

**EngenderHealth/Men as Partners (MAP) Programme
Curriculum for Practicum Session at AfriCommNet Conference**

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THEME/OBJECTIVES OF PRACTICUM SESSION

This session will focus on defining gender norms and identifying practices that impact HIV and AIDS prevention, care and treatment programming and impact mitigation. The session will offer communication practitioners practical workshop activities to address gender norms that impact HIV/AIDS and gender-based violence programming. In a 95 minutes session, facilitators will lead participants in interactive exercises to build their capacity to focus on the following objectives:

- 1) recognize differences between sex and gender, and gender equality and gender equity
- 2) describe benefits men gain from gender equality
- 3) reflect on how current male and female gender norms and stereotypes impact HIV/AIDS and gender-based violence in societies; and
- 4) redefine gender norms to be healthier
- 5) examine power dynamics in all relationships, with emphasis on gender and HIV/AIDS.

ACTIVITIES

1.1

Understanding Gender

- Objectives**
- To understand the difference between the terms sex and gender.
 - To understand the terms gender equity and gender equality.
 - To recognize the benefits to men in promoting gender equality/equity

Time 60 minutes

Materials Flipchart; Markers; Tape; *Handout 1A: The Gender Game*

- Steps**
1. Explain that this session will help clarify some of the terminology that we will be using in the workshop. It will also help us understand what these terms mean in our own lives.
 2. Ask participants if they can provide an explanation of the difference between the terms “sex” and “gender.” After getting feedback from the group, clarify the points by providing the following definitions:

Sex refers to physiological attributes that identify a person as male or female

Gender refers to widely shared ideas and expectations concerning women and men. These include ideas about typically feminine/female and masculine/male characteristics and abilities and commonly shared expectations about how women and men should behave in various situations.

3. Distribute the handout and ask the participants to indicate if the statements are referring to sex or gender. After giving the participants a chance to read and answer the statements on their own, discuss each of the answers with the entire group.
4. Explain that there are several terms related to the word gender that also need to be explained. Ask the group if they have ever heard the term “gender equality.” Ask them what they think it means. Allow plenty of time for discussion. After getting their feedback provide the following definition:

Gender Equality means that men and women enjoy the same status. They both share the same opportunities for realizing their human rights and potential to contribute and benefit from all spheres of society (economic, political, social, cultural)

5. Ask the group if the definition makes sense. Allow them to ask any questions about it.
6. After, ask the group to discuss whether or not gender equality actually exists in Africa. As the group discusses this, write down any statements which explain why women do not share equal status with men in all spheres of society. Be sure to include some of the following points if they are not mentioned by the group:
 - *Women in Africa are more likely to experience sexual and domestic violence than men.*
 - *Men are paid more than women for the same work (in most cases).*
 - *Men are in more positions of power within the business sector.*
 - *Women bear the brunt of the AIDS epidemic, both in terms of total infections and in care and support for those living with HIV.*
7. Ask the group if they have ever heard the term “gender equity.” Ask them what they think it means and how it is different than gender equality. Allow plenty of time for discussion. After getting their feedback provide the following definition:

Gender Equity is the process of being fair to men and women. Gender equity leads to gender equality. For example, an affirmative action policy that promotes increased support to female owned businesses may be gender equitable because it leads to ensuring equal rights between men and women.

8. After clarifying the definitions of gender equality and gender equity, ask the group the following question:

- *Why should men work towards achieving gender equality?*
- *What benefits does gender equality bring to men's lives?*

9. Ask the group to identify gender-equitable actions that men can take to help create gender equality.

- Closing**
- ✓ A major goal of the MAP program is to support communities where gender equality exists, so that men and women can live more healthy and happy lives.
 - ✓ To achieve this, we must encourage gender equitable behaviours such as men and women making joint decisions about their health, men respecting a woman's right to say no to sex, men and women settling differences without violence, and men and women sharing responsibility for parenting and care for others.

**Answers to
Gender Game**

1. Sex
2. Gender
3. Gender
4. Sex
5. Gender
6. Sex
7. Gender
8. Gender

Identify if the statement refers to gender or sex...

Gender	Sex	
		1. Women give birth to babies, men don't.
		2. Girls should be gentle, boys should be tough.
		3. In Botswana, women or girls are the primary caregivers for those sick with AIDS related illnesses in more than two-thirds of households
		4. Women can breastfeed babies, men can bottle feed babies.
		5. Many women do not make decisions with freedom, especially regarding sexuality and couple relationships
		6. Men's voices change with puberty, women's voices do not.
		7. Four-fifths of all the world's injection drug users are men.
		8. Women get paid less than men for doing the same work.

