.]
 - d. Does a person always know whether his or her partner really wants to have sex? What are some ways to be sure? [Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?]

HANDOUT 2.2 CASE STUDIES

MOHAMMED AND AMMA: Mohammed wants to have sex but his wife Amma does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Mohammed.

NINA AND CARL: Nina, age 22, has been going out with Carl for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Nina feels unsure but she thinks that she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Carl has never threatened to do so. The next time they are intimate, they have sex.

JACOB AND GRACE: Jacob and his girlfriend Grace are alone at his parents' house. Jacob, drunk and slurring his words, lies down on the floor. Grace, who also had a bit to drink, lies down next to him. Feeling uninhibited, she takes the initiative and has oral sex with him. Jacob feels confused and is not sure what to say. He doesn't remember anything the next day.

HENRY AND MARIA: Henry and Maria have been kissing passionately. When Henry starts to undress Maria, she tries to stop him and says, "No." Henry thinks she wants more but that she is worried about admitting it. So he keeps trying. After trying to push Henry away and saying "no" for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

AJIT AND ANILA: Ajit and Anila have met only a couple of times, always with supervision. Ajit seems like a good person so Anila agrees when her parents tell her that Ajit wants to marry her. Anila has been taught that everything related to sex is shameful. She has heard that it hurts the first time and will make her bleed. She is really scared. She hardly knows Ajit and feels ashamed at the thought of his touching her body. She isn't interested in having sex and doesn't feel excited, but she knows that when you get married, you must have sex on the wedding night. She lets Ajit have sex with her.

SELAH AND JAMES: The last time Selah refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

LIN AND YANG: Lin's boyfriend Yang is really pressuring her to have sex. She knows that she doesn't really want to do it, but she came with Yang alone to this secluded place. Thinking it is inevitable, she just lets Yang do what he wants without saying anything.

TEO AND HELENA: Teo and Helena are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

GINA AND AHMED: Gina comes from a poor family. She works in a shop for Ahmed and her salary is her family's main income. One day Ahmed starts touching her and after the shop closes, he pulls her into the storeroom in the back and lifts up her dress. Gina is confused, and frightened about losing her job. She starts to resist but when Ahmed says, "What? You don't like working here?" she gives in.

JULIA AND OSCAR: Oscar is not sure if he really wants to have sex with Julia, but Julia suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead.

PETER AND LAURA: Peter often buys Laura gifts and other things she needs. Tonight they went out for dinner and he paid. Even though Laura doesn't feel ready to have sex, she feels that she owes it to Peter. She doesn't refuse him.

VERA AND WILLIAM: Vera and William have had sex once before. Tonight, William tells Vera that he has been wanting her all day. Vera would rather just hang out and talk, but she thinks that since they did it once, there is no going back. When William starts to take off his clothes, Vera says nothing to him and they have sex again.

EMMA AND ROBERT: One evening Emma drank a lot. Robert finds her lying on the bed, passed out cold. He takes off her clothes and has sex with her. She doesn't wake up.



CONSTRUCTING THE LOCAL REALITY.

 50 minutes

Trainers will present the following questions to the participants using PPT or written on Flip Chart paper and record responses from participants:

Self-Exploration Exercise¹⁷

- 1 What were the standards of manhood and womanhood that I was exposed to in my family and in my neighbourhood?
- 2 How do my standards compare with these standards?
- 3 Were there aspects of manhood or womanhood in my background (family and neighbourhood) that allowed me to accept abusive, controlling or disrespectful relationships between intimate partners?
- 4 Were there aspects of manhood or womanhood that supported respectful, functional, cooperative and egalitarian relationships between men and women? Where do I stand in respect to these different aspects?
- 5 Were there experiences such as oppression, poverty, immigration in my life or in my family's recent background? How did these experiences affect relationships between men and women?

Trainers will:

- **ASK** participants to work in small groups of 3 or 4 to respond to the question: How do you feel about GBV? Is there GBV in your country? If yes, then how do you think it manifests? What do you think can be done about it?
- **ASK** participants to draw 3 columns on flip chart paper with the following headings:
 - 1 The manifestations of GBV in your country
 - 2 The challenges to solving the issue
 - 3 Some inherent local strengths and resiliencies which can help.
- **INVITE** groups to present discussion summaries to the large group.

Trainers will end this session by showing the film: One Billion Rising found at <https://youtu.be/gI2AO-7Vlzk>

REFLECTIVE JOURNALING

 10 minutes

Ask participants to respond to these reflective prompts in their journals:

- **LIST** some experiences of GBV that you have personally witnessed or heard of.
- **LIST** the challenges that you would face in an attempt to intervene and help the issue.
- **LIST** your personal strengths and the capacities that you need to build, in order to be an effective advocate for ending GBV.

¹⁷ Partners for Peace Manual

CLOSING THE MORNING SESSION

 5 minutes

PSYCHO-BODY EXERCISE: STRETCH AND BALANCE

Stand in pairs. Face each other, hold hands, and walk backwards away from each other to conduct a forward bending lower back stretch, each pulling the other gently outward. Rest in this position a moment, deepening the stretch. Take your time.

CULTURAL MESSAGING ABOUT WOMEN'S BODIES

LEARNING OBJECTIVES

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

- Discuss how ideas of masculinity and femininity influence decision-making about our bodies
- Examine how gender socialisation impacts how we treat with and care for our bodies.

EMOTIONAL CHECK IN

 30 minutes

Trainers will take the first 30 minutes of the afternoon session to conduct an emotional check-in with participants.

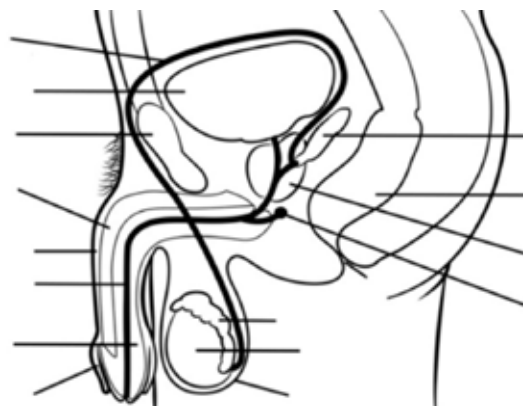
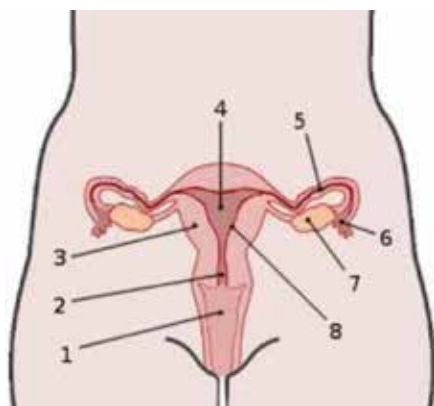
Trainers will:

- **INVITE** participants to engage in 5 minutes of silent meditation. **GUIDE** participants to meditate upon an awareness of their bodies and feelings; to ground themselves in the present place and time; to clear themselves of “noise” and influences which would colour their experiences of this time and place.
- **SPEND** 20 minutes in an open conversation prompted by the question “How are you doing?”
- **NORMALISE** participants’ experiences by pointing out that the memories, feelings and thoughts that surfaced during the morning sessions can trigger strong responses. Emphasise that emotional responses are normal.
- **SUMMARISE** the responses shared by participants. Validate each response and be careful not to judge their reactions as ‘good’ or ‘bad’.

KNOWLEDGE OF FEMALE AND MALE REPRODUCTIVE ORGANS

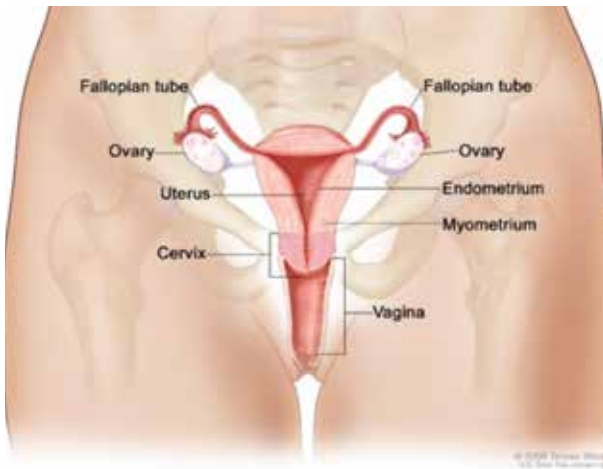
 30 minutes

Begin the session by sticking on the wall, a large hand drawn picture of the female and male reproductive systems, as the one depicted below. Ensure that the drawing covers an entire sheet of flip chart paper.

