



# THE MENCARE **50:50 PROJECT** MEN SHARING CARE WORK

FACILITATOR GUIDE



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## Individual Contributions

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## Original Manual Development

This manual has been adapted by Sonke Gender Justice, from Program P originally developed by Promundo, CulturaSalud/ EME and REDMAS. It has been adapted for the MenCare SA South Africa campaign and for a South African context. The original manual on which the guide is based is: Programme P: Parenting Programme. A Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health. <https://men-care.org/what-we-do/programming/programme-p/>

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The training manual has since been reviewed, pilot tested in the Free State Province and updated by Sonke Gender Justice.

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## Additional Resources

The guide makes use of a wide range of activities and resources gathered together from books, websites and training programmes. We extend full acknowledgement to all of these resources.

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# CONTENTS

## **INTRODUCTION TO THE MENCARE 50:50 PROJECT 6**

### **WHAT ARE MENCARE 50:50 GROUPS ? 6**

VALUES OF MENCARE SOUTH AFRICA 6

MENCARE GUIDING PRINCIPLES 6

## **SECTION 1: HOW TO CONDUCT MENCARE 50:50 GROUPS 9**

HOW TO FACILITATE MENCARE PARENTING SESSIONS 9

HELPFUL FACILITATION HINTS FOR MENCARE 50:50 FACILITATORS 12

GROUND RULES AND GROUP VALUES 13

## **SECTION 2: THE MENCARE 50:50 PROJECT WORKSHOP SESSIONS 15**

### **SESSION 1: WELCOME SESSION 17**

MAIN ACTIVITY 1: RAPID CARE ANALYSIS TIME USE 18

MAIN ACTIVITY: GENDER VALUES CLARIFICATION 22

### **SESSION 2: MY NEEDS AND CONCERNS AS A CARE GIVER/ PARENT 25**

MAIN ACTIVITY: MY CONCERNS AS A PARENT/CARE GIVER 25

### **SESSION 3: MY FATHER'S LEGACY 28**

MAIN ACTIVITY: MY FATHER'S LEGACY 28

### **SESSION 4: UNDERSTANDING GENDER 30**

MAIN ACTIVITY: ACT LIKE A MAN, ACT LIKE A WOMAN 30

MAIN ACTIVITY: GENDER FISHBOWL 34

### **SESSION 5: BUILDING PEACE 36**

MAIN ACTIVITY: UNPACKING CONCEPTS 36

MAIN ACTIVITY: VIOLENCE AND CARE CLOTHESLINES 36

MAIN ACTIVITY: POSITIVE DISCIPLINE 39

### **SESSION 6: MEN AND WOMEN'S ECONOMIC POWER 40**

MAIN ACTIVITY: THE BODY MAP 40

MAIN ACTIVITY 10: THE POWER LINE 41

### **SESSION 7: CARE 44**

MAIN ACTIVITY 11: THE FAMILY CARE CHART 44

MAIN ACTIVITY: WORKING TOGETHER AS A FAMILY 45

### **SESSION 8: FINAL REFLECTIONS 48**

MAIN ACTIVITY: RAPID CARE ANALYSIS 48

## **SECTION 3: EXTRA FACILITATOR RESOURCES 49**

ICE BREAKER GAMES 49

ENERGISERS 53

## **SECTION 4: GLOSSARY 54**

References 59



# INTRODUCTION TO THE MENCARE 50:50 PROJECT

## WHAT ARE MENCARE 50:50 GROUPS?

MenCare 50:50 Groups are aimed at fathers, mothers and other caregivers. The groups provide a space in which members can support each other as they reflect on their own experiences, attitudes, values and behaviours regarding their role as parents and caregivers.

The group sessions are designed to increase parents' confidence in their caregiving skills; critically question issues around care work, gender, fatherhood and women's economic power.

## VALUES OF MENCARE SOUTH AFRICA

Values of gender equality and human rights are the foundation for all of our work and influenced the approach we have taken in developing this manual. Here are some of the principles that underpin the manual's approach. These are inspired by the guiding principles of the MenCare Global Fatherhood Campaign.

We encourage all MenCare 50:50 Project Facilitators to model equitable gender dynamics with participants at all times. Community members will learn about healthy relationships from the activities and from their relationship with you. Therefore, MenCare 50:50 Project facilitators must model the behaviours promoted in this campaign by being fair and respectful at all times, and to work to ensure that all kinds of voices are included in all discussions, especially to ensure that women's voices and leadership are present in all sessions where women participate.

## MENCARE GUIDING PRINCIPLES

MenCare holds women's rights and gender equality as core principles. It cares for the wellbeing and rights of all people: women, men, transgender people, girls and boys. As such, it distinguishes itself from so-called 'father's rights' perspectives that implicitly form a backlash against hard-won gains by feminist women and against gains to achieve gender equality in our parenting relations.

MenCare promotes men's involvement in caregiving for gender equality and the betterment of the lives of men, women, and children. The transformation of household relations, the equal contribution of men to the daily work of raising children, and the promotion and celebration of nurturing behavior by men and boys are critical. They are critical for the realization of equality between women and men and girls and boys. They are fundamental for meeting the physical and emotional needs of children. They are at the core of moving men and boys beyond destructive, limiting, and self-destructive definitions and practices or enactments of manhood. Finally, they are essential for transforming our societies from ones based on domination, conquest and greed, to societies where caregiving and cooperation are paramount.

MenCare partner organizations differ widely in where we are from and how we work but we all believe, agree on, and abide to the MenCare Guiding Principles, below. The principles were developed in draft in 2013 at the inaugural MenCare global campaign meeting and have been refined and summarized by the co-coordinators and steering committee. They will be reviewed as part of every new 3-year strategic planning process and will be shared with each new strategic plan. We will collect any feedback on the principles and take it into account for each review process. The principles listed below were agreed and signed off by the steering committee in December 2014.

**1**

## **MenCare believes that gender-equal parenting holds benefits for men and men's wellbeing.**

Many of the emotional problems men face start from the distance of men from daily caregiving and the virtual celebration of manhood as a rejection of "soft" roles. A vital building block to healthier and happier relationships is that men become better caregivers. It can give new purpose and meaning to men's lives and free men of many of the destructive practices that we currently associate with manhood.

**2**

## **MenCare promotes women's rights.**

MenCare engages men and boys in effective ways to reduce gender inequalities and to promote the health and well-being of women and girls, including ending all forms of gender-based violence. MenCare knows that equality between women and men requires that men take on their fair share of the costs, time and care work required in daily life. Nothing less allows for the full and equal participation of women in all areas of society: education, politics, production, culture, and religion. As such, MenCare seeks partnerships with women's rights and feminist groups, as their work is key to the long-term success of the ideals of the campaign.

**3**

## **MenCare promotes children's rights.**

Children have the right to be parented, and benefit when more men are directly involved in sensitive and non-violent caregiving. MenCare emphasizes the rights and well-being of girls and boys. In all aspects of programming and interventions that involve children, there should be a child safeguarding protocol that is adhered to, and an insistence on ethical and meaningful child participation standards.

**4**

## **MenCare promotes sexual and reproductive health rights (SRHR).**

MenCare promotes sexual and reproductive health and rights (SRHR) of women, men, youth and children through education and access to comprehensive SRHR information and services and through ensuring an enabling policy environment. Comprehensive SRHR here includes the areas of family planning, STIs and HIV/AIDS testing or treatment, safe abortion, sexuality education matters, and maternal, infant, and child health (MICH).

**5**

## **MenCare believes that transforming fatherhood will reduce violence against women and girls and other forms of gender-based violence.**

MenCare works to end the intergenerational transfer of violence by promoting a culture of care, human dignity and respect. It believes that the daily practice of caregiving will both require and produce an increase in empathy among men and boys and, in turn, that increased empathy will work against men's use of interpersonal violence.

**6**

## **MenCare seeks the transformation of parenting practices to end violence against children.**

MenCare speaks out against the myriad forms of violence against children (gender discrimination, sexual violence, harmful work, physical and humiliating punishment, child trafficking, and neglect). It promotes positive parenting approaches to prevent all violence against children including eradication of all physical and humiliating punishment of children in all settings.

**7**

## **MenCare supports non-biological parents and recognizes diversity in parenting.**

MenCare promotes gender equal parenting by all people, regardless of whether there is a biological relationship between parent and child, or a partner relationship between parents. Separated and biological parents can still be parents even if they are not partners. We recognize the diversity in parenting that can be manifested by the diverse social-cultural contexts in which children are raised, based on nationalities, religions, social class and other factors.

**8**

## **MenCare upholds the right of all people to care for children, including LGBT and other often-marginalized groups.**

Regardless of their sexual orientation or identity, race, or class, individuals should have the same rights as other parents, including the right to adopt. MenCare promotes diversity among parents, while recognizing that there are challenges relating to different contexts, and that for many countries, homosexuality is still criminalized.

**9**

## **MenCare promotes fathers' presence during pregnancy and delivery.**

MenCare encourages fathers or men in caregiving roles to take an active and present role in ante- and post-natal care, and to be present during delivery according to the wishes of the mother. MenCare also encourages mothers or other family members, health care providers and policymakers to make this possible.

**10**

## **MenCare advocates for paid parental leave for both parents.**

MenCare advocates for a legal minimum period of parental leave, including non-transferable paternity leave. Leave should also extend beyond infancy of the child. This applies to non-biological parents as well. The aim is gender equal parenting, a 50/50 shared responsibility. Included within this, MenCare is also committed to advocate governments to shift investments from institutional to family-based care. However, MenCare acknowledges economic differences between countries, which affect this goal and the ways of achieving it.



# SECTION 1

## HOW TO CONDUCT MENCARE 50:50 GROUPS

### INTRODUCTION

In this section we provide information about MenCare 50:50 Facilitators, how to structure parenting groups, how to facilitate group sessions, and we provide some useful general tips to use in your sessions.

### WHO CAN BE A MENCARE 50:50 FACILITATOR?

Reflect by yourself or with your partner whether these statements apply to you.

- I can create a safe, open and respectful environment in which people feel comfortable to speak about their issues and concerns, learn from their experiences, and challenge their long-held beliefs about parenting, fatherhood, gender roles and masculinity.
- I am a good listener.
- I can stop talking and encourage others to talk openly.
- I have experience in working with parents.
- I am comfortable working with other people's personal qualities and life experiences.
- I have the skills to handle conflicts that may arise.
- I have a solid understanding of the concept of "gender", as well as of important social and health issues that affect men and women.
- I am prepared to go through a process of self-reflection, looking at my own experiences and concerns with regard to gender, masculinity and parenting.
- I am prepared to discuss these issues in a calm and open manner with others.
- I am sensitive and responsive to others and their concerns.
- I know where to refer participants who may need extra assistance, for professional services and guidance counselling.
- I have the support of my organisation and/or other professionals to undergo the training needed to run MenCare 50:50 Groups.

MenCare 50:50 Facilitators are not teachers or instructors. They are not necessarily content "experts", but their expertise is important. But if you ticked most of the above questions, you may be ready to undergo training as a MenCare 50:50 Facilitator.

### HOW TO FACILITATE MENCARE 50:50 GROUPS SESSIONS

We suggest that before you begin each of your own sessions, you re-read these tips to remember the key points.

## BEFORE THE SESSION

### 1. Prepare yourself for the session

- Read the session plan, instructions, information and handouts.

### 2. Prepare for the workshop

- Prepare flipchart sheets or prepare materials for your activities.
- Make sure you have all the relevant stationery and materials such as:
  - Flipchart and markers
  - Paper and pens
  - Snacks and drinks if you are providing them
  - Any other supplies for planned activities

### 3. Make copies of handouts

- Attendance Register
- Plus/Delta Evaluation Chart
- Taking Action Charts for participants
- Session Handouts for participants

You can find the Session Handouts at the end of each session. These are numbered for easy reference. The other documents are in the Handouts section at the end of this Guide. Make sure you make enough photocopies.

### 4. Monitoring and evaluation forms

If you have monitoring and evaluation forms, remember to make photocopies for each participant. Please refer to the accompanying Monitoring and Evaluation guide.

### 5. Prepare the venue

- Arrive early before your participants are scheduled to arrive.
- Set up the room properly and get all your material ready.

### 6. Keep an Attendance Register

- At the beginning of the session, ask participants to fill in the Attendance Register so that you have a record of who is attending each session. This helps you to keep track of the group and to keep proper records for reporting.
- Put the completed Attendance Register from each session into a folder or a file.

