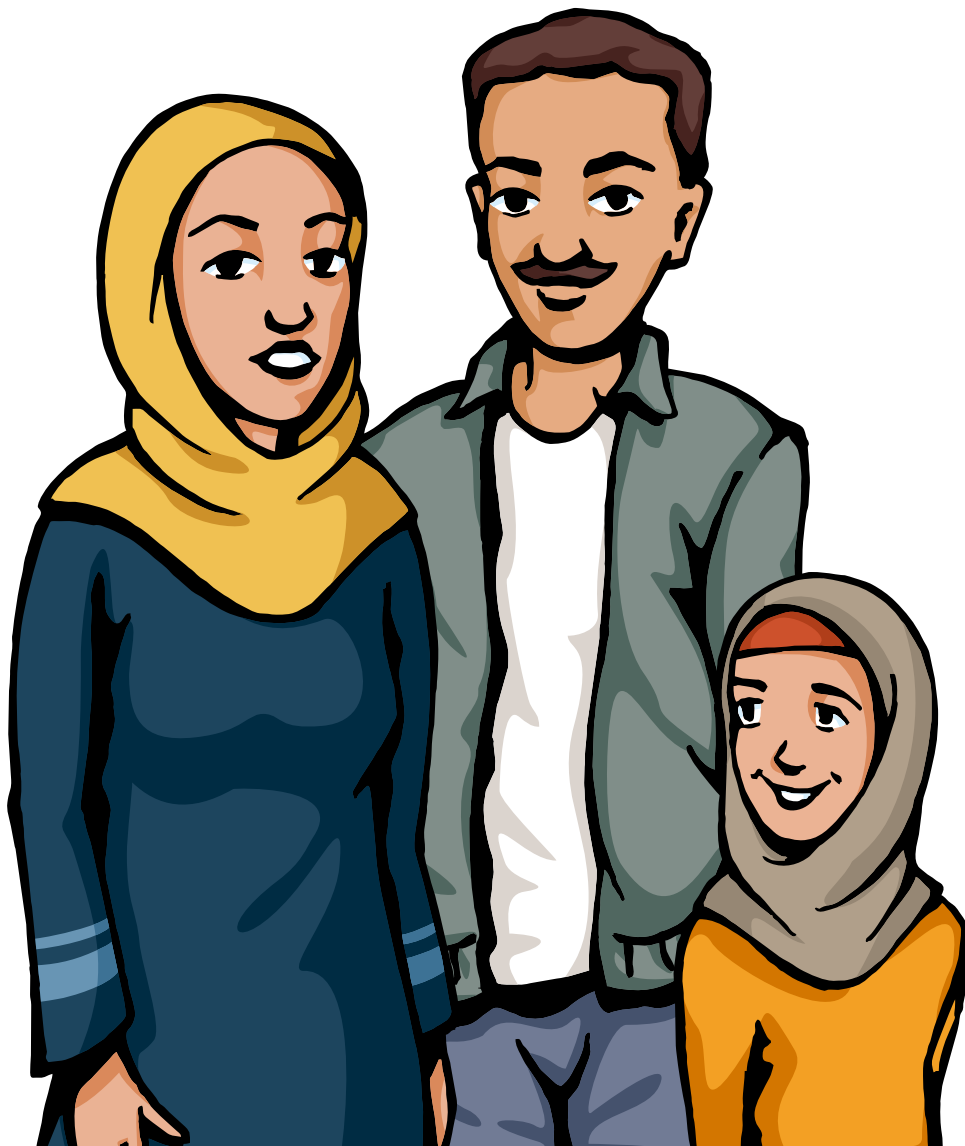


SAFE^{AT} HOME

MODULE 2: WOMEN AND CHILDREN SAFE AT HOME



Part 5: Safe at Home Training Guide

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MODULE 2

WOMEN AND CHILDREN
SAFE AT HOME

Part 5: Safe at Home Training Guide

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1. Introduction

The Safe at Home Training Guide for the Foundations Curricula provides a step-by-step approach to training community facilitators to implement Safe at Home programming for individual-level behavior change. The training models the Safe at Home Program, aiming to create an environment similar to Safe at Home Group Discussion Sessions, where participants exchange ideas in a safe, non-judgmental environment. During the training, community facilitators will participate in curriculum activities, learn key facilitation skills, have the opportunity to reflect on their own experiences and attitudes, and practice facilitating key program content.

WHO CONDUCTS THE TRAINING?

The Safe at Home training should be led by at least two trainers, ideally one male and one female trainer, who have in-depth knowledge of gender-based violence (GBV) and child protection (CP) core concepts and guiding principles. Trainers' attitudes must support gender equality and child rights.