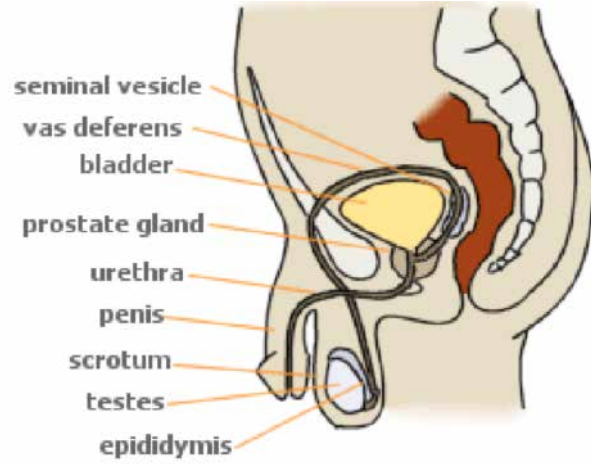


Trainers will

- **DISTRIBUTE** Organs and Functions Flash Cards to the respective groups:
 - a. Cards with names of the reproductive organs and
 - b. Cards with corresponding functions or descriptions of reproductive organs.
- **ASK** participants to walk around the room and pair up with the person who has the corresponding card.
- Once everyone has found their partner, **INVITE EACH PAIR** to come to the front of the room and read the cards.
- If the correct cards have been paired, ask the participants to **STICK OR PIN IT ON THE ORGAN ON THE DIAGRAM** of the reproductive organ mounted on the wall.
- Trainers will **ENCOURAGE** other participants to ask questions and offer assistance to their colleagues.
- **SUMMARISE THE MAIN POINTS** learnt on the male and female reproductive organs and ask how the activity helped to clarify the reproductive organs.



Female Reproductive system



Male Reproductive system

Female Reproductive Information to make Cards and Function*

| Female Reproductive Organs Cards | Function Cards |
|----------------------------------|--|
| Uterus | Implantation takes place and holds a foetus. The inner lining of it sheds blood once every month during menstruation and comes out as blood. |
| Fallopian Tubes | Are two hollow like structures that connect the ovaries to the uterus on either side. |
| Cervix | The neck or opening of the uterus. The lower end of the womb connecting with the upper part of the vagina. |
| Vagina | Is the passage from the outside of the body to the mouth of the uterus. The vagina serves as the receptacle for the penis during vaginal sexual intercourse. |
| Vulva | The external parts of the female genital organ. |
| Clitoris | A small, sensitive organ above the vagina that responds to stimulation during sexual activity. |
| Labia majora | The outer lips of vulva covered with hair that protects labia minora and internal structures. |
| Labia minora | The two inner lips covering and protecting the vaginal opening. |
| Pelvis | The bones containing and protecting the internal genital organs. |
| Ovaries | Produce eggs and two major hormones, estrogen and progesterone |
| Urethra | A narrow tube for passage of urine to the outside. |
| Hymen | Thin membrane covering the opening of the vagina. |

*Definitions - German Foundation for World Population (DSW) (2006). Sexual and Reproductive Health Training Manual for Young People. (p31 for female definitions)

Male Reproductive Information to make Cards and Function*

| Male Reproductive Organ | Corresponding description/function |
|-------------------------|---|
| Prepuce | Foreskin that protects the head of the penis. |
| Testes | Two sex glands that produce sperm and male hormones. |
| Seminal vesicles | Pockets or glands where the white fluid (semen) is produced and the sperms stored. |
| Penis | Male sexual organ used for vaginal or anal sexual intercourse |
| Prostate | Exocrine gland of the male reproductive system which produces fluid. |
| Vas deferens | Tubes through which the man's sperms passes from the testicles to the penis |
| Scrotum | A sac which holds the testes, and protects them against extreme temperatures. |
| Pelvis | The bones containing and protecting the internal genital organs. |
| Epididymis | Coiled tubes leading from the testes to the vas deferens |
| Urethra | Long narrow tube inside the penis through which both sperms and urine pass |
| Cowper's gland | Produces fluid, which helps create a good environment for the sperm in the penile urethra where sperm mature. |

*Definitions - German Foundation for World Population (DSW) (2006). Sexual and Reproductive Health Training Manual for Young People. (p31 for female definitions)

MYTHS ABOUT THE REPRODUCTIVE ORGANS¹⁸

 50 minutes

The objective of this activity is to increase participants' knowledge about sexual parts of the body and enable them to name them. Trainers will pay attention to the myths that exist in the group to be able to correct them with accurate information.

Trainers will

- **ASK** participants to work in small groups and instruct the group to attach sheets of flip chart paper with masking tape and trace the body outline of one of their group members.
- **ASSIGN** a sex to the life size human body maps (Ensure that there are an equal number of male and female body maps).
- **ASK** participants to put the drawings of the human body on the floor or on the wall. Explain that this is an exercise on the use of language and its different connotations.
- **DISTRIBUTE** the **BODY FLASH CARDS** with the terms on the table below

¹⁸ Adapted from IPPF European network Training Manual For Sensitizing Intermediaries On Sexual Rights Of Young People With Learning Disabilities

| Female body | Male body |
|--------------|-------------|
| Breast | Penis |
| Hip | Beard |
| Pubic hair | Pubic hair |
| Armpit hair | Armpit hair |
| Anus | Nipple |
| Clitoris | Foreskin |
| Vagina | Anus |
| Labia minora | Bladder |
| Labia majora | Erection |
| Ovarian tube | Prostate |
| Nipple | Testicle |

- **ASK** participants to work with their group and put their cards in the right place.
- When they place their card, **ASK** questions:
 - Do you know any other names for it? What do you call it on your own body? Write those names on the body map.
- **RECONVENE** the large group and have each small group present their body map to the large group.
- Once all groups have presented, **HAVE A DISCUSSION** about what they observed about the non-biological names given to parts of the human body. Use the following prompts to elicit a discussion:
 - Are these gendered names?
 - Do they append a value to different parts of the body? What is the value?
 - What do you notice about the difference between the gendered names given to the male and female bodies?
 - Do you notice any myths? (Facilitators should define myths as a false belief or story that explains a natural or social phenomenon) Are there any other myths about the human body that you know of?
 - Make a list of all the myths that arise in the discussion.

Let participants know that there are some additional myths that you would like them to consider. Facilitators will:

- Draw a table on a sheet of flip chart paper as illustrated below:

| Body Myth | Body Fact |
|-----------|-----------|
| | |
| | |

- **READ** the following statements written on the **MYTHS AND FACTS INDEX CARDS** and **ASK** participants which column they believe the statement should be placed – Tape or stick cards in the appropriate column:
 - An erection is an indication that someone wants to have sex.
 - An erection can also be a reaction to other factors such as fear, general arousal, morning erection etc.
 - Circumcision does not have any health benefits.
 - Circumcised men are less vulnerable to sexually transmitted infections.
 - When erect, all penises are the same size.
 - There is a big different: sizes range from 9–16 cm in girth and from 11–22cm in length.
 - A virgin has a hymen that is intact and closed.
 - A woman’s most important sexual organ is her vagina.
 - A woman’s most important sexual organ is the clitoris. It is internal and mostly hidden. The total length is 9cm, and the clitoris has 4 ‘arms’.
 - The size of the breasts depends on how often they are touched.
 - The size is genetic.
 - Pubic hair has to be shaved for reasons of hygiene.
 - There is no reason to remove pubic hair.
- **EXPLAIN** why myths are untrue.
- **ASK** the group to reflect on and make a list of the consequences of believing a myth.

MYTH BUSTERS¹⁹

Facilitator should:

- **STICK** a sheet of paper saying “TRUE” to the wall on one side of the room, one saying “FALSE” on the opposite side, and another saying, “I HAVE NO IDEA WHAT THIS MEANS” in another location.
- **ASK** participants to stand at the place that reflects their response to the statement.
 - 1 Having sex means having intercourse.
 - 2 Sex is only for reproduction.
 - 3 Adolescent males have a greater sex drive than adolescent girls.
 - 4 The more knowledge adolescents have about their sexuality, the more likely they will engage in intercourse.
 - 5 Adolescent males know more about their own and female sexuality than do adolescent girls.
 - 6 Girls need love - boys need sex.
 - 7 Boys have a penis - girls have a vagina.
 - 8 The sexual behaviour of adolescents is strongly influenced by the perception of his or her gender role.
 - 9 There are many myths about sexuality.

¹⁹ Adapted from Medical Women’s International Association (2002) The Adolescents Sexuality Training Manual

DISCUSSION

Ask participants to return to their seats. Randomly distribute the **SEX AND SEXUALITY MYTH FLASH** cards with the following responses to each of the 9 statements. Ask participants to read the responses aloud for each statement. Briefly address any questions that may arise.

- 1 Having sex means having intercourse. FALSE.** Although the word “sex” is often used synonymously with intercourse, there is much more to having sex than only intercourse. Sexual activity, which can be very pleasurable and may lead to sexual arousal and even orgasm, includes caressing, kissing, masturbation and oral sex.
- 2 Sex is only for reproduction. FALSE.** While sexual intercourse is necessary for reproduction, sexual relations are also important for enhancing intimacy, for pleasure and for cementing relationships.
- 3 Men have a greater sex drive than Women. FALSE.** This is a common belief but there is no evidence to support it. Women have just as much sexual drive as men but society’s ideas of correct and incorrect behaviour see the men as the initiator and women as the passive recipient.
- 4 The more knowledge adolescents have about their sexuality, the more likely they will engage in intercourse. FALSE.** Many research studies show that just the opposite is true. If well educated, adolescents are less likely to find themselves ill prepared for relationship development and sexual decision-making.
- 5 Adolescent boys know more about their own and female sexuality than do adolescent girls. FALSE.** Society’s expectation is that men, being the initiator, know it all. This puts men in a difficult position if they wish to ask questions or admit that they do not know it all.
- 6 Girls need love -boys need sex. FALSE.** This is another myth about the differing sexual needs of females and males. Girls have as much sexual desire as boys. Boys are as much in need of intimacy and affection as girls.
- 7 Boys have a penis -girls have a vagina.** This is both **TRUE** and **FALSE**. Although this is anatomically true, the correct analogy is that the sexually functional female equivalent of the penis is the clitoris. Additionally, there are individuals who are born with sexual anatomy that does not seem to fit the typical definitions of female or male. This sexual anatomy is called Intersex.
- 8 The sexual behaviour of adolescents is strongly influenced by the perception of his or her gender role. TRUE.** Most societies strongly influence the perception of boys and girls about their appropriate gender roles. From early childhood, children are exposed to messages from parents, schools, media, friends and religious institutions about how they are expected to behave as male or female in their society. In these roles boys are expected to be strong, aggressive, to take leadership and to be sexually knowledgeable and experienced whereas girls are expected to be passive, weak, followers and sexually naive. It may be stressful for girls or boys to step out of this role, particularly in their sexual interactions.
- 9 There are many myths about sexuality. TRUE.** The biggest myth of all is that there are no myths. Some of these myths are:
 - If a boy does not have sex by the time he is 13, the sperm will damage his testes and his penis will shrivel up and die.
 - You cannot get pregnant the first time you have sex.
 - If you have sex with a younger boy, you cannot get pregnant.
 - The number of girls a boy or man sleeps with is a measure of his sexual prowess.
 - When a man allows a woman to be on top during sexual intercourse it means he is weak.
 - Men need sex, women need love. Men need sex more than women do. Men must be the initiators.