## CONDUCTING THE SESSION

1. **Start punctually:** Always keep to the allocated time for the session. Ask one participant to be the timekeeper if necessary – he or she can call out when 30; 60; 90 minutes have passed.
2. **Start with a check-in:** This is usually a quick question or enquiry that requires a brief answer from each participant. For example: "How are you doing this week?" "Choose three words that describe how you feel right now?" Include yourself in the check-in and model an open and honest response. Some participants will check in with their own troubles. While it is important to give them the space to express themselves you need to ensure they do not take over the whole group. Rather suggest that the person comes to talk to you after the session.
3. **Reflect on the last session.** Encourage participants to sum up what was discussed or what was done in the last session, or ask a question like: "What other thoughts have you had about our last session?"
4. **Introduce this session's theme and objectives.**
5. **Conduct the session.** Watch timing.

6. **Taking Action:** The Taking Action Chart can be used throughout an activity and at the end of the session to help participants focus on, write down, and make a commitment to actions they will take after the session. Make sure each participant has a copy.
7. **Close the session.** Do a quick go-around to help participants transition out of the session and into their lives. For example, ask: "What is one thing you learned from this session that you want to implement this week?"

## AFTER THE SESSION

1. Evaluate the session. Use the Plus/Delta Evaluation Chart to note down what worked well in the session and what could be improved.
2. Keep contact with participants. Check in with them between sessions to see how they are doing and to remind them about the next session. Use e-mails, SMSs or phone calls. Make sure you get a response.
3. Follow up absent participants. If a participant does not come to a session, call and invite the person back. Find out if there is a problem preventing him/her from coming. It might be timing or transport, or maybe the participant doesn't feel comfortable in the group. Encourage the participant to come back and help resolve any obstacles. But leave it up to the participant if he/she chooses not to come back.

### IMPORTANT NOTE

Do not take it personally if a participant does not come to sessions. Make the effort to find out if there are any problems but remember that MenCare 50:50 Groups do not fit everyone yet. And remember it is not because you are doing something wrong!

## HELPFUL FACILITATION HINTS FOR MENCARE 50:50 FACILITATORS

### *Use process questions*

- Boost group discussion by asking questions rather than by giving lectures. Questions open up discussion and encourage active participation.
- Be careful not to ask questions that simply require a 'yes' or 'no' response – these close discussion. For example: "Are there any more thoughts about the last session?" Answer: "No." Rather ask more probing questions that encourage discussion. Use the 5 "Wh" question words – what, why, where, when, who; and how!
- Before the session, write up a number of probing questions that will encourage participants to think more deeply about the topic and relate it to their own lives. For example: "What do you mean?" "Why?" "In what way?" "Can you talk more about that?"

### *Encourage active participation*

- Ensure that everyone has a chance to participate.
- If one participant dominates, ask for someone else's opinion. Or, ask a new but related question, and specifically ask another participant to comment.
- Be aware of people who consistently do not participate in the group. Maintain good eye contact with the person so he does not feel alienated but at the same time don't make him feel awkward.
- Check that you are not dominating or talking too much. Be quiet and wait for participants to take up the discussion.

### *Unblock the process*

- Avoid spending too long on one issue. Not everyone will be interested, so keep the conversation moving.
- If the process or discussion gets blocked, suggest a short break, a 'leg-stretch'. This gives you time to look over your material or think of a way to unblock the discussion.

### *Respect diversity*

- Respect the diversity in the group. Recognise and acknowledge any differences without allowing them to negatively impact the group. Try to find equitable solutions to any differences.
- Insist that all participants are treated with respect and dignity regardless of their gender, race, religion, national or ethnic origin, education, language, sexual orientation, and disability or learning challenges.
- Never allow any personal verbal attacks, insults, or humiliating comments.

### *Model positive attitudes and behaviour*

- Model respect and dignity.
- Be aware of your own attitudes and leave your fixed opinions and biases outside the group. Ask yourself: Am I passing judgment on statements made by participants? Am I passing judgment on their behaviour or appearance? Am I passing judgment on the way they talk or on grammatical errors? Am I labelling opinions as "right" or "wrong"?

## GROUND RULES AND GROUP VALUES

### Creating Ground Rules

A clear set of ground rules create a sense of safety in the group. But participants will feel a greater commitment towards ground rules that they create themselves. Guide participants in creating their own ground rules by asking questions such as:

- What would make you feel welcome and comfortable?
- What would encourage you to talk in the group?
- What would stop you from talking in the group?
- What could happen that would make you want to leave the group?

Write responses on flipchart paper. If possible, write the rules up as broad statements. There shouldn't be more than 10. Once there is group agreement on the list, write it up neatly and put the rules up in a part of the room where it can be easily seen by everyone.

Here are some examples of ground rules:

1. Respect all participants in the group.
2. No insults of other people or their ideas. Each person has the right to think and freely express their opinions. Respectfully challenge ideas you disagree with.
3. Listen attentively. Avoid interruptions because they take time away from others in the group.
4. Each person has the right to pass. No one will be forced to participate in any activity or exercise.
5. Practice empathy: put yourself in another person's shoes.
6. Always use "I-statements". For example, say "I feel," "this happened to me...," "I went through an experience in which..."
7. Commit to confidentiality: another person's experience cannot be discussed outside of the group.
8. Be punctual and commit to full attendance.

### Setting Group Values

There will be many issues that have no fixed right or wrong answers, and participants will not always agree. There are, however, some issues that are "non-negotiable" and not up for debate. These are the values of the group. MenCare Parenting values are as follows:

We believe that men must be active caregivers and nurturers at all times: when planning to have a child, during pregnancy, during labour and delivery and after the child is born.

- We agree that men and women should assume equal and joint responsibility for domestic chores.
- We understand that parents come in many forms. They are heterosexual, gay or lesbian, bisexual or transgendered; they live with their partner or separately, or with their parents; they have adopted children; they have custody of children, and so on.
- We support gender equality and value the rights of women and children.
- We oppose any form of violence against women and children.

### Group Work Ideas

Bring a soft toy to each session. When there is a group discussion, the person talking can hold the soft toy. When a person is holding the soft toy, the group must respect his or her space to talk without interrupting.]

Your first challenge may be recruiting participants to join the group. This is always a difficult process when constructing any group. If only one participant attends, then have a discussion on parenting and involved fatherhood. If two or more participants attend, proceed as planned, although the session will likely take less time to complete. We do not suggest conducting this session with more than 20 participants, as it becomes difficult to maintain the proper atmosphere and to give every participant the opportunity to share experiences.

A second challenge in any group is to build a sense of security so that participants feel they can share their feelings and experiences in confidence – this is partly done through establishing ground rules. If you develop this sense of security from the beginning, then it is much easier to maintain as the group becomes self-regulating. You also need to protect this framework of security and to refocus the group if participants move away from the agreed ground rules.

**Always intervene or take control when:**

- a participant verbally assaults another
- someone dominates the group and takes time away from the others
- sexist views are expressed
- Any of the group values are rejected.

Ask other group members what they think and feel about the person's actions or comments and reflect on what his/her partner would think and feel about these views. Invite them to question the views in a supportive manner, without confronting the person who expressed them.

Participants' experiences are the raw material of any group learning process. Individuals are much more likely to change their attitudes and behaviours when sharing and analysing their own experiences and those of others, than when simply digesting facts.

**Read about how to conduct sessions**

Before each session, read over the tips on How to facilitate a MenCare Parenting session at the beginning of this Guide.]

# SECTION 2

# THE MENCARE 50:50 PROJECT WORKSHOP

## SESSIONS

This Guide will help you work with mother and fathers in the MenCare 50:50 Groups. It draws on your skills as an experienced facilitator, but also provides you with suggested activities and discussion questions which help participants fully understand and process the information you are presenting. There are 8 workshop sessions of approximately 2-2 ½ hours each. The sessions are organised in a particular order that is best to follow, however, you can make adjustments to suit the needs of your group.

## HOW EACH SESSION IS STRUCTURED

The structure is as follows:

**Session name:** Each session is organised around a main theme or topic. The name of the session indicates the main theme, summarises the scope of the session and the topics to be addressed, for example, **My father's legacy**.

**Activities:** Each session consists of one or more main activities which are designed to facilitate deeper understanding and reflection. The activity name indicates the main aim of the activity, for example, **My needs and concerns as a father/mother**.

**Objectives:** These describe the objectives of the session. Share these with participants so that they have a clear idea of what to expect.

**Time:** Each session is designed to last between 2-2 ½ hours. But this is simply a guideline and is not fixed. Your sessions may vary, depending on the number of participants, your location, how fast participants work, and other factors. You will need to adapt the length of the session and of each discussion or activity bearing in mind participants' time constraints.

**Materials:** This is a list of materials you need to carry out the activities. Always have basic materials available for participants, such as paper and pens. If you do not have the listed materials, improvise, for example, a flipchart can be replaced by cardboard, newspaper or a chalkboard. Occasionally you are asked to prepare something in advance of the session.

**Session structure:** The session has step-by-step instructions to follow. The main headings or parts provide a suggested structure for the order in which the session should be run, for example: Welcome and Check-in, Main Activity, Group discussion, Homework, Close. Before the session carefully assess whether this structure is appropriate and adapt if necessary. We suggest you follow the steps in the order in which they are written.

**Group discussion:** Use these questions to deepen discussion or insight on a topic.

**Close the session:** Remind participants where and when the next session will take place and give them information about the topic if appropriate.

**Key ideas:** There is a summary of the key messages that should be conveyed at the end of a session. These are the most important take-home messages.

**Concepts:** Sometimes in the Facilitator's Notes you will find a list of concepts, their meanings or definitions that are covered in the activity.

**Facilitator's Notes:** These give you background or additional information about a topic. They help you to prepare for the session content and anticipate what issues you might need to help participants deal with. Read these notes and think through the issues before the session.

**Homework:** At the end of each session, participants may be given a homework assignment, which puts into action and reinforces the new skills and understanding they have developed during the session. Their experiences from these assignments are shared at the following session. Note that not all sessions end with a homework assignment.

**Handouts:** These include either additional information or tools to complement the activities. Some are for the participants and others are for the facilitators only. If a handout is meant for facilitators only, it will be indicated on the document.





# SESSION 1

## WELCOME SESSION

### MAIN ACTIVITIES

- Welcome Group (Compulsory)
- Rapid Care Analysis Time- use Activity (Compulsory)
- Rapid Care Analysis – Gender Values Clarification (Optional)

### Objectives

1. To welcome participants, discuss participants' expectations of the sessions and set ground rules.
2. Complete Rapid Care Assessment: Make visible the total volume of work done by women and by men, and within this, identify the share of care done respectively by women and men.

### TIME: 2 hours

### MATERIALS:

Worksheet #1; Time-Use Categories Symbols; Chalkboard or Flip Chart; Dry-Erase Markers;

### MAIN ACTIVITY: WELCOME THE GROUP

1. Start by introducing yourself and the organisation that you represent, explaining the purpose of the group, and facilitating an activity or game that helps participants begin to build trust in the group by sharing the purpose of the group and providing an overview of the sessions:

### PURPOSE OF THE GROUP

The overall purpose of the Parenting Groups is to assist parents to be:

- physically and emotionally present for their partners and children
- live in equal relationships with males and females, sons and daughters, based on mutual respect
- be supportive of women's economic empowerment
- support men's increased participation in care work
- value intimacy over fear and domination
- improve decision-making abilities specifically in relation to parenting
- promote gender equality
- promote healthy relationships and prevent the use of violence
- Develop a group of parents/ caregivers to protect the values of being present for their families, being supportive of their partners, and preventing violence.

### Create Ground Rules and Discuss Group Values

1. Use this first session to collectively build group ground rules.
2. Remember to put up a flipchart with the Ground Rules in the room.
3. Clarify the group values. Remember that these are non-negotiable and not up for discussion. Anyone who challenges any of these values should discuss this separately with the facilitator after the session.