Objectives To identify the differences between rules of behaviour for men and for women (e.g. gender norms)

To understand how these gender norms affect the lives of women and men, specifically related to risks for HIV/AIDS

Time 75 minutes

Materials Flipchart; Marker Pens; Tape

- Steps**
1. Begin by asking the male participants if they have ever been told to “act like a man.” Ask them to share some experiences of someone saying this or something similar to them. Ask: Why do you think they said this? How did it make you feel?
 2. Now ask the female participants if they have ever been told to “act like a lady.” Ask them to share some experiences of someone saying this or something similar to them. Ask: Why do you think they said this? How did it make you feel?
 3. Tell the participants that you want to look more closely at these two phrases. Explain that by looking at them, we can begin to see how society creates very different rules for how men and how women are supposed to behave. Explain that these rules are sometimes called “gender norms”. This is because they say what is ‘normal’ for men to think, feel and act and what is ‘normal’ for women. Explain that these rules restrict the lives of both women and men. They try to keep men in their “Act like a man” box. And they try to keep women in their “Act like a woman” box.
 4. In large letters, print on one sheet of newsprint the phrase “Act like a Man.” Ask participants what men are told in their community about how they should behave. Write these messages on the sheet. Check the examples to see the kinds of messages that are often listed. Feed these in to the discussion if they have not been mentioned.
 5. When the group has no more to add to the list, draw a box around the list and explain that this is to be called the “gender box.” Next, ask the following discussion questions:

After Act Like a Man

- Which of these messages can be potentially harmful? Why? (place a star next to each message and discuss each message one by one)
 - How does “living in the box” impact a man’s health and the health of others?
 - How about their risks for HIV/AIDS?
 - How does living in the box limit men’s lives and the lives of those around them?
 - What happens to men who try not to follow the gender rules (e.g. “living outside the box”)? What do people say about them? How are they treated?
6. Print on another sheet of newsprint the phrase “Act like a Lady.” Ask participants what women are told in their community about how they should behave. Write these messages on the sheet. Check the examples to see the kinds of messages that are often listed. Feed these in to the discussion if they have not been mentioned. When the group has no more to add to the list, ask the discussion questions listed below.

After Act Like A Woman

- Which of these messages can be potentially harmful? Why? (place a star next to each message and discuss each message one by one)
- How does living in the box impact a woman’s health and the health of others?

- *How about their risks for HIV/AIDS?*
- *How does living in the box limit women's lives and the lives of those around them?*
- *What happens to women who try not to follow the gender rules? What do people say about them? How are they treated?*

7. Next, get two new flip charts. Title the first "Transformed Men." Title the second "Transformed Women." Explain that the group will be able to express messages about each gender that they would be healthier for men and women.

- Closing**
- ✓ We are constantly being confronted with societal expectations of what it means to be male or female.
 - ✓ Many of these expectations are completely fine, and help us enjoy our identities as either a man or woman. However, we all have the ability to identify unhealthy messages and the right to keep them from limiting our full potential as human beings.
 - ✓ Therefore, we are all free to create our own gender boxes, of how we choose to live our lives as men and women.

Facilitator's notes This activity is a good way to understand the idea of gender norms. But remember that these gender norms may also be affected by class, race, ethnicity and other differences.

It is also important to remember that gender norms are changing in Southern Africa. It is getting easier in some places for some men and women to step outside of their 'boxes'. If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box.

Example

Flip Charts on Gender Rules (Boxes)

Act Like a Man	Act Like A Woman
<ul style="list-style-type: none"> • Be tough • Do not cry • Be the breadwinner • Stay in control and do not back down • Have sex when you want it • Have sex with many partners • Get sexual pleasure from women • Produce children • Get married • Take risks • Don't ask for help • Use violence to resolve conflicts • Drink • Smoke • Ignore pain • Don't talk about problems • Be brave • Be courageous • Make decisions for others 	<ul style="list-style-type: none"> • Be passive and quiet • Be the caretaker and homemaker • Act sexy, but not too sexy • Be smart, but not too smart • Follow men's lead • Keep your man – provide him with sexual pleasure • Don't complain • Don't discuss sex • Get married • Produce children • Be pretty • Be seen, not heard
Transformed Men	Transformed Women