SEXUALITY: CONCEPT AND DIMENSION

WHAT IS SEXUALITY?²⁰

Facilitators will define sexuality as follows:

Sexuality describes the ways in which a person goes about expressing herself or himself as a sexual being. Sexual expression can be seen in the ways we act, speak and dress. Sexuality is therefore not limited to sexual intercourse or any sexual behaviours.

There are four major components of sexuality:

- 1 **Sensuality**
- 2 **Intimacy in Relationships**
- 3 **Sexual Identity**
- 4 **Gender Identity**

Facilitators will explain each category as follows:

- **Sensuality** is the enjoyment, expression, or pursuit of pleasure as a result of using your senses, especially sexual pleasure.
- **Intimacy** is a state of being close, affectionate or loving with others.
- **Sexual Identity** refers to how you think of yourself in terms of who you are romantically or sexually. It includes your sexual orientation – who you are sexually attracted to and or desire to have sex with. Sexual identity is different from your gender identity.
- **Gender identity** refers to your internal sense of being a man or a woman and how this is performed or expressed externally i.e. in dress, mannerisms, attitudes, values and behaviours. Gender expression occurs on a continuum which includes a gender binary of masculine on one end and feminine on the other.

Most people however express gender identities which combine characteristics which are associated with both masculinity and femininity with females generally adopting gender identities which are closer to the femininity end of the scale or gender binary and males adopting gender identities which are closer to the masculinity end of the scale or gender binary. This does not however apply to all people.

The word **transgender** refers to a person whose biological sex does not correspond with their expected external expression of gender identity this refers to for example someone who was born with male sex organs yet identifies and feels more comfortable with a more feminine gender identity and in turn someone who may have been born with female sex organs but who identifies and feels more comfortable with a more masculine gender identity.

²⁰ International Sexuality and HIV Curriculum Working Group, Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

NOTE TO FACILITATORS



As in session two when the concept of gender was first introduced, facilitators may need to address topics related to sexual orientation, transgender and non-gender binary identification which may arise through questions from participants. Facilitators should be prepared to respond to these questions and requests for clarification utilising guidance included in this toolkit.

Facilitators will continue to **EXPLAIN** that Sexuality:

- Is experienced in thoughts, feelings, and practices.
- May be expressed by oneself or with others.
- Includes desires or practices involving someone of the other sex, the same sex, or both.

Furthermore:

- At different times most of us will experience various emotions related to sexuality. We may feel excitement, confusion, anguish, happiness, or many other feelings. Such emotions may be intense or, at other times, mild.
- Feeling discomfort and/ or a lack of confidence about sexuality is part of growing up. Such comfort is also influenced by individual, family, and social factors and experiences.

Facilitators will put participants into four groups and assign each group one of the components of sexuality. Each group will be asked to discuss and make notes of the ways in which the following can impact or influence the component of sexuality that they were assigned:

- Values and beliefs
- Attitudes
- Physical attributes
- Societal expectations

Facilitators will invite participants to summarise their discussions with the large group.

NOTE TO FACILITATORS



Facilitators should be prepared to respond to participants' concerns regarding religious teachings on sexual expression and sexual intercourse for young people including outside the context of marriage as well as to teachings related to sexual orientation. Remember the focus of this curriculum is to promote respect for the human rights and freedoms of all persons and to promote tolerance and non-discrimination. It is also meant to be used to provide a space for young persons to feel safe to ask questions and to share experiences if they want to. It is not meant to usurp religious teachings or beliefs or to cast judgements about right or wrong behaviour. The promotion of fair treatment, non-discrimination and respect for the dignity of all persons should remain the key focus particularly when strong feelings related to issues of sexual orientation or gender identity arise.

THE TRUTH ABOUT DESIRE²¹

Trainers will:

- **TELL** participants that we will complete a true-or-false exercise.
- **DISTRIBUTE** the worksheet and instruct the participants to fill it out quickly. Ask a volunteer to read the first statement and then encourage discussion by asking:
 - How many of you think that statement is true? Who thinks it is false?
 - *If no one offers the correct answer, ask questions to help the group reach the correct response. Offer the correct answer yourself only if no one in the group comes up with it. Be sure to ask if anyone still has a question or comment.*
 - Repeat this process for each statement.
- Allocate the last 5 minutes to ask:
 - I. What effect can this kind of misinformation have on our feelings about ourselves and our sexuality?
 - II. What do you notice about society's messages about male desire compared with its messages about female desire?

²¹ *Ibid.*

WORKSHEET 6.3 **SEXUAL DESIRE: WHAT IS THE TRUTH?**

Read each statement. Decide if it is true (T) or false (F). Mark your answer in the box on the right. T or F?

| Statement | T or F |
|--|--------|
| 1 Most women do not really desire sex. | |
| 2 If you desire sex, you have to have it. | |
| 3 The social expectation that women should not want sex can affect their level of desire. | |
| 4 If a man or boy gets an erection, it means he wants to have sex; if a girl's or woman's vagina lubricates, it means she wants to have sex. | |
| 5 Some women want to have sex more than their sex partners do. | |
| 6 People have sexual fantasies about things that they do not desire to experience in real life. | |
| 7 Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire. | |
| 8 Everyone's level of sexual desire changes over time and with different circumstances. | |
| 9 If you are male, then you want to have sex all the time. | |
| 10 Most older people still feel sexual desire. | |
| 11 If a man does not get an erection in a sexual situation, he does not desire the person he's with. | |
| 12 Some medications affect sexual desire. | |
| 13 A person can feel sexual desire for someone he or she does not love. | |
| 14 It is normal for men not to want sex sometimes. | |
| 15 If you desire sex, you will become sexually excited. | |



SEXUAL DESIRE: WHAT IS THE TRUTH?

1. **False.** Most women do desire sex. However, if a woman does not get pleasure from sex, she may lose interest.
2. **False.** Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling “turned on” without wanting to have sex.
3. **True.** Sexual desire is affected by social expectations. If a woman thinks she should not want sex, she may suppress or deny her desire.
4. **False.** Erections and lubrication can occur for no reason or for reasons not related to desire. For example, most males wake up with an erection in the morning because their bladders are full. Teenage boys often get spontaneous erections that are not related to sexual desire or excitement.
5. **True.** Levels of sexual desire vary by individual and circumstance. In some couples, or at some points in life, a woman may desire sex more than her partner does.
6. **True.** Fantasies are often just fantasies. A person may not want to experience the fantasy.
7. **True.** Emotional states, such as fear, can affect a person’s sexual desire.
8. **True.** “Normal” levels of sexual desire vary widely and change. Sexual desire is affected by physical, emotional, and social factors. If a person’s level of desire is causing him or her a problem, the person can talk with a sexual health professional.
9. **False.** Men do not always desire sex. They experience variations in their levels of desire, as do all people.
10. **True.** Sexual desire may decrease with age. If a society frowns on elderly people’s sexuality, their level of desire may be affected by stigma. Many people experience some sexual desire throughout their lives.
11. **False.** A man may not get an erection in a sexual situation for many reasons, including medical conditions (for example, diabetes or heart disease), the use of certain drugs, and emotional factors (such as anxiety about sexual performance, anger at the other person or about someone else, or because he is preoccupied).
12. **True.** A decrease in sexual desire is one side effect of some medications. Some medications such as Viagra increase erectile function and are taken specifically for that purpose.
13. **True.** People often confuse sexual desire and love. You may love someone and not desire to have sex with them, and you can desire to have sex with someone whom you do not love,
14. **True.** No one, whether male or female, always wants to have sex.
15. **False.** Sometimes people do desire sex but do not become sexually excited. This situation happens to most people at some point. It is not something to worry about.



CLOSING ACTIVITY & SESSION WRAP-UP

LEARNING OBJECTIVES

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

- Discuss the cultural norms that legitimise the power of men over women's bodies.

SETTING SAFE BOUNDARIES²²

In this activity trainers will ask participants to explore the levels of comfort or discomfort within their own bodies, in the realm of close physical proximity to another. Trainers must be prepared to discuss the concept of “boundary” in terms of self-esteem, personal agency, and the capacity to maintain a sense of power and control over one's body.