**Read about how to establish Ground Rules and Group Values at the beginning of this Guide.**

## MAIN ACTIVITY 1: RAPID CARE ANALYSIS TIME USE

**Key Question: Of all the work that people do in this community, estimate how many hours of care work are done, on an average typical week-day for women, and for men.**

Process: Begin with a discussion of the different categories to work that women and men perform. Introduce the following categories:

- 1. Work to Produce Products for Sale (Self-Employment).** This includes farming crops for market [cash crops] and other business activities [including home-based businesses selling vegetables, selling vetkoeks, etc.];
- 2. Paid labour and paid services (Formal and Informal Employment).** This includes waged work on farms, and other waged work. Also includes contract work (e.g. construction work) and 'piece jobs'. Especially in urban areas this may be cleaning, repairing, building, washing, or transporting;
- 3. Unpaid care work.** This includes the direct care of persons (care of babies and children, accompanying and picking up children from school), housework that facilitates the care of persons [in one's own household or for the other households such as chores and shopping], and the collection of water or fuelwood, gardening, rearing animals, making furniture, and subsistence agriculture. This also includes fetching social grant (SASSA) on a monthly basis;
- 4. Unpaid community work.** This includes attendance at committees, and community work related to health, education, natural resources, and religious or cultural events;
- 5. Non-work.** This includes personal care [bathing, resting], sleep, entertainment, and recreation.
- 6. Allow time for questions and discussion to ensure that people understand these categories. Put these categories on a flip chart on the wall for everyone to see and attribute a symbol for each category.*

**Table 1: Examples of Simple Symbols To Denote Different Types of Work.**

\*The participants will be allowed to draw simpler versions of these symbols

<b>Work to produce products for sale (Self-Employment)</b>	
<b>Paid Labour, Paid Services (Formal and Informal Employment)</b>	
<b>Unpaid Care work</b>	
<b>Unpaid Community Work</b>	
<b>Non-Work</b>	

\*Adapted from Oxfam's Participatory Methodology: Rapid Care Analysis - Toolbox of Exercises p. 8-16

## INDIVIDUAL PRE-EVALUATION ACTIVITY ON TIME USE

**Task 1: Time Use Checklist.** Ask each participant to complete Worksheet 1: Time Use Checklist. List all the activities they took the day before, hour by hour.

This exercise will be most useful if the “day before” was a “regular” day reflecting the participants’ usual daily activities. If this is not the case (because it was a market day or funeral, for example), adjustments can be made later.

### Understanding Terms and Comprehension:

The facilitator will need to provide an explanation of what each symbol represents.

1. The facilitator will display each of the 5 symbol cards on the board. (See: “Time-Use Categories)
2. The facilitator goes to the board and brings attention to the symbols.
3. The facilitator then asks participants what they think each symbol represents, guiding the conversation (ex. “What do you think this symbol means?” “Good! We can call that unpaid care work - such as chores, taking the kids to school, taking care of babies at home”).
4. After a quick discussion of each, the facilitator will clarify definitions. The facilitator along with participants will come to a common understanding of what each symbol means in preparation for the pre-evaluation.
5. The facilitator then explains that they will be giving a pre-evaluation for the programme and that each participant will receive a set of symbols.
6. **Filling out Form.**



### TIP FOR FACILITATORS

For the first task with the individual pre-evaluation, you can keep the group as a single large group. On the second task (estimating hours spent on a weekly basis), split the whole group into single-sex groups to ensure gender-disaggregated data.

Always keep in mind that the main outcome for Step 2 is a comparison of the total average weekly hours spent by women and men on care, as a proportion of total work hours.

## Time Use Examples For Paid And Unpaid Care Work\*

<b>Work to Produce Products for Sale</b> (Self-Employment)	<ul style="list-style-type: none"> <li>■ Farming crops for market: cash crops</li> <li>■ Business activities</li> <li>■ Home-based businesses: making vetkoek, selling vegetables and/or other consumables.</li> </ul>
<b>Paid labour and paid services</b> (Formal and Informal Employment)	<ul style="list-style-type: none"> <li>■ Waged work on farms,</li> <li>■ Other waged work</li> <li>■ In urban areas: domestic work, contract work, repairing, building, washing, or transporting.</li> </ul>
<b>Unpaid care work**</b>	<ul style="list-style-type: none"> <li>■ Direct care of persons</li> <li>■ Care of babies and children</li> <li>■ Accompanying and picking up children from school,</li> <li>■ Housework that facilitates the care of persons [in one's own household or for the other households such as chores and shopping],</li> <li>■ The collection of water or fuelwood, gardening, rearing animals, making furniture, and subsistence agriculture.</li> <li>■ Fetching social grant (SASSA) on a monthly basis;</li> </ul>
<b>Unpaid community work</b>	<ul style="list-style-type: none"> <li>■ Attendance at committees (e.g. street committees), and</li> <li>■ Community work related to health, education, natural resources, and religious or cultural events;</li> </ul>
<b>Non-work</b>	<ul style="list-style-type: none"> <li>■ Personal care [bathing, resting], sleep, entertainment, and recreation.</li> </ul>

\*Facilitator can add examples of work.

### \*More unpaid care work examples: Taken from "MenCare Fathers' Group Discussion 4"

Household Chores Vacuuming Dusting Gardening Washing the Windows Laundry Hanging Laundry Folding Laundry Shopping for Food Cooking Setting the Table Washing the Dishes Packing Away Things Taking Out the Trash Making the Bed Ironing Repairing the Home	Car Maintenance Inspecting the Car Changing the Tyres Servicing the Car Repairing the Car Filling up the Car with Petrol Car Washing	Caretaking and Children Changing the Diapers Feeding the Baby Bathing the Baby Brushing the Child's Teeth Putting the Child to Bed Taking Child to School Fetching Child from School Buying Child Clothes Repairing Child's Clothes Staying Home with Sick Child Helping Child with Homework Caring for Pets
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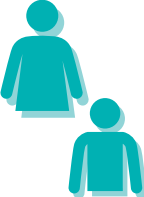



Refer to M&E Tools in DFID MENCARE M&E Toolkit  
PARTICIPANTS/BENEFICIARIES TIME-USE ACTIVITY SHEET: p33  
TIME-USE TALLING SHEET (FACILITATORS) p34

## PARTICIPANTS/BENEFICIARIES TIME-USE ACTIVITY SHEET: p33

### TIME-USE TOTALLING SHEET (FACILITATORS) p34

Directions: After each Time-Use Activity (Pre-Evaluation Activity On Time Use), fill the chart below using Worksheet #1 with the participants' results. Once completed, give to the M&E team for data collection analysis.

**Facilitator Name :** \_\_\_\_\_ **Date:** \_\_\_\_\_

Time Use Activity		#Men	Total	#Women	Total	Total (men + women)
	<b>Work to Produce Products for Sale (Self-Employment)</b>					
	<b>Paid labor and paid services</b>					
	<b>Unpaid care work</b>					
	<b>Unpaid community work</b>					
	<b>Non-work</b>					
	<b>Overall Total</b>					

## MAIN ACTIVITY: GENDER VALUES CLARIFICATION

**Objective:** Capture attitudes of men and women's support on paid and unpaid care work and informal work.

**Key Question:** Of all the work that people do in this community, what are women's and men's attitude on paid and unpaid care work and informal work.

**Materials:** GVC Questions, GVC Activity Data Collection Form, Agree/Disagree Cards, Stick-Tack or Tape

**Pre-Activity:** Facilitator will place Agree/Disagree Cards in each corner of the room (Strongly Agree, Agree, Strongly Disagree, Disagree)

### Process:

1. Facilitator will work with the entire group. Ideal if there are two facilitators working together.
2. All participants will stand together in the middle of the room.
3. Using the GVC Questions, facilitator will ask one question at a time. The facilitator may need to provide clarification on questions asked. Depending on their opinion, participants will walk to their respective corners. Facilitators are encouraged to hold a discussion after each question. Participants may move to another corner after the discussion. Facilitator can take time to explain any foreign terms.

*Example: Facilitator asks: "The man should be the breadwinner of the household" and participants walk to Agree, Disagree corners). Facilitator will use the form "GVC Activity Record Sheet" to keep track of how many men and women float to each corner.*

**Note:** Only the first decision will be recorded. Any changes in decision should not be recorded. It would be ideal to have two facilitators, one to record numbers and the other to conduct the activity.

4. Facilitator will continue the activity and ask all 10 questions.
5. Debrief session: Facilitator may hold an entire group discussion afterwards with participants.

*Sample Questions:*

- What was your impression of the activity?
- Did this make you think about something you hadn't before?
- Were you surprised by any of the decisions made around the room?

## Use GVC ACTIVITY RECORD SHEET

GVC Statements

- "The man should make the final decisions in all household and financial matters"
- "Women who earn more money than men can still have healthy relationships with men"
- "It is a good idea if a woman were to be employed in a mining company with a salary."
- "It is important that a father is positively involved in the lives of his children, even if he is not living with the mother"
- "It is the responsibility of men to cook and clean the house to free up time for a woman to do paid work"
- "Men, and not women, should be the breadwinners for their families."
- "Changing nappies, giving the kids a bath and feeding the kids are men's responsibility"
- "It is the responsibility of both men and women who work, to do household chores"
- "It is the role of the father, and not the mother, to enforce discipline."
- "It is okay for couples to argue and sometimes become violent."

## GVC ACTIVITY RECORD SHEET

GVC Statements		Strongly agree		Agree		Disagree		Strongly disagree		Related to indicator
#	Statements	# Male	#Female	# Male	#Female	#Male	#Female	# Male	#Female	
1.	The man should make the final decisions in all household and financial matters.									11.2
2.	Women who earn more money than men can still have healthy relationships with men.									11.3
3.	It is a good idea if a woman were to be employed in a mining company with a salary.									11.3
4.	It is important that a father is positively involved in the lives of his children, even if he is not living with the mother.									11.3
5.	"It is the responsibility of men to cook and clean the house to free up time for a woman to do paid work"									11.4
6.	"Men, and not women, should be the breadwinners for their families."									11.4

7.	Changing nappies, giving the kids a bath and feeding the kids are men's responsibility									11.4
8.	It is the responsibility of both men and women who work, to do household chores									11.4
9.	It is the role of the father, and not the mother, to enforce discipline									19.3/18.3
10.	It is ok for couples to fight and sometimes become violent."									19.3/18.3
<b>Total</b>										





# SESSION 2



## MAIN ACTIVITIES

- Unpacking concepts (Compulsory)
- My Needs and Concerns as a Parent (Compulsory)

## OBJECTIVES

1. Discuss the concepts related to the session. It is therefore important to understand their meaning and relevance within our context.
2. Help participants identify their needs and concerns as parents.

**TIME: 2 hours**

## MATERIALS:

- Flipchart and markers, or chalkboard and chalk, or cardboard and markers.
- Handout 1 for the facilitator.

## ICE BREAKER: WHO LIKE ME...?

1. Use the icebreaker: "Who like me...". Follow these steps:
  - a) Form a circle and ask all participants to stand up.
  - b) Explain that anyone can move to the centre of this circle and complete the question, "Who like me...?" giving one detail about his/her family or experience of parenting, for example, "Who like me has twins?" All participants who also have twins join the participant

# MY NEEDS AND CONCERNS AS A CARE GIVER/ PARENT

## MAIN ACTIVITY: UNPACKING CONCEPTS

1. Ask the participants to discuss with the person next to them the following concepts:
2. After discussion reveal and explain the definitions.

### Parent –

MenCare 50:50 Groups are for any man or woman who is involved in raising a child or children – a child's biological mother or father, a stepmother or step-father, a grandmother, an aunt or uncle, or any other caregiver.

Parents and caregivers come in many forms. They are heterosexual, gay, bisexual or transgendered; they live with their partner or separately, or with their parents; they have adopted children; they have custody of children; and so on.

### Gender Equitable Parenting –

When both parents, whether or not they live in the same home, share the activities and responsibilities of raising their children, including care giving and housework. The parent may also be a caregiver who is a non-biological parent but who chooses to take on a parenting role.

## MAIN ACTIVITY: MY CONCERNS AS A PARENT/ CARE GIVER

1. Divide participants into small groups of 3 or 4 people. Tell them that they have 5-10 minutes to discuss the following in their groups:
  - What are your needs and concerns as a father or a mother?
  - What would you like to learn, share, talk about or reflect on in these parenting sessions together?

If there are any couples, they can choose to discuss the questions as a pair and then report back to the group.]

2. After about 5-10 minutes, ask for a volunteer from each group to report back on some of their responses to the big group.
3. Record responses on flipchart paper.
4. After report back, allow space for further discussion. Encourage discussion or debate by asking questions such as, "Who would like to share their experience about this issue?" or "What do people think about this comment?" (For more questions, see the Group Discussion questions below.)
5. After the group discussion, summarise and highlight the main needs and concerns of the group. Make sure you include any comments about gender equality, shared responsibility, and non-violent parenting.

in the centre of the circle. Then another participant moves to the centre and repeats the question, giving a detail about his/her family.