Prior to training, the trainers should spend time reviewing the Safe at Home model in depth and should have read all parts of the resource package prior to beginning the training. In addition, the trainers should have :

- **Training skills and knowledge:** The trainers should have strong skills and knowledge around training and facilitating learning – including how to create a learning environment, lead interactive and experiential learning, and utilize challenging moments as learning opportunities.
- **Experience co-training:** The trainers should have experience working in equal and accountable partnership with a co-trainer.
- **Commitment to and passion for overturning structures of power that hurt families:** This includes taking a feminist lens to understanding violence against women, children, and other vulnerable family members. It means, we stop asking “What about men?” and instead ask “How can men support and empower women, children, and other at-risk family members?” It means understanding that violence in the home is perpetuated by a patriarchal system of power, which systematically gives men power and privilege over women and children. Deconstructing this system and committing to personal change is at the core of the Safe at Home program approach.
- **Capacity to drive the program forward:** Trainers should be available for capacity building support for community facilitators, and able to conduct refresher trainings and link participants to service providers when necessary.

WHO PARTICIPATES IN THE TRAINING?

This training is designed for community facilitators who come from program sites where Safe at Home will be implemented. The training should include no more than 30 community facilitators and may be implemented in mixed or same-sex groups. The training may be part of your community facilitator recruitment process, in which case trainers may aim to select more community facilitators than are necessary for program implementation, and analyze their skill set throughout the training process before making a final decision on who will take on the facilitator role. GBV and CP core concepts trainings should be offered in addition to this one as part of community facilitator ongoing capacity building.

TRAINING OBJECTIVES AND OUTCOMES

The overall objective of the Safe at Home Foundations training is to prepare community facilitators to implement the Safe at Home Foundations Curricula. The training should assure the following key outcomes for facilitators:

Knowledge Outcomes:

- Facilitators understand Safe at Home Foundations content.
- Facilitators understand participatory facilitation techniques.
- Facilitators understand principles of do no harm and confidentiality.
- Facilitators understand the case management services available in the community and how to make a referral for female participants and/or their children, as needed.

Attitude Outcomes:

- Facilitators hold attitudes that support gender equality and child rights.
- Facilitators do not support corporal punishment.
- Facilitators have a sense of self-efficacy to facilitate the curricula.

Behavioral Outcomes:

- Facilitators are able to apply a variety of techniques in the facilitation of the curriculum.
- Facilitators use appropriate communication skills (active listening, empathy, etc.).
- Facilitators are able to manage resistance reactions from participants and community members.
- Facilitators begin to apply gender equitable practices in their own homes.
- Facilitators speak out against violence in their communities.

KEY CONCEPTS AND SKILLS

Attitudes and Beliefs: Facilitators need to hold attitudes and beliefs in line with the Safe at Home Principles. While it may be challenging to find facilitators with attitudes and beliefs already in line with Safe at Home, the training should address this, and strategies should be developed to deal with the challenges that may arise. Attitudes and beliefs may change over time, and in situations where the choice of facilitators is limited, it may be necessary to work with individuals whose attitudes may not be fully in line with the Safe at Home Principles. It is thus important to ensure that facilitators are able to implement the sessions without imposing their own attitudes and beliefs on the group. Creating a safe training environment will enable trainers to identify some attitudes and beliefs that may be harmful and address them with individuals (while also enabling them to identify individuals that are not suitable to implement the curriculum at all).

Do No Harm: Facilitators must ensure that the approach, techniques, and knowledge they utilize do not cause harm to participants, especially women and children. They should be equipped with skills to handle a variety of common situations that may arise (group GBV disclosures, harmful coping mechanisms, group disagreements, etc.) and should mitigate harm to the best of their ability. They should know when to seek support from a staff member and have the opportunity to practice sensitive scenarios during the training to

help prepare them for these eventualities. Facilitators should know that they are responsible for ensuring the well-being of their group and should feel prepared to respond quickly to difficult situations as they arise.

Creating a Safe Space: Facilitators need to establish a safe environment for participants. They should do this by establishing group agreements, maintaining boundaries, not giving their opinion or judgments, and allowing participants to express themselves. This will foster a more productive learning environment for participants. They should be sure to check in with participants, especially women, before and after sessions. They should also be aware of existing services and referral mechanisms should women and children need this information.

Confidentiality: Part of creating a safe and trusting environment is assuring that what is discussed during the Safe at Home sessions remains confidential. Confidentiality should be part of the group agreements, and if it does not come up, the facilitator should insist on this. When discussing confidentiality with participants, the facilitator should clarify the limits to confidentiality, namely when one's own self or another person is at-risk of imminent harm.