Trainers will:

- **CLEAR** an area large enough for two people to stand at opposite ends of the room and have an unobstructed path to each other (about 18 feet, if you have a larger room).
- **ASK** for two volunteers. Have them stand at opposite ends of the room, facing each other.
- **ASK** the volunteers to walk very slowly toward each other, looking at each other but not speaking.
- **INSTRUCT** Person A to say STOP when the distance between the two people is about to become uncomfortable for her. Person B is to stop immediately, and the two people should continue looking at each other.
- Then have the volunteers go back to their original spots and walk very slowly toward each other again. This time Person B should say STOP whenever the distance begins to feel uncomfortable.
- **REPEAT** this with a couple of other pairs of volunteers.

DISCUSSION POINTS

Trainers will **ASK** the following question:

- Do you sometimes hesitate to let people know when you feel very uncomfortable with their closeness to you? Why might some people have difficulty setting boundaries? Possibilities:
 - not wanting to hurt the other person's feelings
 - not having thought about it before, and therefore being unsure of your own feelings
 - not realising you are uncomfortable until after it happens
 - being concerned about what other people may think of your boundaries

²² http://www.wcsap.org/sites/www.wcsap.org/files/uploads/resources_and_pubs/teen_support_guide_04_2013.pdf pg. 89

- **TALK ABOUT** some of the variables that make a difference in how comfortable people are with physical proximity, including:
 - how well the two people know each other
 - the relative size of the two people
 - the person's gender or perceived gender
 - cultural norms
 - the perception of the other person's mood or propensity for violence--in other words, you would not want to get too close to someone who looked angry or dangerous
- ▶ **Be sure to explicitly say that power differentials make it very hard to set boundaries and this can lead to victimisation.**
- **REMINDE PARTICIPANTS** that being victimised is never the fault of the victim. As a society, we need to be sure that people learn to respect each other's boundaries. Often, when boundaries are violated (as in sexual abuse or assault), people blame the victim for failing to set boundaries, when the blame actually lies with the perpetrator for failing to respect those boundaries or even to think or ask about them.

JOURNALING ACTIVITY

Close the workshop day by asking participants to write in their journals about how people react when they set boundaries. Make a list of any ideas, thoughts that arose from today's session. Additionally, make a list of your gendered privileges and your gender, and a list of how your gendered identity places you at risk of harm.

DISTRIBUTE SESSIONAL EVALUATIONS FORMS



DAY 3

**LEARNING
STRATEGIES FOR
YOUNG PEOPLE**

| Session Component | Overall Objectives | Materials/ Preparation | |
|---|--|--|---|
| <p>Building Reflective Practices</p> <p>🕒 30 minutes</p> | <ul style="list-style-type: none"> To encourage participants to use Self-Reflection as an essential tool in the facilitation process. | <p>Presentation/ Notetaking</p> | |
| <p>Understanding Youth Development</p> <p>🕒 60 minutes</p> | <ul style="list-style-type: none"> To appreciate that young people are on a developmental trajectory and what they learn and accept to be true shapes fundamental beliefs of adulthood. |  Flip chart paper or a news print paper; Easel board |  PowerPoint Slides |
| <p>Youth as Gendered Beings</p> <p>🕒 1 hour 50 minutes</p> | <ul style="list-style-type: none"> To discuss the powerful influences that shape gender identity and challenge participants to reject negative or harmful gender norms. |  Music: Audio player for Guided Imagery |  2 Multimedia players and speakers |
| <p>Positive Youth Development Approach</p> <p>🕒 2 hours 30 minutes</p> | <ul style="list-style-type: none"> To expose participants to educational approaches that privilege the voice of young people To explore ways in which workshop spaces can be co-constructed learning environments. | <p>Stationery/Supplies</p> | |
| <p>Closing Activity & Session Wrap-up</p> <p>🕒 30 minutes</p> | <ul style="list-style-type: none"> To consolidate the learning and experiences of the day's program. |  Assorted coloured markers for writing on flip chart paper |  Coloured pencils & markers |
| | |  <p>Welcome packet which includes :</p> <ul style="list-style-type: none"> Pen/ Pencils Notebook Daily Agenda Name tags | |
| | |  <p>Handouts</p> <ul style="list-style-type: none"> Preventive Curriculum for Young People Positive Youth Development Handout (Appendix1) Sessional Evaluation Forms |  <p>Journaling</p> <p>Participant Journals</p> |
| | | <p>Break-out room required</p> | |

OPENING SESSION/ REFLECTIVE PRACTICES

LEARNING OBJECTIVES

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

- Engage in reflective practice
- Summarise main learning points from Day 2

CONVENING THE SESSION

Trainers will write the word 'Welcome' on your flip board chart. The following should be written on that first page of the flip board located at the front of the room:

- Name of the programme
- Name of Workshop Day
- Start and end time

OPENING RITUAL, SELF-REFLECTION EXERCISE AND CHECK IN.

The Opening Ritual established in the first session should be performed following the convening of the workshop.

Trainers will:

- **GUIDE** participants to meditate upon an awareness of their bodies and feelings. Ask participants to ground themselves in the present place and time; to clear their minds of “noise” and influences which would colour their experiences of this time and place.
- **GUIDE** participants to become aware of the silence of meditation, and to consider how calming and self-soothing a mechanism it can be.
- **ASK** participants to reflect on the activities engaged in on the previous day and note any thoughts and feeling that surface. **ASK** participants to note any sensations that appear in their bodies. Allow participants at least 5 minutes of silence to reflect on their thoughts and feelings.
- **BRING** the meditation to a close by slowly asking participants to return their attention to the present space.
- **CONDUCT** a verbal check-in by asking the question: How do you feel?
- **ENCOURAGE** participants to adopt this practice as a regular part of everyday living. Make sure that the question of how you feel, does not speak to the mundane or surface (like what we had for breakfast, or how is the weather).
- **ADVOCATE** for the use of this check-in time as an introspective and reflective resource which is indispensable to preparing to engage people in behaviour change.

MOST IMPORTANT LESSONS LEARNED YESTERDAY.

Trainers will conduct a debriefing of the meditation experience. **Trainers will:**

- **REMIND** participants about confidentiality and their working agreements such as acceptance, non-judgement and freedom to participate to the degree where they feel comfort.
- **ASK** participants for thoughts, memories and or feelings that they are willing to share.
- **ASK** participants to recall and share messages and activities which were most meaningful, important, or interesting from the previous day.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual
- Quick Recap of previous session performed



UNDERSTANDING YOUTH DEVELOPMENT

LEARNING OBJECTIVES

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

- **EXPLAIN** the developmental stages, competences, and tasks of young people in the Caribbean context.

Trainers will:

- **INTRODUCE** the *Once Upon series* to the group giving them the following information:
 - Inform them that they will be watching the videos to examine the developmental stages of Juan and Maria in the context of the following 5 topics:
 - 1 Gender socialisation
 - 2 Traditional notions and beliefs of masculinity and femininity
 - 3 Gender inequality
 - 4 Constructions of relationships based on power, control and submission
 - 5 Gender-based violence.
- **DIVIDE** the participants into 2 same-sex groups, each led in simultaneous activity by one of the trainers. (A break-room and an additional audio visual multimedia device is required).
- **SHOW** the male facilitators the YouTube video Once Upon a Boy found at <https://youtu.be/YGAu8gRfv9c> (24 minutes).
- **SHOW** the female facilitators the YouTube video Once Upon a Girl found at <https://youtu.be/uX8lyl-5nr4> (21 minutes).
- **FACILITATE** simultaneous discussions of the content of the videos under the five topic areas identified above.
- **ASK** a group volunteer to take notes of the discussion points arising in the 5 areas so as to report to the larger group what was discussed.

Participants will reconvene as a large group and report group discussions. Trainers will summarise the entire discussion with reference made to Erik Erikson's human development through the lifespan model. The following points must be included in the summary:

- According to Erikson, we have different developmental tasks or jobs associated with our biological, social and psychological growth.
- The major task of adolescence is Identity Formation. Young people must figure out the answer to the question, 'Who am I'?
- Gender socialisation is one of the ways that young people are told who they are and what they should believe.

YOUNG PEOPLE AS GENDERED BEINGS

LEARNING OBJECTIVES

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

- Discuss the powerful influences that shape gender expression and challenge participants to reject negative or harmful gender norms.

Trainers will:

- **EXPLAIN** that participants will work in small groups to develop a Life story of a fictitious person who has been experiencing GBV.
- **ASK** participants to use flip chart paper to graphically illustrate/ draw this person's life story. The illustration/ drawing must:
 - Describe where violence entered their lives and the circumstances that fostered the violence.
 - Highlight the developmental tasks of the young person and indicate how GBV has impacted their development.
 - Indicate how the form of GBV experienced may shape core gendered beliefs of this young person when they become an adult.

Each group will present their life stories to the large group. During the group discussions, **Trainers will:**

- **ASK** participants to indicate what systemic preventive measures may be put in place to stop this from happening in this case, and in general.
- **GUIDE** participants to see themselves as responsible for ending GBV in their communities.

POSITIVE YOUTH DEVELOPMENT APPROACH

LEARNING OBJECTIVES

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

- Describe youth-centred, strengths-based and rights-based pedagogies.
- Evaluate the importance of using age-appropriate and accessible language when working with young people.
- Recognise the knowledge and strengths in the lived experiences of young people.