- c) First model how to do the activity by standing in the centre of the circle and completing the question, "Who like me [give one detail about your family or experience of parenting]?"
- d) Then, encourage the next person to move to the centre and complete the question.

#### Margin Box:

The most important part of this activity is for participants to share their personal experiences about parenting.

### Group Discussion

1. Ask these questions:

- How did it feel to hear about the experiences of other parents? Did you learn anything new?
- Was there any comment that surprised you?
- Why do men talk so little about their concerns about fatherhood?
- Why do women often talk about their concerns about men and their role as fathers?

2. Use a flipchart to present the map of all the remaining sessions and their key topics.

#### Margin Box:

Use participant's input about their needs and concerns to plan and to adapt future sessions to address the needs of this group.

### Homework

At the end of each session, explain that participants will be assigned a Homework Assignment that will be reviewed during the following session. The two assignments this week are:

#### Assignment #1

1. Share with your partner or family member, a concern or fear you have about parenting. Invite your partner or family member to share their concerns with you as well.
2. Ask your partner or family member what is expected of you as a parent/ care giver. Listen to him/her.
3. Come to the next session prepared to share what happened during the conversation.

#### Assignment #2

Bring an object that you associate with your father or main male role model to the next session. This could be a tool, a book, a set of car keys, a strap used for punishment, etc. Come to the next session prepared to tell a story about what the object means to you.

### Close

1. Use the Key Ideas (below) to sum up.
2. Thank participants for sharing.
3. Thank participants for the environment of respect and trust they have sustained throughout the session. Encourage them to take part in future meetings.

4. Explain that you will use all comments from these activities to inform and shape the coming sessions.
5. Remind the group about confidentiality, and the importance of keeping what it said during group sessions in the group.
6. Finally, mention that in all sessions you will encourage participants to think critically about how boys and girls are raised and education - explain that this is called gender socialisation.

## KEY IDEA

- Sharing experiences with other parents provides a valuable opportunity for men and women participating in these sessions.
- Everyone becomes more aware of and responsive to each other's concerns, and benefits emotionally from the supportive environment.
- Although parents have different situations and experiences, they have similar needs and concerns.

## FACILITATOR'S NOTES

### Concepts:

**Family:** There is no such thing as "the perfect family". There are many different types of families: same-sex families, single-parent families, grandparents or siblings playing the role of parents. Often one biological parent is no longer living with the family but remains involved as a parent. The way we see the family is changing. This is why we talk about "healthy" families, rather than "perfect families", which are able to fulfil their parenting roles, rights and responsibilities, such as:

- caring for, raising and parenting children
- modelling healthy relationships, communication and interactions
- teaching values, attitudes and behaviours that contribute to the well-being of the family, community and of broader society
- helping family members cope with and adapt to different stages, changes and challenges
- laying the foundation for children to become tolerant, respectful, productive and responsible citizens in the future, who respect diversity and practice non-discrimination.



# SESSION 3



## MAIN ACTIVITIES

- My Father's Legacy (Compulsory)

## OBJECTIVES OF THE SESSION

1. To enable participants to reflect upon the influence that fathers or other male authority figures have had on them while they were growing up.
2. To discuss how participants can build on the positive aspects of their fathers' influence.
3. To discuss how participants can address the negative impacts of their father's influence so that they do not repeat harmful patterns.

**TIME: 2 hours**

## MATERIALS

- Flipchart paper and markers
- Pre-stick

## WELCOME AND CHECK-IN

1. Welcome everyone back to the group and check in with participants. Review the ground rules.
2. Revisit the previous week's session and review homework assignment #1 from Session 1.
3. Provide an overview of the session objectives.

# MY FATHER'S LEGACY

## MAIN ACTIVITY: MY FATHER'S LEGACY

1. This activity requires both emotional openness and concentration, so it is recommended that you start with an icebreaker -- one where participants can move around, stretch, take a deep breath and relax.

### Icebreakers and energisers

Use icebreakers to encourage participants to relax, get used to being in the group, and to get mentally prepared to participate.

Use energisers to wake up the group if energy levels are low, for example after a long discussion. You can find ideas for icebreakers and energisers at the end of this Guide.]

2. Next, ask each participant to show the object that they associate with their father or other male authority figure from their early lives (Assignment #2 from Session 1). For those who did not bring an object, give them a few minutes to think about what object they would choose. Remind them that it could be a tool, a book, a set of car keys, a strap used for punishment, etc.
3. Go around in a circle and ask each participant to share a story about how the object relates to their father or main male role model from their early lives.
4. Once everyone has finished sharing, write on a piece of flipchart paper the following statements:
  - "Something about my father I do not want to repeat with my children is..."  
(What are the positive things about your relationship with your father that you would like to put into practice or teach your children?)
  - "One thing about my father that I want to take into my relationship with my children is..."  
(Which things would you rather leave behind? )
5. Read the statements out loud. Ask participants to share their thought about each statement with the person sitting next to them.

### KEY IDEAS

- Mention how traditional definitions of manhood and womanhood impact on the way:
- our fathers and mothers acted in the home, related to their partners, and raised their children?
  - Ask participants how we can "leave behind" harmful practices that we experienced as children? How can we be more involved parents? How can we break down traditional gender roles and build gender-equal parenting partnerships?
  - If participants want to discuss their reflections with their own fathers, explain that this is a personal decision, but they should do this if they feel the need, especially if they have resentful feelings toward their fathers.

## Homework

1. Ask participants to share some of the activity with their families (what it was about and how it made you feel). Tell them that the purpose of the activity was to reflect on the positive as well as the harmful parenting practices that they may have inherited.
2. Ask them to share some of things that they feel are harmful and some that they feel may be affecting them in a harmful manner.
3. Discuss with a friend you trust or a professional how you can improve on some of the harmful practices.

## Close

1. Use the Key Ideas to close the session with a positive message.

## KEY IDEAS

- It is important that parents talk about their relationship with their fathers to heal and learn from negative experiences, and to apply this awareness to their own roles as parents.
- We should all try to identify those positive aspects of our life stories that we can replicate with our own children, as well as the negative aspects that we do not repeat.
- For our personal development we can try to replace negative experiences, attitudes and beliefs with positive ones which honour respect and equity.

## FACILITATOR'S NOTES

This activity can have a deep emotional impact on participants who may recall violent experiences or other traumatic life events, such as abandonment. It is vitally important to give participants emotional support during this process. Here are some suggestions on how to do this:

- Create an atmosphere in which participants are validated for sharing personal emotional and intimate details.
- It's very important that the facilitator should also share his/her father's legacy to break the barriers and create a sense of belonging within the group
- Remind participants that they should not ask questions during the sharing process
- Listen respectfully to them, without judgement or pressure. If there is no pressure, only those who are ready to share will do so.
- For those who share traumatic experiences, acknowledge that they were able to press on and continue with their lives despite facing such adversity.
- If a participant breaks down and cries in the group, allow them space to express that emotion. Consider saying something like, "Thank you for being brave and trusting us with that story. I'm sure many of the people in this room have had similar experiences and feel like you do now."
- Others in the group may also feel the need to support this person. Encourage them to do so if it feels appropriate. Often, these moments are what binds a group together.
- Avoid being physical- hugging, touching- It may be inappropriate in a given cultural context
- Explain that you are available and willing to have a private conversation after the session.
- Refer anyone who may need it for professional counselling.
- If a participant spends too much time with a story, find an opening and gently say: "It sounds like you have a lot of experiences to share with the group. Thanks for sharing with us. Do others have any experiences they would also like to share?"
- Remember to acknowledge, affirm and be genuine.
- Repeat the confidentiality commitment.
- Tell them it is completely normal to feel sad, tearful or emotional after remembering difficult experiences.



# SESSION 4



## MAIN ACTIVITIES

- Unpacking concepts (Compulsory)
- Act like a man/Act like a woman (Compulsory)
- Gender Fishbowl (Optional)

**TIME: 2 hours**

## MATERIALS

- Flipchart, markers
- Masking tape/ prestick
- Pencils or pens for participants

## ADVANCE PREPARATION

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Prepare Action Chart/s

## WELCOME AND CHECK-IN

1. Welcome everyone back to the group. Review the ground rules. Check in with participants. Revisit the previous week's session and review the homework assignment.
2. Provide an overview of the objectives of today's session.

# UNDERSTANDING GENDER

## MAIN ACTIVITY: UNPACKING CONCEPTS

1. Ask the participants to discuss with the person next to them the following concepts:
- 2: After discussion reveal and explain the definitions.

### ■ Gender –

The socially-defined differences between women and men (society's idea of what it means to be a man or woman). These definitions of difference change over time and from society to society. Include the definition of SOGI (Sexual Orientation and Gender Identity)

### ■ Gender norms –

Social expectations of appropriate roles and behaviour for men (and boys) and women (and girls) – as well as how these norms are perpetuated from generation to generation through a society's institutions (family, culture, education, media, attitudes and practices).

### ■ Gender equality

Refers to the fact that women and men, regardless of their biological differences, are entitled to be treated with equal concern and respect, and to develop to their full human potential.

2. Get feedback and emphasise the key meaning given under the definition of concepts

## MAIN ACTIVITY: ACT LIKE A MAN, ACT LIKE A WOMAN

### Demonstrate: Taking the man pose

1. Ask everyone to stand in a circle. Ask each person to say the phrase "Be a Man!" with a loud voice and using body language for emphasis.
2. After everyone has a turn, ask the group to describe what they heard and saw.
3. After several comments ask:
  - Now, imagine a little boy being told to "Be a Man" or to "Act like a Man" in these ways. How would that little boy stand to show that he is "being a man"?
  - Each person demonstrates how the little boy would stand.
4. Now ask participants to describe what they saw.
5. Repeat this exercise with the phrase "Be a Woman" or to "Act like a Lady".
6. Ask if anyone has ever been told to "act like a man" or "act like a woman" based on their sex. Encourage participants to share their experiences, talking about why the person said this and how it made the participant feel.
7. Explain that we will look more closely at these two phrases to see how society can make it very difficult to be either male or female.
8. Brainstorm:
  - On flipchart, write in large letters: "Act like a Man."
  - Ask participants to share their ideas / brainstorm what this means to them.
  - Write their contributions down in a central part of the page.

## OBJECTIVES OF THE SESSION

1. To discuss key concepts, their meaning and relevance
2. To identify and analyse positive and helpful, negative and unacceptable behaviours by men towards women.
3. To examine how messages about gender can affect behaviour and influence relationships between men and women.
4. To examine gender norms and gender socialisation, i.e. the different ways in which we relate to our children based on gender.

- When you have several examples, and themes start to repeat, draw a box around the ideas.
  - Point out that these are society's expectations of who men should be, how men should behave, how they should treat women, and what they should feel and say.
  - Now ask, what are ways of acting like a man that fall outside of the box and write these down outside the box.
9. Facilitate a discussion about the expectations placed on men by society in general and by their own community. Use these questions as a guide:
- What positive and helpful behaviour are 'real men' expected to display towards women?
  - How do you think women feel about this behaviour or being treated in this way by men?
  - How can "acting like a man" influence women's economic empowerment?
  - What kind of behaviour are men expected to display which could be limiting and restrictive towards women?
  - How do you think women feel about this behaviour or being treated in this way by men?
  - What behaviour do you think is acceptable for a man to display towards women? Why?
  - What behaviour do you think is unacceptable for a man to display towards women? Why?
  - How can "acting like a man" affect a man's relationship with his partner and children?
  - What are the advantages of "acting like a man", or being in the "man box"?
  - What are the disadvantages of being in the "man box"?
  - Can men live outside "the box"? How would it be to live outside the box? What behaviour would need to change?
  - Is it possible for men to challenge and change existing gender roles and the behaviour expected of them?

### RESPONSES MIGHT INCLUDE:

- **Be tough and do not cry.**
- **Be the breadwinner.**
- **Stay in control and do not back down.**
- **Have sex when you want it.**

10. Point out that the messages and gender rules about "Acting like a man" can have the following effects on men's lives:
- Men are valued more than women.
  - Men are afraid to be vulnerable and to show their feelings.
  - Men need constantly to prove that they are real men.
  - Men use sex to prove that they are real men.
  - Men use violence to prove that they are real men.