<ul style="list-style-type: none"> • Loving; Caring • Strong • Joint-decision making • Able to expression emotions in a positive way • Good listener/communicator • Abstains, Is Faithful to one partner • Delays sexual activity till both partners are ready • Uses condoms • Gets tested for HIV regularly • Seeks medical treatment when appropriate • Respects women • Speaks out in favour of gender equality • Challenges other men who are “inside the box” 	<ul style="list-style-type: none"> • Caring • Strong • Assertive Communicator • Joint-decision making • Able to express emotions in a positive way • Abstain; Is Faithful to one partner • Delays sexual activities until both partners are ready • Uses condoms • Gets tested for HIV regularly • Works to empower other women • Speaks out in favour of gender equality • Challenges others who are inside their gender boxes
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1.3

Persons and Things

Objectives To increase awareness about the existence of power in relationships and its impact on individuals and relationships

Time 45 minutes

Materials None

Facilitator’s Notes Some of the participants might not feel comfortable with the role play involved in this activity. It is important to be sensitive to how participants react to being assigned the role of “persons” or “things” and to be prepared to make the necessary accommodations or changes. For example, rather than have the participants actually carry out the role play, the facilitator might invite the participants to discuss in pairs how “persons” might treat “things” and the feelings that this might generate for the “persons” and “things”. The facilitator should also be prepared to make referrals to counseling or other services for those participants who might be especially affected by the activity.

- Steps**
1. Divide the participants into two groups – counting of 1 and 2.. Each group should have the same number of participants. (Note: If the number of participants is not even, assign the “extra” participants to be part of things group).
 2. Tell the participants that the name of this activity is: **Persons and Things**. Choose at random one group to be the “things,” another to be “persons.”
 3. Tell the Persons Group to “find themselves a “thing” (e.g. a partner from the other group) for this activity. Once they have paired up, read the following directions to the group:
 - a) THINGS: You cannot think, feel, or make decisions. You have to do what the “persons” tell you to do. If you want to move or do something, you have to ask the person for permission.
 - b) PERSONS: You can think, feel, and make decisions. Furthermore, you can tell the objects what to do.
 4. Give the group 4 minutes for the “people” and “things” to carry out their designated roles. Push them to continue, as after 2 minutes many will want to stop – but keep telling them to continue.
 5. After about 4 minutes, stop them and explain that there has not been a

REVOLUTION – and the “things” have liberated themselves in “persons”, however, they have now made the former persons into “things.” Thus, they should switch the roles and repeat the activity. Give them about 3 minutes for the repeated part.

6. Finally, ask the groups to go back to their places in the room and use some of the questions below to facilitate a discussion.
 - For the “things”: How did your “persons” treat you? What did you feel? Did you feel powerless? Why or why not?
 - For the “persons”: How did you treat your “things”? How did it feel to treat someone this way? Did it make you feel powerful? Why or why not?
 - Why did the “things” obey the instructions given by the “persons”?
 - Were there “things” or “persons” who resisted the exercise?
 - In your daily lives, do others treat you like “things”? Who? Why?
 - In your daily lives, do you treat others like “things”? Who? Why?
 - If you had been given a chance to choose between the two groups, which would have chosen to be in and why?
 - Why do people treat each other like this?
 - What are the consequences of a relationship where one person might treat another person like a “thing?” How about HIV/AIDS issues?
 - In your communities, do men most often belong to one of these two groups? Which group? Do women most often belong to one of these three groups? Which group? Why do you think this is?
 - How does society/culture perpetuate or support these kinds of relationships?
 - What can we do to make sure that different groups such as men and women live in an equitable world where they can enjoy the same opportunities, equal treatment, and equal rights?

- Closing**
- ✓ There are many different types of relationships in which one person might have more power over another person. Unequal power balances between men and women in intimate relationships can have serious repercussions for the risk of STIs, HIV/AIDS, and unplanned pregnancy. For example, a woman often does not have the power to say if, when, and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive (or that women “owe” sex to men). In other cases, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. In cases of cross-generational sex, the age and class differences between men and women can further create unequal power relations that can in turn lead to risk situations.
 - ✓ There are also other examples of power relationships in your lives and communities. Think of relationships between youth and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object. As you discuss gender and relationships between men and women, it is important to remember the connection between how you might feel oppressed, or treated like “objects,” in some of your relationships and how you, in turn, might treat others, including women, like “objects.”
 - ✓ Thinking about these connections can help motivate you to construct more equitable relationships with women in your homes and communities.