THE PEDAGOGICAL APPROACHES OF THE FOUNDATIONS CURRICULUM

 60 minutes

This is a segment of didactic teaching which offers a thorough presentation of the 3 components of the educational approach which facilitators will be required to adopt to implement **The Foundations Curriculum**. The curriculum is premised on a Youth Positive Approach which has three elements; youth-centred, strengths-based and rights-based. These are the programmatic lens with which all persons involved in this work must use as an impetus for their actions in the educational workshop space. Trainers are encouraged to create a multimedia presentation which can engage participants in knowledge building.

A **YOUTH POSITIVE APPROACH** privileges the voice of youth participants and views youth as assets as opposed to youth as deficits. **Trainers will:**

- **INVITE** participants to consider the word privilege and all that it connotes by inviting them to brainstorm all of the words that are associated with privilege. The list should include honour, freedom, licence, respect, tribute, permitted, authorised, liberty, self-determination, autonomy, sovereignty.
- **WRITE** all of the words on flipchart paper and ask participants to recall their experience of being in a classroom as a young person.
- **ASK** participants to consider if any of these words were synonymous with their experiences of being educated. Note the responses in the room and record the words that are used to describe their actual experience of the classroom.
- **ASK** participants to juxtapose the 2 lists before them - the words noted under privilege and those noted under the traditional experience of the classroom.

- **ASK** participants to give you responses to complete the following table:

| Qualities of the Traditional Teacher (How does this person think, speak and act) | Qualities of the Facilitator who privileges the Student's voice (How does this person think, speak and act) |
|---|---|
| | |
| | |
| | |
| | |

- **EXPLAIN** to participants, that although they are expected to impart new ideas and knowledge sets to the participants, they are nonetheless expected to realise that young people have privileged knowledge about being young to which we as adults do not have access. We therefore recognise that although we may have concerns about their judgment, young people nevertheless have wisdom and each time we are with them, we honour that wisdom with recognition. This perspective does not necessitate that we agree with their views, however we respect their right to have them.
- **SHARE** that Positive youth development is based on the notion that young people need to develop personal attributes that are supportive of making positive choices. These attributes include competences, knowledge, experiences, behaviours and beliefs. These personal attributes can become protective factors that safeguard them from high risk behaviours and nurture positive attitudes and actions. Positive youth development aims to engage these strategies by focusing on the strengths of young adulthood instead of the deficits or problems that are associated with this developmental stage.

Youth-Centred programming necessitates the engagement of young people as active participants. This means that they are not simply recipients of knowledge, but they are encouraged to question and interrogate knowledge. Every aspect of the curriculum, from the language used, to the activity oriented and interactive learning strategies, is designed to invite young people into a space where their need to explore, trumps the need of adults to control the learning environment. The curriculum strives to give participants an experience that can build leadership and connect them to caring adults who can be trusted to withhold judgement. The youth-centred focus also allows participants to practice or try out different approaches. It is essential that Facilitators working in this manner actively seek the participation of the young people and eliminate any fears around judgement or retribution. Young people's opinions and attitudes are treated in the same manner as a facilitator will treat another adult.

A Strengths-based perspective uses as its starting point the notion that all persons have inherent personal attributes that have value. Focussing on challenges, often makes it difficult to see what competences exist and how those competences can be used to improve one's situation. For example, a young person who engages in behaviours that are highly distracting to her peers may also have tremendous leadership abilities. Focussing on the young person's leadership qualities is a means to engage his competences and work towards alleviating his challenges. A strengths-based perspective creates opportunities for engagement.

Gambone, Klem and Connell (2002), forwarding that youth who are exposed to positive youth approaches do better academically, socially and emotionally, point out that there are eight critical elements that help establish the base for the four essential elements of PYD:

- 1 Belonging
 - Positive Relationship with a Caring Adult
 - An Inclusive Environment
 - A Safe Environment
- 2 Mastery
 - Opportunities for Mastery
 - Engagement in Learning
- 3 Independence
 - Opportunities to See Oneself as an Active Participant in the Future
 - Opportunities for Self-determination
- 4 Generosity
 - Opportunities to Value and Practice Service to Others

GETTING FAMILIAR WITH THE FOUNDATIONS CURRICULUM

 1 hour 30 minutes

Trainers will distribute bound copies of the curriculum to all of the participants at this time and tell them that the curriculum will be their companion for the rest of the workshop.

Trainers should spend **30 minutes** reviewing the curriculum with the participants. **Trainers will:**

- Outline the structure of the document and outline how the facilitators are expected to use it.
- Provide an overview of the curriculum and outline the three suggested formats for delivery (12 weeks, 6 weeks and 4 days).
- Explain how facilitators can combine same sex groups to create mixed-sex groups.
- Outline the training methods used in the curriculum.
- Detail the structure of the sessions.
- Outline the objectives of the 12 modules of the curriculum.

Trainers should draw comparisons between the structure of the curriculum and the structure of the facilitator's training workshop being undertaken (Opening rituals etc.)

ESSENTIAL ELEMENTS OF PYD IN THE FOUNDATIONS CURRICULUM

Trainers will explain that the participants will be given the opportunity to study the curriculum in more detail. The group will be divided into pairs or small groups (depending on the size of the training group) and assigned a module to use for their practice session. Each pair or group will be asked to read through their assigned module and identify which of the PYD elements are evident. Upon completing this activity, each group will present their assigned module to the larger group.

CLOSING ACTIVITY & SESSION WRAP-UP

LEARNING OBJECTIVES

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

- Defend the perspective that young people are knowing and capable human beings.

Trainers will divide participants into 2 groups. One group will move their chairs and sit in an inner circle while the other group will use their chairs and make an outer circle.

Trainers will:

- **TELL** participants in the inner circle that they will be participating in a group discussion with one trainer; while members in the outer circle will observe the interactions of the inner circle.
- **ASK** members of the outer circle to note their observations.
- **INDICATE** that the purpose of the outer group is to observe the group dynamics and the facilitation of the group process by the trainer. Interaction, verbal and non-verbal communication from the outer group is strictly prohibited.

The trainer leading the inner group will guide a discussion on the importance of using age-appropriate and accessible language, being youth-friendly, and responsive to their needs when working with youth. The discussion will be conducted for 20 minutes.

When the discussion has been concluded, participants will be told that the group will discuss the experience on the following workshop day.

PSYCHO-BODY EXERCISE

 5 minutes
















Trainers will direct participants to form a circle and turn to their left or right so that each participant is facing another's back. Participants will be asked to place their hands on the shoulders of the person in front of them and give them a massage (Trainers will indicate that anyone who is uncomfortable with this, can opt out of the circle). After 1 minute, participants change direction and give a massage to the person who was behind. Trainers will urge participants to look after each other, and to build communities of care.

DISTRIBUTE SESSIONAL EVALUATIONS FORMS



DAY 4

FACILITATION SKILLS AND METHODS

| Session Component | Overall Objectives | Materials/ Preparation |
|---|--|--|
| Reflective Practice  30 minutes | <ul style="list-style-type: none"> To encourage participants to use Self-Reflection as an essential tool in the facilitation process. | Presentation/ Notetaking |
| Core Facilitation Skills  2 hours 30 minutes | <ul style="list-style-type: none"> To evaluate key mechanisms for ethical and competent facilitation. |  Flip chart paper or a news print paper; Easel board  PowerPoint Slides |
| Working with Co-Facilitators  50 minutes | <ul style="list-style-type: none"> To discuss the competencies involved in proficient co-facilitation. |  Music: Audio player for Guided Imagery  Multimedia player and speakers |
| Observing the Group Experience  1 hour | <ul style="list-style-type: none"> To discuss personal challenges that present obstacles for facilitation. | Stationery/Supplies |
| Planning for Practice  1 hour | <ul style="list-style-type: none"> To prepare for practice sessions on Day 5. |  Assorted coloured markers for writing on flip chart paper  Coloured pencils & markers |
| Closing Activity & Session Wrap-up  30 minutes | <ul style="list-style-type: none"> To consolidate the learning and experiences of the day's program. |  <p>Welcome packet which includes : Pen/ Pencils Notebook Daily Agenda Name tags</p> |
| | |  <p>Handouts • Sessional Evaluation Forms</p> |
| | |  <p>Journaling Participant Journals</p> |

OPENING SESSION/ REFLECTIVE PRACTICES

LEARNING OBJECTIVES

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

- Engage in reflective practice
- Summarise main learning points from Day 3

CONVENING THE SESSION

Trainers will write the word 'Welcome' on your flip board chart. The following should be written on that first page of the flip board located at the front of the room:

- Name of the programme
- Name of Workshop Day
- Start and end time

OPENING RITUAL & MEDITATION AND CHECK-IN.

The Opening Ritual established in the first session should be performed following the convening of the workshop.

Trainers will:

- **ASK** participants to reflect on their journey to the workshop room this morning? With the use of soothing music, ask participants to get in-touch with their body by paying attention to sensations and feelings.
- **ASK** participants to ground themselves in the present place and time; to clear their minds of “noise” and influences which would colour their experiences of this time and place.
- **GUIDE** participants to become aware of the silence of meditation, and to consider how calming and self-soothing a mechanism it can be.
- **ASK** participants to reflect on the activities engaged on the previous day and note any thoughts and feeling that surface. Ask participants to note any sensations that appear in their bodies. Allow participants at least 5 minutes of silence to reflect on their thoughts and feelings.
- **BRING** the meditation to a close by slowly asking participants to return their attention to the present space.

MOST IMPORTANT LESSONS LEARNED YESTERDAY.

Trainers will:

- Invite participants to share their Most Important Lesson Learned Yesterday (MILLY)

- Encourage participants to recall what information was the most important, meaningful and/or interesting from the previous day and share these in groups of 3-4 persons.
- Invite 1-2 participants to summarise major points from their small group sharing with larger group.