11. Identify and analyse what it means to “Act like a woman”
- On another flipchart, write in large letters: “Act like a Woman.”
  - Ask participants to share their ideas/brainstorm what this means to them.
  - Draw a box and write their ideas inside the box.
  - Point out that these are society’s expectations of who women should be, how women should act, and what women should feel and say.
12. Facilitate a discussion about the expectations placed on women by society in general and by their own community in particular. Use these questions as a guide:
- How does it make you, as women, feel to have these restrictions placed on you?
  - What do you find acceptable and unacceptable about these restrictions and why?
  - Now that you have reflected on this, can you accept this?
  - What are the advantages of “acting like a woman” or being in the “woman box”?
  - What are the disadvantages of being in the “woman box”?
  - What emotions are women not allowed to express?
  - How can social norms and expectations to “act like woman” have a negative impact on a woman’s economic independence (given that it is not expected of a woman to leave home and seek employment or other economic opportunities)?
  - How can “acting like a woman” affect a woman’s relationship with her partner and children?
  - How can social norms and expectations to “act like a woman” have a negative impact on a woman’s sexual and reproductive health?
  - Can women live outside “the box”?
  - How would it be to live outside the box?
  - What behaviour would need to change?
  - Is it possible for women to challenge and change existing gender roles?

### RESPONSES MIGHT INCLUDE:

- Be passive
- Be the caretaker
- Act sexy, but not too sexy
- Be smart, but not too smart
- Be quiet
- Listen to others
- Be the homemaker
- Be faithful
- Be submissive

13. Point out that these messages and gender rules about “acting like a woman” have the following effects in women’s lives:
- Women often lack self-confidence.
  - Women have less time for rest, recovery and paid work.
  - Women are valued first as mothers and not as people.
  - Women depend on their partners.
  - Women have less control than men over their sexual lives.
  - Women are highly vulnerable to HIV and AIDS and to violence.



14. Lead a discussion using these questions as a guide:

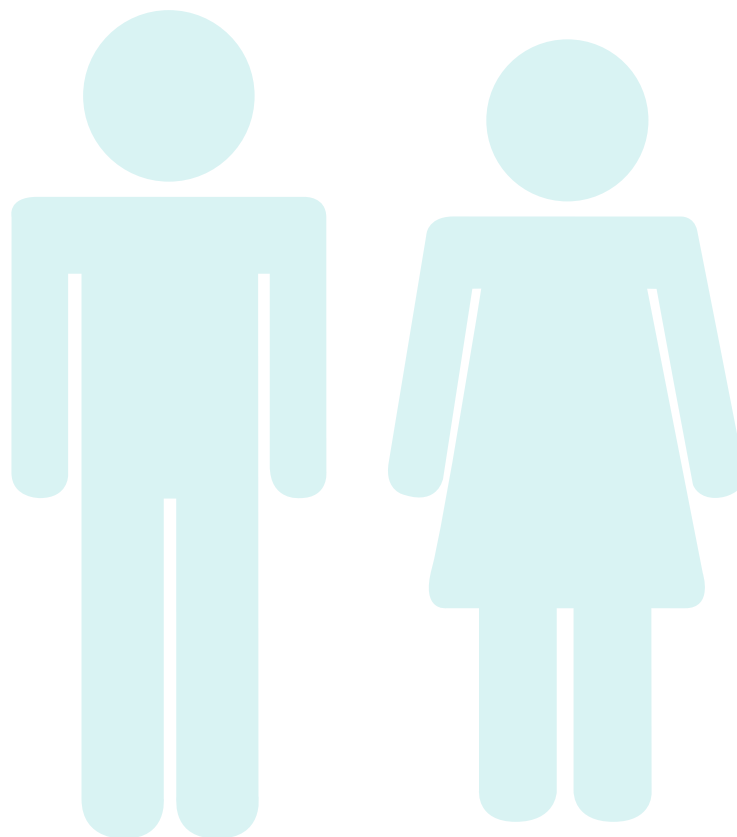
- Do you know men and women who challenge and disregard these social stereotypes?
- What do they do differently? How do these men treat women? How do these women treat men?
- How have they been able to challenge and redefine gender roles?
- Have you ever acted outside the box? What happened? What allowed you to do this?
- How did you feel about it? What have been the advantages of living outside the box?
- How do men feel about the restrictions placed on women? Is it acceptable? How do we change these expectations?

15. Move into a discussion of how we could support men and women who want to move outside of the boxes:

- What could we do to make it easier for men and women to live outside of the boxes?
- How can we support this change?
- How can government support this change?
- How can community leaders support this change?
- How can workplaces support this change?

16. *Now, switch the headings and ask participants to eliminate activities that are impossible for the other gender to perform.*

**Homework:** Ask participants to observe and reflect on when they are behaving in a certain way because of the 'Man/Woman Box', and to think about how they can change this to a transformed man/woman.



## MAIN ACTIVITY: GENDER FISHBOWL

### SESSION STRUCTURE

1. Divide the male and female participants
2. Ask the woman to sit in a circle in the middle of the room facing each other and the men to sit around the outside of the circle, facing in
3. Begin a discussion by asking women the questions listed below  
The men's job is to observe and listen to what is being said. They are not allowed to speak

### Questions for Women:

- What is the most difficult thing for you as a woman involved in economic (such as sewing, recycling, cooking, manufacturing, stokvel etc.) activities?
- What do you want to tell men that will help them better understand women?
- What do you find difficult to understand about men?
- How can men support and empower women in their economic (sewing, recycling, cooking, manufacturing, stokvel etc.) efforts?

After 20 minutes, close the discussion and have the men and women switch places.

Lead a discussion with the men while the women listen.

### Questions for Men:

- What do you want to tell women to help them better understand men?
- What do you find difficult to understand about women?
- What is the most difficult thing for you to do in support of your wife in her economic (sewing, recycling, cooking, manufacturing) efforts?
- How can men support and empower women in their economic (sewing, recycling, cooking, manufacturing) efforts?

Discuss the activity after both groups have taken a turn. Use the questions below to wrap up the activity.

### Discussion Questions:

- What surprised you about this activity?
- How did it feel to talk about these things with others listening?
- For the men: Based on what you learned, what opportunities do you see for supporting your wife in her economic (sewing, recycling, cooking, manufacturing) efforts?
- What have you learned from this activity? How can this help you in your life and in your relationship?

### Notes for Discussion/Closing

Often, our opinions and perspectives about other genders are informed by stereotypes, and gender and social norms that are reinforced over time by many sources, such as the media or our peers. This often makes it difficult for us to understand other genders and their needs and concerns. By having a better understanding of other gendered people and their needs and experiences, we are able to have greater empathy for how their experiences and how it affects them.

### **Homework**

Write up suggestions on the Action Chart. Highlight the action points they will commit to exploring.

- We identified ways in which we can support men and women who want to move outside their assigned gender roles.

### **FACILITATOR'S NOTES**

The activities on act like a man/act like a woman as well as the gender fishbowl helps participants understand gender norms. However, remember that these may be affected by class, culture, ethnic and other differences.

Make sure that you adapt the activity so that it suits the context and group you are working with, for example, if the statements are not an accurate reflection of the gender roles and expectations in your country or context, then use other statements that are a more accurate reflection.

Be aware that not everyone wants to move outside "the box". Rather than pushing participants to choose a particular response, encourage them to reflect on whether these points apply to them:

- It is often difficult to live up to or fulfil the gender role society expects of us.
- The messages society gives us about gender can negatively affect our behaviour and relationships.
- Gender roles can create unequal ways of living and being in society and in relationships.
- Our own expectations of the role a man or woman should play, keep people trapped "in the box", even if they want to move out (in other words, we cannot see the advantage in it for ourselves).

### **KEY POINTS**

- Society has expectations of who men and women should be, how they should act, and what they should feel and say.
- Gender roles shape people's lives, moulding and limiting gender identities, roles and relations.
- There can be serious consequences for both women and men if they try to act outside of their box. Ridicule, threats and violence are used to keep women and men in their boxes.
- But, the roles of men and women are changing. It has slowly become less difficult to step outside "the box".
- Still, it can be hard for men and women to live outside of these boxes.

# SESSION 5



## MAIN ACTIVITIES

- Unpacking concepts (Compulsory)
- Violence Clothesline (Compulsory)
- Positive Discipline (Optional)

## OBJECTIVES OF THE SESSION

1. To increase our understanding of violence and the types of violence.
2. To discuss and reflect on the effects of caring and violence in families
3. To discuss and practice non-violent ways to react when one is angry

## TIME: 2 hours

## MATERIALS

- A3 sheets of paper (2 for each participant)
- Rope, string or fishing line for two clotheslines.
- Strong tape to attach string to wall.
- Pencils, coloured markers, and sheets of paper.

## WELCOME AND CHECK-IN

1. Welcome everyone back to the group. Check in with participants. Revisit the previous week's session. Review the ground rules.
2. Provide an overview of the objectives of today's session.

# BUILDING PEACE

## MAIN ACTIVITY: VIOLENCE AND CARE CLOTHESLINES

2. Put four clotheslines up-labelled:
  - a. Caring I have received
  - b. Caring I have given
  - c. Violence I have used
  - d. Violence used against me
3. Explain to participants that we're going to be exploring our understanding of and experiences of the effects of caring and violence in families and in the household. Remind them that full participation is encouraged but that talking about violence can be difficult and that no-one should feel pressured to disclose anything they are not ready to talk about.
4. Hand out sheets of paper and markers, pens or pencils to each participant and explain that this exercise will focus on the effects of caring and violence that are experienced in families and in the household that they remember. They do not need to put their names on any of these papers.
5. Ask participants to think about a childhood experience of caring that they received from someone in their family and how it made them feel. It could be any type of caring: physical, verbal, psychological, financial or even nutritional; and they could have received it from anyone in the family.
6. They can choose how they want to show the experience on paper, e.g. with words, pictures, shapes or even colours that represent the mood of the experience.
7. On a second sheet of paper: Ask participants to write draw and/or use colours to describe the caring they give to their family, and how it makes them feel.
8. On the third piece of paper: Ask participants to think about a childhood experience of violence in their family or home and how it made them feel. It could be any type of violence and they could have received it from anyone in the family. They can choose how they want to show the experience on paper, e.g. with words, pictures, shapes or even colours that represent the mood of the experience.
9. On a fourth sheet of paper: Ask participants to write, draw and/or use colours to describe the violence that they have used or use at home, and how it made or makes them feel.
10. Give approximately 5 minutes for each task.
11. Ask participants to attach their responses to the corresponding clothesline. After everyone has placed their papers on the clotheslines, invite participants who want to share to describe what they drew, or simply ask participants to make a tour of the clotheslines. (The facilitator may collect and hang the comments to deal with the issue of confidentiality if it exists within a group)

## MAIN ACTIVITY: UNPACKING CONCEPTS

1. Ask participants to identify different types of gender-based violence. Begin to write the different forms of violence identified on the flip chart. Help the group to identify the following forms of violence: physical, verbal, psychological/emotional, financial and sexual. (Refer to Handout) Point out violence related to financial issues specifically as well as violence used to instil discipline, i.e: corporal punishment.

## Group discussion

1. Sit in a large circle and invite participants to reflect on what they saw on the clotheslines and what they recalled from their personal experiences. You may ask:
  - How did you feel when you remembered the caring you received from someone in your family?
  - How did you feel when you thought about the caring you give to your family? How do you feel when you care for others?
  - How acceptable is it in our communities for men and women to show that they love and care for their families (their partner and children)?
  - What is the connection between the caring you give and the caring you receive?
  - How did you feel when you remembered the violence you received from someone in your family?
  - How did you feel when you thought about the violence that you used on your family?
  - Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
  - Is it difficult for men to express their frustration or anger without using violence? Why or why not?
  - What effect does witnessing violence have on children?

## Homework

1. Ask participants to share with their partners and children their memories of having caring experiences during their childhood and how these made them feel. This would be an excellent opportunity for the family to agree to try to always resolve disagreements in a caring way, without using violence and with respect for the other person's right to disagree.
  - Recommend that participants practice discuss the following with their partners and the rest of the family:
    - Practical methods to control anger
    - Resolving conflict without using violence
    - Methods of improving communication
2. Use the handouts to assist you to complete this activity

## Close

1. Thank participants for sharing their experiences. Recognise their efforts and affirm what they have learned from their experiences.
2. Use the Key Ideas to reinforce the major points from this session.