Facilitation Skills: How the Safe at Home program is facilitated will have a major impact on the resulting changes in knowledge, attitudes, and behaviors among participants. The techniques used in the curricula may be different to those that facilitators are used to. It is important that the training helps participants to move away from traditional teaching techniques and instead introduces participatory techniques whereby participants lead the sessions, and the facilitators provide a safe environment for them to do so. Facilitators will need to put themselves outside of their comfort zones, strengthen their ability to facilitate dialogue, generate enthusiasm for key topics, and demonstrate that change is possible. This is something that may not come naturally to all; therefore, there should be plenty of opportunities during the training to allow participants to become more comfortable with these techniques.

Adaptation and Flexibility: The Safe at Home Curriculum is a global tool that will require contextualization to specific contexts and groups. Irrespective of the contextualization that goes into the curriculum, facilitators should be made to feel empowered to understand the group they are working with and respond accordingly. Certain scenarios may need to be further adapted according to the number of participants in a session, the displacement context, the age, and literacy level of participants, etc. Facilitators should be able to make these decisions while feeling confident that they are maintaining the Safe at Home core principles and facilitation approach.

Knowledge of Curriculum Content: While knowledge of the curriculum is important, it is equally important for facilitators to be aware of referral mechanisms, GBV and CP core concepts, and skills related to listening and facilitation. Once this has been established, facilitating the sessions will be much easier. The information related to each session is included in the session plans, and over time, facilitators will become more familiar with this. Sometimes facilitators put a lot of focus in learning the knowledge pieces and not enough into their facilitation approach. It is critical that over the course of the training, participants learn to feel more comfortable with the knowledge pieces and that they leave the training equipped with the main skills and approaches needed to implement the sessions, as well as strategies they can use for session content that they may feel uncomfortable with.

TRAINING APPROACH

Given six to eight months of Safe at Home Foundations curricula content, program teams should implement a staggered training approach. This means that program teams train community facilitators on content by theme as opposed to training on the full-length curricula all at once. In general, the training should follow the parameters below.

SAFE AT HOME FOUNDATIONS CURRICULA	WHEN TO COMPLETE?	LENGTH OF TRAINING
Introducing Safe at Home and content related to IPV	Prior to implementation	10 days
Parenting-related content, and closing the Safe at Home Program	At the closure of the IPV content	8 days

The training cannot be shortened because shortening it will have a significant impact on quality and will risk doing harm. Annex 3 of this guide provides talking points that can be used with senior management team and donors as to why the training length is required. Furthermore, program teams will need to ensure they are then able to complete preparatory sessions with community facilitators each week to ensure understanding and internalization of content.

TRAINING DO'S AND DON'TS

Trainers should consider the following “do’s” and “don’ts” when training community facilitators.

DO'S	DON'TS
• Create a safe space for participants to question their own beliefs and Safe at Home messaging. • Orient/guide the discussions to align with Safe at Home core principles, humanitarian values, and human rights frameworks. • Address how to assure confidentiality in the training space. • Contextualize training messages and approaches. • Take extra time where key concepts may not be clear from the discussion. • Take a temperature check of the participants at the end of each day/ complete a brief training evaluation: address the feedback the next morning. • If possible, try to have all training discussions in the local language/ first language of the participants. • Try to find a balance between assuring everyone participates and allowing people to feel comfortable to absorb information in whatever way works best for them	• Don't allow training conversations/reflections to slide into a cultural relativity debate, for example “This is our culture.” The Safe at Home program is not calling into question the culture of the participants, rather helping them to identify hurtful practices that exist across all societies and how we can change them. • Don't always call on the same people to give responses to questions. • Don't rush through content for the sake of time.

TRAINING METHODOLOGY

The training methodology is experiential and based on adult learning principles. Trainees learn by doing and take part in sessions that require engaging, participatory methodologies. Trainees should feel like they are in a safe learning space, and we want them to come excited to the training every day. Trainees should not feel like they are in a classroom.

Facilitator Skills Sessions: These activities focus on building specific skills that facilitators will need to lead Safe at Home discussions in their community. All facilitator skills sessions are noted by (FS).

Curriculum Sessions: These activities come directly from the Safe at Home curriculum. They should be implemented as if the trainees are program participants, and the trainers are the community facilitators. All curriculum sessions are noted by (CS).