NOTE TO TRAINERS



By the 4th day, participants are usually checking in for longer periods of time. Participants will take the time to express any challenges they are having with the curriculum, or make personal disclosures around their process through the workshop. This is to be welcomed warmly, but you will use restraint because your job as a trainer is simply to listen and not to fix problems. If issues seem to need lengthier attention, you may choose to defer them to another time in the agenda, at your discretion (and with the participants' agreement).

Note as well that participants will often express apprehension about the facilitator practice sessions to come. Some may fear that this is an audition of sorts, and that they will get picked, or not, based on their practice performance. Please allay any fears expressed, and be encouraging. Remember that learning only happens in positive, supportive environments. Besides, the de-briefing periods at the end of each team's work will allow for constructive criticisms to be offered.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP



- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual
- Quick Recap of previous session performed

CORE FACILITATION SKILLS

LEARNING OBJECTIVES

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

- Define Facilitation
- Distinguish between a Teacher and a Facilitator
- Identify core group facilitation skills
- Defend the need for a code of conduct for Facilitators

DEBRIEFING AND DISCUSSIONS

 **75 minutes**

Trainers will use the following questions to guide the discussion of the group observation activity conducted at the end of Day 3. It is recommended that this discussion is undertaken in a two-part process. Trainers are encouraged to proceed by focussing on the process of the inner circle. The following questions should be used to prompt the discussion of the experience of the inner circle:

- How did you feel as a participant?
- Did anyone experience discomfort? If so, please share: When? What did you do as a result?
- Did you feel “heard”? Please say why or why not?
- What did the facilitator do or say to make you feel heard?
- What did the facilitator do or say that led to anyone feeling unheard?
- Did anyone experience inner conflict? (Explain that inner conflict is any anxiety, confusing or completing thoughts you experienced that you did not share with the group.)
- How did you manage your anxieties?
- Is there any other information –thoughts or feelings that you would like to bring up?

The following questions should be used to prompt the discussion of the experience of the outer circle:

- How did you feel as an observer?
- Describe the interactions between the facilitator and the group members?
- Describe the interactions between the group members?
- What types of questions did the facilitator ask?
- How were participants engaged?
- Were there any tensions in the group? If so, how were they managed?

- How did the facilitator use verbal and non-verbal communication?
- What effective facilitation skills can you identify?

Trainers will note the participants' responses on flip chart paper and summarise the discussion for the entire group. Identify any facilitation skills that the group identified.

GROUP FACILITATION

 75 minutes

The trainer will ask participants to first brainstorm and then define in small groups the following essential elements of facilitation:

- Personal Preparation
- Active Listening
- Being Non-judgmental/suspend judgment
- Effective questioning (open-ended questions, probing, clarifying questions, discovering personal points of view, asking for meaning, exploring feelings)
- Constructing the Ground Rules/ Working Agreements
- Involving everyone
- Encouraging honesty and openness

Small groups will summarise their finding and share it with the larger group.

Trainers will offer a presentation, with the aid of PPT slides, of the following core facilitation competences:

- **Understanding the Self and the persona we bring to facilitation.** All persons have natural aptitudes or ways of being. It is important that facilitators understand their propensities for being a certain way – perhaps extroverted and outgoing or methodological and cautious. Your aptitude does not make you a good or bad facilitator, however your awareness of your natural capacities and abilities you can leverage when working with people, sets you apart as an impactful facilitator.
- **Managing your own childhood and adolescent experiences and secondary traumas.** All persons have histories and stories and a facilitator is no exception. As GBV is so pervasive in our culture, it is reasonable to assume that many adult professionals will have experienced, witnessed, or somehow been exposed to violence at some stage of their lives. GBV traumatises victims and often with long-lasting negative effect. Similarly, if you (the facilitator) have experienced any form of GBV in your childhood, it is incumbent upon you to have sought the necessary therapeutic help prior to embarking on a mission to help others. If your own childhood and adolescent experiences are not skilfully managed, you risk further harming yourself, along with others. Competent facilitators are able to separate their personal stories from those of their participants. They are also mindful about how the stories of other people's trauma can affect them. The competent facilitator manages the emotions that arise through supervision and personal therapy. **Secondary Trauma** occurs, not when you have been directly victimised yourself, but when you are repeatedly exposed to stories of violence done to others. In many instances, particularly over a substantial length of time, helping professionals may develop trauma symptoms which are similar to those manifesting in victims. Professionals are not always aware that they are experiencing secondary trauma,

and therefore may not take measures of self-care. Additionally, professionals may become overwhelmed by feelings of pain, anger, and a desire to do something conclusive to stop the abuse that they hear of. This may lead to a sense of helplessness and guilt.

- **Conflicts of interest within local communities.** Our Caribbean communities tend to be close-knit and interconnected. The capable facilitator operating in this setting is keenly aware of situations which may narrow their ability to engage in ethical practice. Transparency is a prized quality and possible conflicts of interests are identified as soon as they are anticipated.
- **Self-Awareness.** Self-knowledge is essential to maintaining your facilitator persona. If unchecked, your capacity for controlling or abusive behaviours can manifest in harmful ways to your participants. Facilitators are likely to have their “buttons pushed”. Something said, felt, or inferred by participants or the co-facilitator, (or arising out of the material) can cause floods of memories or emotions to inadvertently rush back and cause the facilitator to be overwhelmed. If a facilitator feels that they are becoming overwhelmed, they should excuse themselves and quietly ask the co-facilitator to take over for a while. This is a preferred course of action to “toughing it out”. If overwhelming feelings are not managed succinctly, a facilitator risks reactive behaviours, or knee-jerk responses to invasive thoughts, which will certainly prove troubling to you, the co-facilitator, and participants. Facilitators may feel ashamed and embarrassed by troubling feelings rushing to the fore during the delivery of this curriculum. It is anticipated that facilitators may have to struggle emotionally at some junctures. The useful and proactive technique is for the facilitator to reflect upon their own feelings and responses, to process them through, to seek support from their own network, and to resume their place as soon as they are able.
- **Personal assumptions around gendered entitlement.** Your personal biases regarding masculinity, femininity, and the role of children in a family; about sex and sexuality; about class and ethnicity can be at odds with the delivery of **The Foundations Curriculum**. Facilitators are required to uphold the tenets of this programme, which is gender-responsive, human-rights based and which focuses on addressing all forms of gender-based violence. Facilitators are expected to participate mindfully.
- **Self-Disclosure.** Disclosing personal experiences can be a powerful way to normalise experiences participants may feel ashamed of and it may open otherwise inaccessible dialogues. However, disclosure can also be harmful. It may break the trust and confidence of people in your personal lives and may expose you in a manner that you are not prepared to manage or even alienate your participants. During the course of the workshop, participants may divulge various personal information. This is the reason for which confidentiality is one of the major items on our Ground Rules/Working Agreements list. Sometimes, a participant will ask a facilitator a very personal question as well. As we have been stringent in designing a fair, equal, gender-responsive, and power-free learning environment, the facilitator is advised not to “pull rank” at this point and refuse to participate on the grounds of their position in the room. The facilitator is encouraged to offer some response. However, it is certainly the facilitator’s role to be helpful to participants, and not burdensome to them, therefore the facilitator is advised to not disclose heavily. Appropriate disclosure is one of the most subtle of facilitation skills and can only develop fully in the richness of time. It is useful to clarify your intention before engaging in self-disclosure. What do you mean to happen? Why are you sharing this part of yourself? Will it further the objectives outlined in **The Foundations Curriculum**?
- **Facilitator’s Role.** Facilitators are not the authority, or the seat of wisdom. Facilitators are not there to teach or impose their opinions on participants, but to draw out the opinions and ideas of group members and to facilitate their interpersonal dialogue. Facilitators are responsible for modelling a non-judgmental, neutral acceptance of all ideas raised for discussion and process during group.

- Managing Participants – Resistance, “Victims” and Power-Struggling. There are always interpersonal dynamics at play when two or more people are in any given room. Trainers will share Jamieson and Justice’s²³ (2006) most common types of psychosocial issues that show up in groups. Explain each psychosocial issue and give examples of how it may show up in the group experience (ask participants to offer examples as well):
 - ▶ Trust. Especially in another’s motivation, honesty, safety, and confidentiality or being valued and respected by another.
 - ▶ Control or power (the need to have it, or the fear of it).
 - ▶ Inclusion, Identity, or Status (the need to be a part of or to feel recognised or important; the need to know who I am in relation to others).
 - ▶ Autonomy, dependency, counter-dependency. (Freedom from the influence of others, the need for approval of others, or the need to “go against” prevailing thought or authority).
 - ▶ Tolerance for ambiguity or the need for structure (uncertainty, evolving answers versus pinning everything down, the need to structure agendas, processes, etc.).
 - ▶ Competition (insecurities, proving worth, being better than another).
 - ▶ Intimacy (especially too much or too little; how close and personal is the group compared to “how I want it?”).

Trainers will conclude by underscoring the importance of participants recognising that their priority during facilitation should be on the process of the group’s interaction rather than on how they (the facilitators’) interact with the group. Remember that there are usually deep, underlying patterns causing individuals to behave as they do. Human behaviour is very complex and as facilitators, you will need to observe, recognise, and manage all arising complex behaviour in a fair and effective manner. Also, you will need to recognise and manage the feelings and thoughts that arise in yourself.