## KEY IDEAS

- Violence as an approach to conflict resolution is learned during childhood and can continue into adult relationships in families. For example, children may witness adults using violence as the primary way to deal with anger, disagreement or conflict, and they often go on to use violence as a method to resolve conflict with their partners or children. Or children who are physically punished (justified as "discipline") learn that the stronger or more powerful person can punish the weaker one. This creates the conditions for violence against women in intimate relationships, because women are usually physically weaker than men. But it is possible to stop, get help, and break the cycle of violence between generations.

- There is no excuse for violence. Under no circumstances is it justifiable. We have a responsibility to control ourselves when we feel angry and to channel our anger in a useful and constructive way, without threatening or assaulting others.
- We can all learn more effective ways to communicate and resolve conflicts. Communicating in a more assertive way is much more powerful than being passive or aggressive. Everyone, big or small, deserves respect and protection against any kind of aggression - physical, verbal, psychological, or sexual.
- The economic emancipation of women remains critical to promote gender equality however, it should be partnered with interventions that need to address the social and gender norms that perpetuate violent behaviour.
- Research has indicated where women are the sole provider or in cases where they earn more than their male partners, they are perceived to be a threat to traditional role of the man as provider and leader. Many men try to compensate for their displacement by using violence to retrieve their power and dominance in the household.

## FACILITATOR'S NOTES

It is important to create an atmosphere of respect and confidentiality in this session as it just may trigger some intense emotions, especially when discussing conflict and ways of dealing with it.

Never force participants to share more than they feel comfortable.

Talking about the violence they have committed can be very difficult for them. Men may try to justify their violent behaviour or blame others for instigating the conflict. However, it is essential to remind participants that they must own their emotions and walk away from situations that may provoke their violence.

Emphasise the link between care and violence and how it sometimes sends mixed messages. For example, the people who perpetrate violence sometimes also gives care. And this often a leading contributing factor to the normalisation of violence.

There is also a psychological effect of children who have witnessed violence. In some instances, children learn and think that violence is the only way to resolve conflict. Ample research has proven that children who have been exposed to violence turn to be violent when they grow up.



## MAIN ACTIVITY: POSITIVE DISCIPLINE

### WELCOME AND CHECK-IN

1. Welcome everyone back to the group. Check in with participants. Revisit the previous week's session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today's session.

#### ACTIVITY ADAPTATION FOR COUPLES

**If there are couples in the group, they can work together as a partnership for the activity.**

### SESSION STRUCTURE

1. Ask the group the following discussion questions:
  - What kind of person do you hope your child will be at age 20? What are some of the characteristics you want your child to have?
  - Ask them to discuss with the person sitting next to them or with the people in their small group
2. Hand each group some flipchart paper and pens/markers  
Is it possible to prevent all children's misbehaviour? (If your response is no then complete the following:
  - If you hit and yell at your children now, what impact will it have on them?
  - What does yelling or hitting teach children about how to resolve conflict?
  - What are better ways to teach them about how to resolve conflict?
3. Use the key points below to close the activity. Consider the Stages of Development of the child as you review the first key point

### KEY POINTS

- Children constantly change and develop. It is important to understand what children are capable of doing or understanding at each stage of development.
- Parenting can be especially difficult in the early years because young children cannot say in words (or even know!) what they want. Sometimes we think they are misbehaving, but they are really trying to communicate with us.
- The key to effective discipline is to set short-term challenges, for example, get your children to eat dinner, pick up their toys, etc.). These short-term goals help you and your children to work towards longer-term goals.
- When you feel yourself getting frustrated, don't yell or hit out. Calm down and see this is an opportunity to teach your child (and yourself) new skills that will help work towards your vision 20 years from now!

### Homework

1. Ask participants to discuss handouts 5 and 6 with their partners.
2. Learn and practice different positive parenting techniques.  
Use the handouts to discuss positive discipline techniques. Relate a situation where your children have misbehaved. Which positive parenting techniques would you apply to the situation.

# SESSION 6



## MAIN ACTIVITIES

- Unpacking concepts (Compulsory)
- The Body Map (Optional)
- The Power Line (Compulsory)

## OBJECTIVES OF THE SESSION

1. Defining Concepts relevant for the session.

To introduce participants to the relationship between economy and care work

2. To Identify the impact, both positive and negative, of unpaid care work on women's bodies and wellbeing
3. To learn new ways of collaborating with your partner around money and doing business.

## MAIN ACTIVITY: DEFINING CONCEPTS

1. Ask the participants to discuss with the person next to them the following concepts:
2. After discussion reveal and explain the definitions.

### Women's Economic Empowerment -

CARE defines women's economic empowerment as the process by which women increase their right to economic resources and power to make decisions that benefit themselves, their families and their communities.

# MEN AND WOMEN'S ECONOMIC POWER

## MAIN ACTIVITY: THE BODY MAP

### Description

The body map asks participants to draw out their bodies and discuss how they feel, both physically and emotionally, as a result of their responsibility for unpaid care work. The outline of a woman's body is used to help participants visualise and discuss together.

1. For participants to feel comfortable separate the group by male and female. Find a space where no men or boys are present or can listen into the discussion of women and vice versa.
2. Draw the outline of a woman on the ground or on a large sheet of paper. A quick way to do this is to ask one of the participants to volunteer to lie down on the floor and draw around them. However, this may not be appropriate in some contexts and the body can be drawn freehand.
3. Ask the participants- How do your daily activities impact on your body and your health? Participants then indicate on the body map the positive and negative impacts that they have experienced. For example, headaches as a result of inability to provide. They can be drawn onto the map using symbols/colours to indicate these different physical effects.
4. You can do the same steps with men putting themselves as women. This will create an empathetic situation for men to understand what women goes through.
5. The body map can also be used to discuss abstract notions such as qualities, skills or emotions. These can also be drawn onto the map using symbols/colours to indicate different emotions. The participants will need to discuss as there will be lots of different perspectives.

### Critical questions

- What are the unpaid care work activities that make you happy? Why?
- What are the unpaid care work activities that affect you negatively? Why?
- How do the affects of unpaid care work on your body affect your ability to do other things (i.e access paid work, participate in community discussions, listen to the radio or watch TV, have pleasurable sex and sleep?

### NOTES FOR THE FACILITATOR

This exercise may raise issues around violence—either physical, verbal, emotional or sexual—that women experience as a result of their daily activities.

Women may experience violence in public spaces while doing their unpaid work care work or paid work, such as when they have to travel long distances to collect water or firewood.



They may also experience violence in their home as a result of tensions about what men or other household members expect women's unpaid care work- such as disputes over the quality of the meal prepared, or the time spent on paid work instead of unpaid care work.

Be prepared to indicate to participants where they can either report their experience of violence and/or seek medical treatment and psycho-social support

### Unpaid Care Work –

The United Nations Special Rapporteur on extreme poverty and human rights defined unpaid care work as including “domestic work (meal preparation, cleaning, washing clothes, water and fuel collection) and direct care of persons (including children, older persons, persons with disabilities, as well as able-bodied adults) carried out in homes and communities.

**TIME: 2 hours**

### MATERIALS

- Flipchart paper and markers
- Pencils, coloured markers, and sheets of paper.

### Advance Preparation

- Write the statements on the flipchart paper (Powerline)

### WELCOME AND CHECK-IN

1. Welcome everyone back to the group. Review the ground rules. Check in with participants. Revisit the previous week's session and review the homework assignment.
2. Provide an overview of the objectives of today's session.

## MAIN ACTIVITY 10: THE POWER LINE

1. The facilitator writes on a piece of paper the character each participant is expected to be in this role play. The participants must not tell anyone else the character they were given. Below is a list of suggested characters, but the facilitator should feel free to adapt these so that they are relevant for the group.

### POSSIBLE CHARACTERS FOR THE ROLE-PLAY

18-year-old girl who is just married and is pregnant with her first child

Grandmother who looks after her five grandchildren

Married woman with three children who has an ill parent living with her

Married man who has an ill parent living with him

Farmer who owns the farm and has four children at home

A leader from a political organisation

Female domestic worker who is a widow with three children

Woman who has two children and her husband is a migrant labourer who works in Gauteng

Elected leader of the women's group

Religious leader from the area

Male migrant labourer who works as a factory worker in the capital city

2. All the participants line up on in the middle of the hall. The facilitator explains that participants must take steps forwards or backwards depending upon what they think their character is able to do or not do in response to each of the statements that will be read out

### POSSIBLE STATEMENTS

- If you have studied up to Grade 10/ old standard 8, please take two steps forward, if you have not then take a step back
- You need R500 for some personal work and if you can arrange a loan from a bank take one step forward. If you cannot, take one step backward
- You do not want a child. If you can convince your partner to use contraceptive take one step forward, otherwise take one step back
- You are tired after a long day working. If you can sit down and relax for one hour take one step forward, otherwise take one step back
- There is a party at a friend's house tomorrow night. If you can go, take one step forward, otherwise take one step back
- The water in the area is polluted by the factory. If you can participate in a protest demanding that the factory stops polluting the water take one step forward, if you cannot take one step backward
- You are factory worker and your child is sick at home. If you will have to take care of your child and not go to work take one step backwards, if you can still go to work because someone else can take of your child take one step forward

- You do not like washing dishes, there is a pile of dishes to be washed. If you do not need to wash these dishes take one step forward, otherwise take one step back
- The local Municipality have called a meeting to discuss budget. If you can speak at this meeting take one step forward, if you cannot speak then take one step backwards
- You had to go out of town/village on some work and the work has taken longer than you thought. If you think that you can stay out of the house at night take one step forward, otherwise take one step back
- If you ride a cycle/vehicle to work or for daily errands take one step forward, if you do not, then take one step backwards
- Your parents have died. If you think you are able to get a share in their property take a step forward, if not take one step back
- Nearby, there is a new textile factory. They are hiring personnel. If you think you can get a job, take one step forward, if not take one step backwards

1. The facilitator reads out one statement at a time from the instruction sheet giving the participants enough time to step forward or backward. If the participants think that their character can do what the statement says then they take one step forward. If the participants think that their character cannot do what the statement says then they take one step backward.
2. After all the statements have been read out ask the persons who have moved forward the most to reveal their characters and say how they feel. Then ask the others who have taken the most steps backwards to reveal their characters and ask them how they feel.
3. Ask the participants at the back of the line what would need to change to move them forward?
4. Ask the participants at the front of the line how their characters could support those at the back of the line to move forward
5. Ask the participants to leave their positions and gather together in a circle to discuss the tool/role play.

### Group Discussion

1. Why did the participants get distributed in this way even though they had started at the same place in the role play?
2. What are the various bases of differences in the role play? How do these differences affect each character?
3. Explain how each individual may be at an advantage on one account but at a disadvantage on another and how advantages along a particular basis- culture, class, religion, age, gender etc. is also a source of power
4. Discuss how care work responsibilities affect people differently based on their gender, class, religion, age and disability.
  - Who had the most care work responsibilities of the different characters and why?
  - How did care work responsibilities prevent some characters from moving forward?
  - Why were care work responsibilities more of a challenge for some characters and not for others?
5. Discuss how individuals are discriminated against based on their class, race, age, sex, sexual orientation, gender identity, work, educational levels and so on. Power structures operate to keep discrimination in place.
6. Establish the basic value of equality and how power inequalities can be made more equal. Leave the participants with a feeling that these power structures are not fixed and can be changed.

## Close

1. Use the key ideas below to close
2. Thank the participants for their participation

## KEY IDEAS

Power determines how unpaid care work is distributed. A person's gender, class, age, ethnicity, religion, sexual orientation determines the kind of power they have to make their own decisions. Inequalities between women and men and across different social classes are based on these different levels of power and status between groups



# SESSION 7



## MAIN ACTIVITIES

- The Family Care Chart (Optional)
- Family Working Together As A Team (Compulsory)

## OBJECTIVES

- Compare the distribution of time spent by mothers and fathers on childcare and housework.
- Reflect on the sexual division of labour and men's contribution to housework and childcare.
- Encourage fathers to make one to two commitments to participate more equally in domestic work.
- Encourage a fair distribution of childcare and housework.
- Discuss the devaluation of daily housework in society.

**TIME: 2 hours**

## MATERIALS

Real household objects for the role play about domestic work, e.g. dustbin, dustpan, mop, dish cloth, nappies, doll etc.

Blank sheets of paper and pencils.

Handout 9 for each participant.