Teach-backs: Teach-backs give training participants the opportunity to practice facilitating a curriculum session that they recently participated in as a trainee. Training participants should be divided into groups (group size may vary depending on number of training participants but should be no larger than 5 persons). Groups should be numbered and paired, with an even number of groups. For example, if you have a group of 20 people, you should divide into 4 groups of 5 persons each. Groups will then be paired off (group 1 and 2 together, group 3 and 4 together, and so on.) The paired groups will facilitate and provide feedback to each other. Make sure one trainer can support with each set of paired groups. The trainer should not participate in the activity, except to support group preparation. The trainer should take notes on each teach-back and share as part of the peer review. There are a number of teach-backs throughout the curriculum, and trainers should make sure to make new groups each time, so participants have the experience of facilitating with a variety of people with different styles.

Teach-backs should be no less than 3 hours total, divided in the following way:

- 30 minutes of group preparation
- 45 minutes for teach-back from Group 1 to Group 2
- 15 minutes peer feedback Group 2 to Group 1
- 45 minutes teach-back from Group 2 to Group 1
- 15 minutes peer feedback from Group 1 to Group 2
- 30 minutes of debriefing in plenary

In addition to giving trainees the opportunity to practice the curriculum they will facilitate and receive feedback from their peers, teach-backs greatly support the internalization of content. Teach-backs help facilitators to gain confidence in their own skills and knowledge of the content over the course of the training, as well as preparing them to anticipate any facilitation challenges.

PREPARING FOR THE TRAINING

As you prepare for the training, consider the following:

Training Space:

- Is the space big enough for participants to move around and be active (with role plays, songs, games, etc.)?
- Is the space quiet?
- Does the space allow for exchange of ideas and opinions without non-participants being able to hear?
- Does the space allow for break-out groups to work in separate places?
- Is the temperature of the space supportive to learning?
- Does the space have a garden or other nice area where participants may be able to take a break or do relaxation activities?
- Does the space allow persons with and without disabilities to participate on an equal basis?

Training Materials:

All of the following materials should be ready prior to the training, and available at the training venue on the first day:

- Projector
- Sound system
- Flip chart paper
- Markers
- Trainee packets: agenda, name card, pens, notebook
- Water
- Copies of the Safe at Home Foundations Curricula and associated Annexes for each participant and trainer
- Copies of the agenda, copies of the Pre-test and Post-test
- Training certificates
- Sticky notes/post-its
- Candy

FACILITATING THE TRAINING

Prepare for the training each day:

Try to arrive 30 minutes early to the training venue each day in order to assure your space is set up for the first activities. This will also give you time to interact with the training participants, welcome them, and build rapport.

Debrief after each training day:

Debriefing the training with your co-facilitators is an essential aspect of facilitating the training. Take 30 minutes at the end of the day to debrief with the team. Review the participants' evaluation of the day and discuss adjustments to make for the next day. Discuss if the training should be shifted to reinforce a key concept. Consider how your collaboration is going with the co-facilitators. What is working well? Where do you feel you need support? Create a space for open exchange and dialogue.

Complete training notes:

After you have completed the debriefing, take 15 minutes to write down your thoughts. How did the training go from your individual perspective? What would you do differently next time? Where do participants need more support? Record your responses in the Training Notes form. Your training notes will be really helpful in reflecting on how the training went overall and where participants need to be reinforced, and they can help prepare you for any future trainings you may lead.

TRAINER FREQUENTLY ASKED QUESTIONS

1. Why is the training so long?

Social change is a long and complex process. For individuals to lead others in social change processes in their communities, they need to be transformed themselves. Gender transformation is something that cannot be rushed as it requires critical reflection, questioning of your values, experiences, and past actions. In particular, for power holders, it takes time to see the negative effects of your power and accept to change how you use it. This is natural, and part of the human experience. However, for these various reasons, the training cannot be cut down because facilitators will not have the attitudes or tools to lead change in their communities and may even do harm by promoting values that they themselves do not live.

2. Do I have to use the icebreakers?

Icebreakers are recommended, but the specific ones included in the training guide are not required. Feel free to use an icebreaker that is relevant to your context, or that comes from participants themselves.