Additional Reflective Questions

- What is the difference between facilitation and didactic teaching? Why is it important to differentiate between the two?
- How can you justify the use of a positive youth development framework?
- What’s the difference between affective learning and cognitive learning? Why is it important to use the two approaches in working with young people? How has it been used in this workshop thus far?
- What are the advantages of using participatory methods?
- Why focus on the strengths of youth instead of a deficit model?
- Why is creating a safe space for learning so important when working with young people in the promotion of gender equality and positive youth development?
- What concrete actions can facilitators undertake to construct a safe learning environment for every participant?
- How can participants be involved actively in creating a safe workshop space?

23 Justice, T., Jamieson, D. (2006). *The Facilitator’s Field book*. New York: AMACOM/American Management Association.

WORKING WITH CO-FACILITATION

LEARNING OBJECTIVES

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

- Appraise the value of co-facilitation as a core competency.

Trainers will:

- **EXPLAIN** that co-facilitation is an essential skill since *The Foundations Curriculum* is implemented by a team.
- **INTRODUCE** the activity by speaking about co-facilitation using the analogy of mirroring.
- **ASK** participants to pair up and assign each other as A and B. Begin focusing on each other's breathing and natural rhythm. A begins to move his/her body and leads the process of movement and B mirrors with their body. Then the pair exchange roles so that B leads and A follows.
- **EMPHASISE** for participants that this exercise necessitates concentration and silence. Participants should not use any verbal skills but focus all of their attention on mirroring their partner's movements and being in sync. Ask the pair to exchange leadership roles in mirroring with such subtlety that outside observers are unable to tell who is leading the pair. Encourage slow movements so as to avoid exhaustion. Ask them to exchange roles without making announcements as to when to do so. Continue this activity for 15 minutes.
- **ASK** participants to process the activities with their partners using the following questions to guide the discussion:
 - How did this feel to you?
 - What skills were necessary to work in collaboration?
 - How did you communicate with your partner?
 - How did you feel/ experience following your partner? How did you lead?
 - Invite the pairs to share summary points with larger group.

Trainers will note on Flip chart paper the major points presented.

Trainers will note the following about power imbalances.

- Power imbalances can arise between any two human beings. Here are some case scenarios around which tensions may arise during facilitation:
 - One facilitator, with a long track record of excellent facilitation skills in the region, believes she should therefore be awarded (even by unspoken agreement) the position of Lead Facilitator. During the session, she acts as though she is the Lead, and the other facilitator is there for back-up.
 - One facilitator is a yoga instructor by profession. She is therefore assigned all of the "touchy feely segments" (psycho-body work, meditations, ice-breakers, etc). She accepts the segments because she is truthfully good at them, but later on in session realises she has been relegated to a lesser position, in

which both herself and the segments of the workshop for which she is responsible, are being devalued in the actions of the other facilitator, and in the eyes of the participants.

- One facilitator comes from a background as a Pastor, and her co-facilitator is a high school Teacher. Both like to talk; both are used to having the podium. During session, they can barely resist trying to out-do one another. When one takes the floor, the other one quite visibly has to work hard to regain her place. Participants later observe that one has taken on a passive-aggressive posture, in which she retreats to the back of the room in silence, trying to look like she is not looking upset.
- During activities where participants are invited to take sides in favour of one gendered construct or another, the two facilitators seem to line up in favour of one group of young people or the other. Before too long, there are raging debates going on, with each facilitator at the head of an opposing side.

MANAGING CONFLICT

Here are some ways in which co-facilitators may mitigate problems between themselves:

- **Believe in the curriculum.** Accept that its conceptual framework and methodological approaches are robust, and will serve the purpose intended. Respect the curriculum. Make sure that each component of it is equivalently presented. Make sure that the diverse segments are equally valued and shared between both facilitators. The line of thinking which argues ... you are better at the yoga segments and I am better at the counselling, so let's each stick to our forte... is the same line of thinking which argues... girls are better at dishes and boys are better at cutting bush, so let them each stick to their forte.

Remember that each component of the curriculum has a young demographic as its end-user. Therefore, each argument around law, human rights, cognitive neuroscience, reflexive social language, exhaling on the count of eight, or visualising personal power, has to be conveyed and taken in by an age range of 13 to 24. It must therefore be seen that the two adult facilitators are each quite comfortable with all of the material, and equally competent to address it.

- **Share Responsibility.** There are a myriad of tasks which need to be undertaken, in the planning and implementation of a program. Booking rooms, ordering refreshment, confirming participants, developing power points, setting up equipment, copying materials, making-up the handout-kit, making sure daily evaluations are done, and so on. And then, there is the management of the programme, and the needs and dynamics of each participant in the room. If your agency is well resourced, you will happily have administrative or programme staff to assist with many of these elements. However, whatever tasks do fall to facilitators to complete, should be evenly shared between them.
- **Manage conflicts.** If a disagreement arises between facilitators in front of the class, their respectful discussion and compromise around the issue will provide a valuable educational opportunity for the group. However, if the conflict is very strong, it would be profoundly distracting (or entertaining) to the group. In this case, the conflict should be taken out of the group and resolved after class. (Diane Douglas, 2009, p.47).
- **Self-Care.** It is imperative that facilitators, as well as all professionals, attend to stress reduction throughout their careers. The literature proves that professionals working in the field of Child Protection, or Gender-Based Violence, become very susceptible to secondary trauma over time. It is incumbent upon each professional to keep their minds and bodies fit for the work in their chosen vocations.

FINAL WORD ON CO-FACILITATION

Almost all potentially troubling issues that may arise between co-facilitators are captured in the preceding scenarios. Almost all of them have their roots in issues of power and control. As we have recognised through the

study of patriarchy and gender socialisation, a socially constructed binary typically implies that one will either have power, or will not; that there ought to be a man at the head of every situation (there sometimes might be a designated woman acting the role); that shared responsibility and facilitation is in fact so unusual as to be unnatural. Trainers will tell participants in groups that these concepts are so deeply engrained in our culture (since 4000 BC!) that they are likely to expectantly surface in the workshop.

OBSERVING THE GROUP EXPERIENCE

LEARNING OBJECTIVES

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

- Assess personal challenges which may present obstacles in facilitation
- Reflect on their motivations for engaging in facilitation

Trainers will inform participants that the group will participate in a second observation activity. On this occasion, the outer and inner circles will exchange roles with the inner circle members now operating in an observational capacity and the outer circle now engaging in a discussion.

Trainers will:

- **TELL** participants in the new inner circle that they will be participating in a group discussion with one trainer; while members in the new outer circle will observe the interactions of the inner circle.
- **ASK** members of the outer circle to note their observations.
- **INDICATE** that the purpose of the outer group is to observe the group dynamics and the facilitation of the group process by the trainer. Interaction, verbal and non-verbal communication from the outer group is strictly prohibited.

The trainer leading the inner group will guide a discussion using the following questions:

- What are your primary reasons/ motivations for being a facilitator?
- What are your own personal challenges/ limitations in facilitation?
- What are your triggers when facilitating? What can make you experience strong emotions during facilitation?
- What are your personal biases regarding: culture, ethnicity, socioeconomic status, class, sex, gender, sexual orientation, age and violence?

The discussion will continue for 20 minutes.

Trainers will debrief participants in a two-part process as was done at the start of the workshop day. The following questions should be used to prompt the discussion of the experience of the inner circle:

- How did you feel as a participant?
- Did anyone experience discomfort? If so, please share: When? What did you do as a result?
- Did you feel “heard”? Please explain why or why not?
- What did the facilitator do or say to make you feel heard?

- What did the facilitator do or say that led to anyone feeling unheard?
- Did anyone experience inner conflict?
- How did you manage your anxieties?
- Is there any other information –thoughts or feelings- that you would like to bring up?

The following questions should be used to prompt the discussion of the experience of the outer circle:

- How did you feel as an observer?
- Describe the interactions between the facilitator and the group members?
- Describe the interactions between the group members?
- What types of questions did the facilitator ask?
- How were participants engaged?
- Were there any tensions in the group? If so, how were they managed?
- How did facilitator use verbal and non-verbal communication?
- What effective facilitation skills can you identify?

Trainers will note the participants' responses on flip chart paper and summarise the discussion for the entire group. Identify any facilitation skills that the group identified.

PLANNING FOR PRACTICE

LEARNING OBJECTIVES

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

- Develop a plan for their practice session

Working in their assigned groups of four, participants will plan their sessions that will occur on Day 5. This is an opportunity for participants to review their logistics list and make decisions about how co-facilitation will be undertaken. Trainers will visit each group to provide support. It is also important that the workshop coordinator is present during this session to assist with any support needs of the participants for the practice session.

In groups of four, one pair will lead the implementation of the practice session and the other pair will serve as observers for the session. The observing pair will be required to take notes about the following:

- Strengths of the facilitation team.
- Areas for Improvement.
- Facilitation techniques observed.
- Observations of PYD elements present in facilitation approaches - Is the facilitation youth-centred?
- Observations about what gender related themes are explored in this module and what are some of the key lessons related to understanding gender.

CLOSING ACTIVITY & SESSION WRAP-UP

LEARNING OBJECTIVES

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

- Articulate a code of conduct for facilitation

Trainers will distribute the following *Code of Conduct* to participants and invite them to read it in their practice groups.

As group facilitators, we believe in the inherent value of the individual and the collective wisdom of the group. We strive to help the group make the best use of the contributions of each of its members. We set aside our personal opinions and support the group's right to make its own choices. We believe that collaborative and cooperative interaction builds consensus and produces meaningful outcomes. We value professional collaboration to improve our profession.