Handout 9 for the facilitator.

# CARE

## MAIN ACTIVITY 11: THE FAMILY CARE CHART

### Session Structure

- Ask participants the names of your immediate family/household members, and associated caregivers, on Post-Its/cards.  
NB: A family is defined as a "societal group that is related by blood (kinship), adoption, foster care or the ties of marriage (civil, customary or religious), civil union or cohabitation, and go beyond a particular residence".
- One name per Post/cards – Up to 12 members.
- Using a marker: mark all post-it/cards indicating female members with a letter F dot and all post-it cards indicating male members with a letter M
- If they are full time employed mark the post-it note with the letters FT
- If they are part time employed mark the post it note with the letter PT
- If they are unemployed mark with the letter U

Mark your stick-it notes in the following manner:

Female F

Male M

Employed full FT

Employed part time PT

Unemployed U

**Draw the following table on a flipchart:**

CARE ABOUT	CARE FOR	GIVE CARE	RECEIVE CARE

## Welcome and Check-in

1. Welcome everyone. Check in and revisit the previous week's session and review the homework assignment. Review the ground rules.
2. Provide an overview of the objectives of today's session.

## Steps:

Prompt participants to insert their post it into the table in response to the following questions:

1. Who receives the most care? (Having needs met by another)  
In relation to those receiving care... who spends most of their time on caregiving? (caregiving" refers to the competent engagement in physical care work such as feeding or washing) Caregivers include child minders, friends, domestic workers.
2. In relation to those receiving care... Taking responsibility for the needs of recipient ("caring for" refers to taking responsibility for the well-being of another, and")
3. In relation to those receiving care... Feeling an attitude of caring about. ("Caring about" refers to paying attention to feelings of affection and concern about another)

## Group Discussion:

1. What do you notice about the division of care in your family?
2. Do men and women provide equal care in your household?
3. Is there any relationship between power and the different aspects of care in your family?

## KEY IDEAS:

Often women are the primary caregivers in the family. Men are more involved caring about and caring for.

Those who give care are often unemployed or are lower income earners. Thus those who give care often have less power to make decisions than those who care for and care about.

Care work are all the activities that support the formal economy. Care work requires time and energy and is often unpaid. It is most often performed by women and has a long term effect on the development of individuals in society. These practices are often supported by gender norms that insist on women and men behaving in a certain manner and participating in certain activities.

## MAIN ACTIVITY: WORKING TOGETHER AS A FAMILY

### SESSION STRUCTURE

1. Ask a few participants to volunteer for a role play about housework and childcare.
2. Assign a role to each volunteer, e.g. babysitting, ironing, cooking, washing clothes, cleaning the house or shopping. Say that they will begin the role play (of doing their housework tasks) on the count of 3: "1, 2, 3!"
3. After 1 minute, ask a volunteer to stop and tell the rest of the volunteers to divide his/her share of tasks among themselves. Meanwhile, the non-working participant listens to a radio, sits around the "house" or rests.
4. After another minute, ask another volunteer to stop and again the rest of the volunteers must divide his/her share of tasks among themselves, while the volunteer rests.
5. Continue like this until there is only 1 volunteer left, while the others take naps, read the newspaper, or talk on their cell phones.
6. Finally, ask the last person to stop working.

## GROUP DISCUSSION

1. Ask participants to “step out” of their roles, and ask them the following questions:

### Role Play Participants:

- How did you feel doing this role play?
- How did the working volunteers feel when the others stopped working?
- How did the last worker feel?

### Audience Members:

- Which of the housework tasks do you do at home?
  - [Note: Some men may say that some work in the home is carried out by men such as repairing a light fuse or fixing a broken motorbike. Probe how these tasks also reinforce gender inequalities between men and women.]
- Who generally performs these activities? Why?
- Is it realistic for men to do this work? Why or why not?
- In what ways can men participate more fairly in the home, even when they work full time?
- There is some evidence that boys who see their fathers participate in housework are more likely to do it later in life themselves. What are your thoughts on this?
- If a father shares the housework, what effect would it have on a daughter’s future relationships? And a son’s?
- There is some evidence that women who have male partners who participate in housework have greater sexual satisfaction in their relationship. Why do you think this is?
- For fathers: What are one or two things that you can do this week in the home?
- For mothers: What do you expect of men in relation to housework? Or what would you like them to do? Could you ask your partner to do one or two things in the home this week?

### Homework

1. Ask participants to observe how tasks are distributed among themselves and their partners at home.
2. Then, they should perform at least 1 domestic activity that they usually never do. What is the partner’s reaction? And the children’s? Participants should come to the next session with a reflection to share.

## CLOSE

1. Use the Key Ideas below to close.
2. Thank the participants for their participation.

## KEY IDEAS

- It is essential that men and boys devote a significant amount of time on parenting, education and domestic tasks. Ideally, men and women should devote an equal amount of time but working conditions and wage differences do not always permit this.
- Equity (or fairness) in the family does not always mean equal time spent. Sometimes we must take into account the family’s situation. The key is to negotiate, communicate, and to be fair, considering the obligations of each person within and outside of the home.

- Many men and boys do not bear the same responsibility as women and girls in the home, because our gendered society assigns men the role of breadwinners, and to women the role of child-rearer and housekeeper.
- When men change the way men, they prioritise their time they can usually spend more time with their children.
- If work keeps men from being more involved, remember that spending “quality time” with children is what really matters: for example, ignoring the telephone or television when the children are present.
- With the arrival of children, satisfaction levels in a couple’s relationship can change, sometimes improving and sometimes worsening. There are men who are jealous of the attention that mothers pay to their children. There are women who resent the domestic workload that a child may bring. In cases of conflict, men must learn how to negotiate in a non-violent manner in order to reach decisions about parenting arrangements, keeping in mind the welfare of their children.
- Men must always show respect to his child’s mother, regardless of whether they are a couple or ex-couple or had no more than a sexual encounter.



# SESSION 8



## MAIN ACTIVITIES

- Rapid Care Analysis (Compulsory)
- My Favourite Moments (Optional)

## OBJECTIVES OF THE SESSION

1. Post Rapid Care Analysis
2. Reflect on the experiences participants have had in this cycle of sessions.
3. Make a commitment to be a more involved father; or make a commitment to encourage the child's father to be a more involved.
4. Encourage participants to continue to meet after the session ends.

## WELCOME AND CHECK-IN

1. Welcome everyone back to the group. Check in with participants. Revisit the previous week's session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today's session.

# FINAL REFLECTIONS

## MAIN ACTIVITY: RAPID CARE ANALYSIS

### SESSION STRUCTURE:

Repeat RAPID CARE ANALYSIS Activity from Session 1

NB: Remember to clearly indicate pre or post M&E Tools

When participants are making use of a "unique participant ID number" the ID number on the post forms should be similar to the ID number on the post form.

## MAIN ACTIVITY: MY FAVOURITE MOMENTS

### GROUP DISCUSSION

1. Ask participants to form a circle. Go around and ask each participant to complete phrase A; go around again and they must complete phrase B and then phrase C in the next go-around:
  - A. "My favourite moment of this group was..."
  - B. "Something unexpected that happened in the group was..."
  - C. "Something I feel proud of is..."
2. Remain in the circle. Explain that this will be the last activity that you will do together as a facilitated group, but that you hope the group will continue to meet after the session cycle concludes.

### Exchanging Contact Information

1. Encourage participants to continue meeting and providing support to one another. This will help them to fulfil their commitments to the group and serve as a source of emotional support in difficult moments.
2. Give participants time to exchange contact information. If you can do this ahead of time, set up a contact information sheet with Name, Cell phone number, Home number, and other contact information that you can then distribute to the entire group (with the permission of all participants).

### Close

1. If participants want to share what they have learned with the larger community, encourage them to join MenCare Parenting Action Team so that they can mobilise in the community and start a community campaign.
2. Thank participants for their openness and participation.



# SECTION 3

## EXTRA FACILITATOR RESOURCES

### ► ICE BREAKER GAMES

#### ► ENERGISERS

#### ► GLOSSARY

### ICE BREAKER GAMES

#### THE NAME GAME

**Time:** 15-20 minutes

**Objective:** To share everyone's names in a fun way and to learn the names of participants.

**Description:**

- There are 2 rounds in which the group plays "catch," while everyone has a chance to say their names.
- In the first round, each person says his or her name before throwing the ball to someone else.
- The facilitator can begin, so as to demonstrate the game.
- This round ends when everyone has had a chance to say their name, and has passed the ball back to the facilitator.
- Repeat the game for the second round, but after saying his/her name participants put their hands on their heads to signal that they have already had a chance.
- Continue the second round until everyone has had a turn.



## FINDING EACH OTHER

**Time: 20-25 minutes**

**Objective:** To allow the participants to get to know each other in a fun way and break the barrier

### Description:

Hand out a sheet with following

Finding each other

Shake hands with 3 people you have never met before	Find someone taller than you	Find someone with same colour eyes as you	Find someone who share your hobby
Find someone with a tattoo	Find someone who was not born in a particular area	Find 3 people to share a good laugh with	Find 3 people with black socks
Find someone with hair shorter than yours	Find 3 people who likes chocolate	Find someone who has their birthday in June or July	Find someone with earring
Find 3 fathers who have been with their partners in the delivery room during birth of his/her child	Find someone who has 3 kids	Find 2 people who are not living with their children	Find 3 people with a beautiful smile

- Each participant must go around and talk to the person who has the characteristics/ qualities listed and if he/she finds, the person should sign next to the relevant block
- At the end, the facilitator will check who has collected the most signatures
- Debrief- Find out how was the ice breaker



## THE BUS OF EMOTIONS

**Time: 10-15 minutes**

**Objective:** To help participants interpret or express different emotions.

### Description:

- Ask four participants to “role play” people getting on a “bus.”
- Each person should approach the bus while expressing a different emotion.
- When the driver and passengers see this emotion, they are infected by it, and begin to express it as well.
- Follow this pattern for each additional volunteer.
- At the end, ask participants what they observed, and how they felt during this exercise.

## THE POSTMAN

**Time: 15-20 minutes**

**Objective:** To share personal information and get to know each other in a fun way.

### Description:

- Participants are placed sitting in their chairs in a circle. Only the facilitator stands.
- The facilitator explains that he/she is going to start playing the role of “the postman”. When the postman brings letters to various people and those people must change seats. For example, if the postman says: “Bring letters to all the people who like ice cream,” all people who like ice cream change places.
- But when people get up to change chairs the postman removes a seat so 1 person is left standing.
- The person left standing becomes the postman, and the game continues.



## ABOUT MY FAMILY

**Time: 15-20 minutes**

**Objective:** To learn about other people in the group.

### Description:

- Participants work with the person next to them. They tell the person their name, number of children, and three other facts about themselves that others might not know. Allow 3-5 minutes for this.
- Then each pair introduces each other to the group.
- This helps to get strangers acquainted and people to feel safe – they already know at least one other person, and do not have to share information directly in front of a big group at the beginning of the meeting.



## MY CHILD

**Objective:** Helping parents to understand their children better

**Time: 15- 20 minutes**

### Descriptions:

1. Ask parents if their child likes to play inside or outside? If the answer is outside, then please stand on the right side of the classroom. If the answer is inside, please stand of the left side of the classroom.
2. Parents talk in their groups about the types of activities their child prefers inside or outside, why they like inside or outside activities.
3. Ask parents if their child prefers to read or work with numbers? If their child prefers to read, please stand on the right side of the room. If their child prefers to work with numbers, please stand on the left side of the room.

4. Parents talk in their groups about why their child prefers to read or work with numbers.
5. Ask parents if their child is a night owl or an early bird? If their child is a night owl, please stand on the right side of the room. If their child is an early bird please stand on the left side of the room.
6. Ask parents to talk in their groups and share stories about why their child is a night owl or an early worm.
4. For tonight's meeting, please write your child's name and draw a picture of him/her.
5. Please share the picture with your neighbour



## CLASSROOM BALL

**Time: 15 – 20 Minutes**

**Objective:** Creating an opportunity for parents to talk about their children's interests

**Materials: Ball**

**Description:**

1. Ask everyone to stand up and form a circle
2. Toss the ball to someone
3. Person who catches the ball says their name and something about their child, such as what their child likes about school
4. Toss the ball to someone different



## WHAT'S IN A NAME?

**Time: 15-20**

**Objective:** Understanding the deeper meaning of the child's name

**Description:**

1. Ask parents to form small groups of 3-4 people
2. Introduce themselves to each other
3. Share with each other why you chose your child's name

## ENERGISERS

Energisers change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes.