International Association of Facilitators, 2004

The following Code of Conduct is adapted from the Statement of Values & Code of Ethics produced by the International Association of Facilitators²⁴.

The Facilitator's central task is to guide groups to improve their effectiveness. This task is carried out with impartiality and integrity while maintaining a balance between participation and results. The effectiveness of facilitators is based on the trust developed with group participants, hence an explicit code of conduct is an integral part of delineating the actions that are in alignment with the values and ethical principles that guide actions when working with groups. The following are expected to guide the professional practice of facilitators:

- 1 Client Service.** Facilitators are in service to their clients, using group facilitation competences to add value to their work. The essence of the work of contracting agencies (who will hire facilitators for the delivery of this training) is the promotion of gender equality and the elimination of all forms of gender-based violence. Clients include the groups facilitated and those who contract facilitators on their behalf. Facilitators should work closely with clients to understand their expectations and provide the appropriate services to produce the desired outcomes. It is the facilitator's responsibility to ensure that they are competent to handle the intervention.
- 2 Conflict of Interest.** There are always potential conflicts of interest. Prior to agreeing to work with clients, facilitators should discuss openly and honestly any possible conflict of interest, personal bias, prior knowledge of the community or school or any other matter which may be perceived as preventing effective work with the interests of all group members. This enables facilitators to make an informed decision about proceeding and to prevent misunderstanding that could detract from the success or credibility of the clients or ourselves. Facilitators should refrain from using their position to secure unfair or inappropriate privilege, gain, or benefit.

²⁴ <https://www.iaf-world.org/site/professional/iaf-code-of-ethics>

- 3 **Group Autonomy.** Facilitators respect the culture, rights, and autonomy of the group. The facilitator seeks the group's conscious agreement to the process and their commitment to participate. Facilitators will not impose anything that risks the welfare and dignity of the participants, the freedom of choice of the group, or the credibility of its work.
- 4 **Processes, Methods, and Tools.** Facilitators use processes, methods and tools responsibly. Group processes are designed to achieve the group's goals. Facilitators avoid using processes, methods or tools with which they are insufficiently skilled, or which are poorly matched to the needs of the group.
- 5 **Respect, Safety, Equity, and Trust.** Facilitators strive to engender an environment of respect and safety where all participants trust that they can speak freely and where individual boundaries are honoured. Knowledge, tools, and wisdom are used to elicit and honour the perspectives of all. Facilitators actively promote equitable gender relationships among the participants and facilitator. Additionally, facilitators ensure that all participants have an opportunity to examine and share their thoughts and feelings. They also work in ways that honour the wholeness and self-expression of others, designing sessions that respect different styles of interaction.
- 6 **Confidentiality.** Facilitators maintain confidentiality of information. Facilitators do not share information about a client within or outside of the client's organisation, nor do they report on group content, or the individual opinions or behaviour of members of the group without consent.
- 7 **Commitment** to the principle of gender equality and to the guiding principles of the foundations programme

JOURNAL ACTIVITY
















Ask participants to reflect through journaling on their personal challenges which they anticipate they may encounter when facilitating delivery of *The Foundations Curriculum*. Identify which elements of the Code of Conduct may be best used to heighten their self-awareness about personal challenges.

DISTRIBUTE SESSIONAL EVALUATIONS FORMS



DAY 5

PRACTICAL APPLICATIONS

| Session Component | Overall Objectives | Materials/ Preparation |
|---|--|---|
| Reflective Practice  30 minutes | <ul style="list-style-type: none"> To encourage participants to use Self-Reflection as an essential tool in the facilitation process. | <p>Presentation/ Notetaking</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Flip chart paper or a news print paper; Easel board </div> <div style="text-align: center;">  PowerPoint Slides </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Music: Audio player for Guided Imagery </div> <div style="text-align: center;">  Multimedia player and speakers </div> </div> <p>Stationery/Supplies</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Assorted coloured markers for writing on flip chart paper </div> <div style="text-align: center;">  Coloured pencils & markers </div> </div> <div style="text-align: center; margin-top: 10px;">  Welcome packet which includes : Pen/ Pencils Notebook Daily Agenda Name tags </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Handouts • Final Evaluation Forms </div> <div style="text-align: center;">  Journaling Participant Journals </div> </div> |
| Practice Session  2 hours | <ul style="list-style-type: none"> To deliver selected modules of the curriculum. | |
| Debriefing  1 hour 30 minutes | <ul style="list-style-type: none"> To engage in reflection, peer supervision and self-care. | |
| Workshop Wrap up  60 minutes | <ul style="list-style-type: none"> To plan the way forward. | |
| Evaluation  30 minutes | <ul style="list-style-type: none"> To complete evaluation. | |
| Official Closing of Workshop  30 minutes | <ul style="list-style-type: none"> To close training workshop. | |

OPENING SESSION/ REFLECTIVE PRACTICES

LEARNING OBJECTIVES

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

- Engage in reflective practice
- Summarise main learning points from Day 4

CONVENING THE SESSION

Trainers will write the word 'Welcome' on your flip board chart. The following should be written on that first page of the flip board at located at the front of the room:

- Name of the programme
- Name of Workshop Day
- Start and end time

OPENING RITUAL AND SELF-REFLECTION EXERCISE & MOST IMPORTANT LESSONS LEARNED YESTERDAY.

The Opening Ritual established in the first session should be performed following the convening of the workshop.

Trainers will conduct a debriefing of the meditation experience.

Trainers will:

- Remind participants about confidentiality and their working agreements such as acceptance, non-judgement and freedom to participate to the degree where they feel comfort.
- Ask participants for thoughts, memories and or feelings that they are willing to share.
- Ask participants to recall and share messages and activities which were most meaningful, important, or interesting from the previous day.

 3 hours
30 min.

PRACTICE SESSION & DEBRIEFING

Participants will be divided into 2 large groups and each trainer will conduct a debriefing session.

Trainers will use the following guide for debriefing which will also be distributed as a handout for facilitators at the end of the debriefing session. Facilitators will be told that they are expected to debrief with their co-facilitator using the following guide after each module is implemented. Additionally, there will be debriefing sessions with the trainers as well as with the Programme Coordinator during their implementation of the curriculum.

HANDOUT 5.1 **HANDOUT: DEBRIEFING GUIDELINES**

- **FEELINGS** - Facilitators can begin the debriefing session by sharing honestly how they are feeling after the session.
- **SUCCESSSES** - What worked during the group session? What functioned well?
- **STRENGTHS** - Entails finding the successful moments especially in challenging situations. Identifying strengths also fosters hope by focusing on what is or has been successful in the group and programme, thereby exposing successes as the groundwork for realistic expectations.
- **CHALLENGES** - What challenges were encountered? What can we do to address these challenges?
- **FUTURE STRENGTHS** - Areas for Improving: What can we improve? What can we do for better results? What areas can be improved? Are there any weaknesses?
- **RECOMMENDATIONS FOR IMPROVEMENT** - What steps can be taken to make the workshop better, more dynamic, more relevant, more interesting/fun?



THE PURPOSE OF DEBRIEFING

Trainers will ask participants to reconvene as a large group. In the large group, trainers will complete a 25-minute presentation on the purpose of debriefings. The following points will be highlighted:

- Debriefing is essentially a systematic reflection process
- Involves the recalling of feelings and thoughts
- Opportunity to understand different perspectives on a given event
- It is not an opportunity to defend or justify actions

Without revealing any personal information shared during the debriefing session, trainers will discuss how their debriefing sessions worked to achieve key goals.

WORKSHOP WRAP UP

The large group will be reconvened and the trainers will be joined by the coordinator or representative of the implementing agency to discuss the following:

- Next steps for implementation and roll out of the programme.
- Creation of a Community of Practice and consultation links (Closed Facebook page, contact information if participants feel comfortable sharing).
- What is the reporting and accountability structure? How will conflicts between facilitators be resolved?

TAKE HOME LESSONS: Participants will be invited to express:

- What they have learned in this workshop.
- What they are taking from this capacity building training.
- What they are leaving behind – Old habits or ways of thinking.

EVALUATION

Evaluation Tools will be administered by the Coordinator/ Representative of the implementing agency. Trainers will leave the workshop room for the evaluation session.

OFFICIAL CLOSING OF WORKSHOP

Representatives from the sponsoring organisation should close the training and certificates should be distributed. It is recommended to make this activity less formal and more fun and horizontal. For instance, certificates could be passed randomly to participants whose name is not on the certificate and then they find their colleague / workshop mate and recognise and appreciate their participation by giving them their certificate.

ADDITIONAL RESOURCES

Ending the Torment: Tackling bullying from the school yard to Cyberspace.

<http://srsg.violenceagainstchildren.org/page/1496>

The Change – Makers. A Young Activist’s Toolkit for Ending Violence Against Women and Girls.

<http://asiapacific.unwomen.org/en/digital-library/publications/2014/9/the-changemaker>

A framework to Underpin action to Prevent Violence Against Women

<http://www.unwomen.org/en/digital-library/publications/2015/11/prevention-framework>

Global Guidance. School-Related Gender- Based Violence.

<http://www.unwomen.org/en/digital-library/publications/2016/12/global-guidance-on-addressing-school-related-gender-based-violence>

Self-Learning Booklet: Masculinities and Violence against Women and Girls.

<https://trainingcentre.unwomen.org/mod/data/view.php?d=1&rid=4170>