### SPAGHETTI

(In groups of 5-10 people)

(A fun and creative way of forming a physical bond between participants. It also subtly communicates ideas of working together to accomplish a task.)

The group forms a tight circle. Everyone puts their hands into the centre. With 1 hand, everyone grabs the hand of another person. Then, using the other hand, they grab a hand of someone different. The object of the game is to get untangled without letting go. By climbing, crawling, and wriggling around, participants can create 1 large open circle or, sometimes, 2 unconnected ones. If they are totally stuck, tell them they can chose to undo 1 link, and then reconnect once that person has turned around, and see if that works.

### SHRINKING ICEBERG

(In groups of 5-8 people)

Put a blanket or several sheets of newspaper on the floor. Ask the group to stand on it. Explain this is an iceberg that is melting away, reducing its size by half every month. They must see how long they can all stay on it. When you ask, they must get off the blanket/paper. Then you fold it in half or remove half the paper. Each time, reduce the area by half.

### THE RAINSTORM

(Physical, but calming exercises. Can be used as a closing.)

Ask the group to stand in a circle with their eyes closed. Say that a rainstorm is approaching. Ask everyone to rub their palms against their pant legs. Then ask them to lightly pat their thighs with their fingertips. Ask them to do it harder. Now, ask them to pat their hands against their thighs. Now start slapping hands faster and faster against their thighs. After a while, go back to lighter slapping, then patting - reverse the order until it is quiet again and the storm has passed. [At first the wind was blowing the trees, then light rain started, then heavier rain, then a downpour, and then the whole thing slackened off.]

# SECTION 4

## GLOSSARY

**Abuse:** An abuse of power characterised by an unequal power relationship, i.e. perpetrated by a person or group with more power over a person or group with less power. Abuse has many forms including emotional, sexual, physical and economic.

**Accountability:** The ability to account for the decisions and actions we take; the ability to accept the results of our decisions and not blame others for the consequences they lead to.

**AIDS:** Acquired Immune Deficiency Syndrome

**Attitudes:** Our views, opinions, and feelings about something.

**Beliefs:** Firm opinions normally based on religious and cultural principles.

**Bill of Rights:** A list of human rights that every human being has. These rights do not have to be earned and they cannot be taken away.

**Bisexual:** A person who is sexually attracted to both men and women.

**Body image:** A person's feelings about his or her body, including how beautiful or sexually attractive he or she is.

**Breadwinner:** The person who is responsible for earning money to support the family.

**Caregiver:** A key figure, such as a significant other, or other family member, who provides unpaid assistance in caring for an individual, whether it is a young child or disabled parent.

**Class:** A set of people grouped together by their level of wealth and/or the jobs they do in the economy.

**Coercion:** To be forced to do something or not do something against your will.

**Communication:** To express thoughts, opinions, feelings and values through speaking, listening, reading and writing.

**Compassion:** To show deep caring and sympathy for the suffering of others, including the desire to help.

**Conflict management:** To discuss, manage and resolve conflict in healthy ways.

**Consent:** To agree to do or not to do something; to give permission.

**Courage:** The ability and willingness to confront fear, pain, danger, uncertainty or intimidation; the ability to act responsibly in the face of popular opposition, shame, or discouragement.

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

**Date rape:** The sexual assault of someone who cannot give consent because he or she has knowingly or unknowingly consumed alcohol and/or drugs.

**Dating violence:** Any form of controlling, abusive or aggressive behaviour against someone you are dating.

**Discrimination:** To treat a person or group of people in an unfair way based on a particular characteristic e.g. race, gender, disability, age, sexual orientation.

**Division of labour:** The way that different tasks and jobs are allocated in a family, community, or in the workplace. For example, in our society there is often a clear division of labour between men and women, with home-care tasks such as caring for children, given to women, and technical tasks, such as fixing electrical appliances, given to men.

**Domestic violence:** An abuse of power perpetrated mainly (but not only) by men against women in a relationship or after separation. Domestic violence may include physical and sexual violence, emotional and social abuse, and economic deprivation.

**Domestic work:** Work performed for the purpose

of maintaining a home, for example cooking and cleaning.

**Empathy:** A deep appreciation of another person's situation or point of view.

**Ethnicity and Race:** Ethnicity refers to a grouping of people according to their common cultural traditions and heritage, for example Zulu, British or Greek.

**Family:** A group of people united by the ties of marriage, blood, adoption or cohabitation; interacting and communicating with one another in their respective family roles, maintaining a common culture, and governed by 'family rules'.

**Gay:** A man who is sexually attracted to men.

**Gender:** The way society defines the differences between men and women. These definitions are not fixed but change over time and from society to society. Gender is also part of our identity as people experience their own personal sense of who they are in diverse ways.

**Gender Identity:** is the personal sense of one's own gender. Gender identity can correlate with assigned sex at birth or can differ from it. All societies have a set of gender categories that can serve as the basis of the formation of a person's social identity in relation to other members of society.

**Gender-based violence:** Any form of violence towards women that results in emotional, sexual or physical harm or suffering. This type of violence usually results from unequal gender norms and gender inequality.

**Gender roles:** Society's ideas of what it means to be a man or woman, and the different roles that men and women should play. These roles are socially constructed. In other words, we learn these roles from our parents, family, cultural groups and social context. How men and women are expected to behave and be varies in different cultures and communities and these roles can change over time. In most communities, however, gender roles are very specifically defined, and are different for males and females. More often than not, these differences result in equalities or power differences between men and women.

**Gender stereotypes:** Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate information. In the last century, people have started to free themselves

of gender expectations so that they can choose for themselves who they want to be. In society at large, however, stereotypes still exist about what are typical traits for men and women.

**Heterosexual:** Sexual desire for a person of the opposite gender.

**HIV affected:** To be affected or impacted in some way by HIV, e.g. to have changes in your life, like being orphaned, unable to attend school because of HIV/AIDS.

**HIV infected:** To be infected with HIV; to be HIV positive.

**HIV:** Human Immune Deficiency Virus

**Homosexual:** Sexual desire for a person of the same gender.

**Human rights:** The fundamental freedoms that every person in the world is entitled to just because they are human. Nobody can take away these rights, and you have them forever.

**Image:** The picture of ourselves which we present to the world. It is made up of how we think or feel about ourselves and how we want to be seen.

**Intersex:** A person who biologically has aspects of both the male and female anatomy.

**Intimate partner violence:** All forms of violence (physical, psychological, emotional, sexual, and economic) that can occur within couple relationships, and is not limited to couples who are living together in the same home.

**Involved or Active Fatherhood:** Fathers who take a motivated interest in the lives of their children and support the mother by sharing caregiving activities and domestic responsibilities. Men may play this role regardless of whether they are biological or non-biological fathers.

**Lesbian:** A woman who is sexually attracted to women.

**LGTI:** Lesbian, Gay, Bisexual, Transsexual, Intersex

**Masculinity:** In broad terms, how men are socialized and the discourses and practices that are associated with the different ways of being a man.

**Mastery:** To feel competent or have control over something; to know that you can solve problems and deal with your life issues.

**Matriarchy:** A social system in which women are seen as being superior to men and in which

women have more social, economic and political power than men.

**Monogamous:** To be faithful to one partner.

**Non-Governmental Organisation (NGO):** An NGO is a private or voluntary, usually non-profit group, which can be organized on a local, national or international level. Generally, participates in education, training or other humanitarian projects.

**Norms:** Accepted forms and patterns of behaviour that are seen as 'normal' in a society or in a group within society.

**Paternity Leave:** A benefit that provides paid or unpaid leave from work for men to help care for a new-born baby.

**Positive masculinity**– If masculinity is socially constructed, then there is the possibility of reconstruction. If boys and men accept systems of domination because they believe it is the path to power and mastery, then we can learn to embrace even more empowering and rewarding masculinities. The construction and promotion of "positive masculinities" creates opportunities for men to change, and to become role models for personal and social change.

**Prejudice:** An emotional response, attitude, opinion or judgment about someone or something that is formed before having knowledge or examining all the facts.

**Rape:** Forcing a person to have any type of sex (vaginal, anal or oral) against their will.

**Reproductive health**– A state of complete physical, mental and social well related to the reproductive system and its functions and processes

**Reproductive rights:** This includes the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so. It also includes the right to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents.

**Resources:** A supply of something (for example, abilities, money, time, people) that can be used.

**Responsibilities:** Duties, obligations, being accountable for your actions and behaviour.

**Risk:** The potential loss or an undesirable outcome resulting from an action, activity or inaction.

**Role model:** Any person who serves as an example to others; whose behaviour others want to match or copy.

**Self-awareness:** To be able to recognize yourself as an individual, separate from other individuals and from your environment. To focus on yourself and compare your behaviour to your internal values and beliefs.

**Self-esteem:** The way we feel and think about ourselves; how much we like, value and accept ourselves.

**Setting boundaries:** To set limits about what values and behaviour you are prepared to accept and what you are not prepared to accept.

**Sex:** The physical and biological differences between men and women, including the internal and external anatomy of males and females, chromosomes, hormones, gonads (ovaries, testicles) and reproductive units (sperm, egg). It can also refer to sexual contact, like intimacy, touching and fondling, petting, oral sex and all other options that go to make up the richness of sexuality, including sexual intercourse.

It is often spoken about as male/female, although this is not adequate for someone who biologically has aspects of both the male and female anatomy (intersex).

### **Sexual and Reproductive Health and Rights**

**(SRHR):** The right for all to make choices regarding your own sexuality and sexual and reproductive well-being provided these choices respect the rights of others to bodily integrity. This includes people who are young or old; women or men; transgender, straight, gay, lesbian or bisexual; HIV positive or negative. This definition also includes the right to access information and services needed to support these choices and optimise health.

**Sexual health:** A state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.

**Sexual identity:** How you perceive yourself as a sexual being; how you think of yourself in terms of who you are sexually or romantically attracted to; how you think and feel about aspects of your sexuality and what you think is right or wrong for you (your values).



**Sexual orientation:** A person's sexual attraction and behaviour towards another – of the same sex (homosexuality) or of the opposite sex (heterosexuality). Some people are attracted to people from either sex (bisexual).

**Sexual responsibilities:** The ethical obligations that a person has to others with whom he/she engages in penetrative sexual activity.

**Sexual rights:** The human right of people to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence”.

**Sexuality:** Sexuality is the capacity to have sexual experiences and responses. It is a complex term. According to the World Health Organisation (WHO), sexuality is a central aspect of being human throughout life and includes sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality can be experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. The meaning of sexuality varies from person to person, from culture to culture, and changes as people shift into different stages of development.

**Socio-economic group:** A group that shares similar social and economic circumstances.

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

**Stigma:** A negative belief about someone or something which devalues and marginalises them and can lead to discriminatory behaviour.

**STIs (Sexually Transmitted Infections):** Any infections you get through sexual contact with the genitals of person who has an STI, e.g. Syphilis, gonorrhoea, chlamydia and hepatitis B; or through mouth-to-mouth kissing, e.g. herpes; and/or through blood and breast milk, e.g. HIV – the virus that leads to AIDS.

**Transgender:** A person whose gender identity is different from his or her biological sex. For example, the person may have the reproductive and sexual system of a male but identifies with the social gender identity of being female.

**Values:** Accepted principles and standards which we use to guide and direct our lives, and which are seen in the way we live and, in our actions, and behaviour.

**Violence:** The use of force or power to harm and/or control a person, group or community. It covers a wide range of behaviours that go beyond the physical, such as threat and intimidation that compromise the well-being of individuals, families and communities.

#### **Voluntary Counselling and Testing (VCT)**

**Services:** Services where people can take an HIV test which will tell them if they are infected with HIV. The test is voluntary – it is the person's own decision to get tested or not. The test is also confidential. VCT services include counselling people before and after the test when they get the results.

**Whole child development:** Refers to the healthy development of all aspects of the child – physical, social, emotional, intellectual, spiritual, environmental, and universal. This holistic development should be nurtured and supported by the parents, family, community, and society.

**Whole person:** The multiple parts of what makes up a human being, including physical, social, emotional, intellectual, spiritual, environmental, universal.

## PLUS/DELTA EVALUATION CHART

**Session Name:**

**Date:**

**Facilitator:**

**Things that worked well**

**Things to change**

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