2. Safe at Home Foundations Training Package for Facilitators

TRAINING SNAPSHOT

Training 1: Transforming Gender Relations and Preventing Intimate Partner Violence

WEEK 1				
Day 1	Day 2	Day 3	Day 4	Day 5
Setting the Stage 🕒 1 hour	Icebreaker and Recap of Day 1 🕒 30 minutes	Icebreaker and Recap of Day 2 🕒 30 minutes	Icebreaker and Recap of Day 3 🕒 30 minutes	Icebreaker and Recap of Day 4 🕒 30 minutes
Pre-test 🕒 30 minutes	Gender Lifelines 🕒 1.5 hours (CS)	Gender Boxes 🕒 2 hours (CS)	Teach-back: Gender Boxes 🕒 1.5 hours	Root Causes of Violence Against Women and Girls 🕒 1.5 hours (CS)
BREAK				
What is Safe at Home? 🕒 1 hour	Facilitation Techniques 🕒 1.5 hours (FS)	How Do We Learn Violence? 🕒 1 hour (CS)	Teach-back Continued: Gender Boxes 🕒 1.5 hours	Consequences of Violence Against Women and Girls 🕒 2 hours (CS)
My Dreams for My Family 🕒 1 hour (CS)		Introduction to Resistance Reactions 🕒 30 minutes		
LUNCH 🕒 1 hour				
Introducing Safe at Home Key Concepts 🕒 1 hour (FS)	Teach-back: My Dreams for My Family 🕒 1.5 hours	Violence and Respect 🕒 1.5 hours (CS)	Power Lists 🕒 1.5 hours (FS)	Accountability in Focus: Accountability Gameshow 🕒 2 hours (FS)
	BREAK			
Roles and Responsibilities of a Facilitator 🕒 1 hour (FS)	Teach-back Continued: My Dreams for My Family 🕒 1.5 hours	Understanding Status 🕒 75 minutes (CS)	Understanding Violence Against Our Wives/ Girlfriends 🕒 75 minutes (CS)	Teach-back Preparation: Root Causes of Violence Against Women and Girls 🕒 45 minutes

WEEK 2				
Day 6	Day 7	Day 8	Day 9	Day 10
Icebreaker and Recap of Day 5 🕒 30 minutes	Icebreaker and Recap of Day 6 🕒 30 minutes	Icebreaker and Recap of Day 7 🕒 30 minutes	Icebreaker and Recap of Day 8 🕒 30 minutes	Icebreaker and Recap of Day 9 🕒 30 minutes
Teach-back: Root Causes of Violence Against Women and Girls 🕒 2 hours	Understanding Thoughts, Feelings, and Emotions 🕒 1 hour (CS)	Accountability in Focus: Do’s and Don’ts 🕒 1 hour (FS)	Identifying My Limits 🕒 2 hours (FS)	Identifying Needs Versus Wants 🕒 1.5 hours (CS)
BREAK				
Preparing for Resistance Reactions 🕒 2 hours (FS)	Healthy and Unhealthy Relationships 🕒 1 hour (CS)	Teach-back: Healthy and Unhealthy Relationships 🕒 2 hours	Making Referrals Safely 🕒 1.5 hours (FS)	Let’s Talk 🕒 1 hour (CS)
	Supporting a Woman Survivor 🕒 1 hour (CS)			Active Listening 🕒 1 hour (CS)
LUNCH 🕒 1 hour				
Understanding Violence Against Women and Girls: Root Causes Versus Contributing Factors 🕒 1 hour (FS)	Integration of Women’s Voices 🕒 2.5 hours (FS)	Teach-back Continued and Debriefing 🕒 1 hour	Introducing the Safe at Home Family Curriculum 🕒 1 hour	Open Space: Questions and Answers 🕒 30 minutes
Understanding Violence as a Choice 🕒 1 hour (CS)				
BREAK		BREAK		
Taking Responsibility for My Emotions 🕒 1 hour (CS)			Service Provider Mapping 🕒 2 hours (FS)	Circles of Influence 🕒 1.5 hours (CS)
	Overall Training Evaluation 🕒 30 minutes			
	Planning for Safe at Home Implementation 🕒 1.5 hours			

Training 2: Positive Parenting

WEEK 1				
Day 1	Day 2	Day 3	Day 4	Day 5
Welcome, Training Objectives and Expectations ⌚ 1 hour	Icebreaker and Recap of Day 1 ⌚ 30 minutes	Icebreaker and Recap of Day 2 ⌚ 30 minutes	Icebreaker and Recap of Day 3 ⌚ 30 minutes	Icebreaker and Recap of Day 4 ⌚ 30 minutes
Sharing Our Experiences Leading Community Change ⌚ 1 hour	What's Happening in Our Children's Brains? ⌚ 2 hours (CS)	Teach-back: The Violence Clothesline ⌚ 2 hours	What Is Empathy and How Do We Apply It to Our Communication With Children? ⌚ 1.5 hours (CS)	Discipline With Dignity ⌚ 2 hours (CS)
BREAK				
Pre-test ⌚ 30 minutes	My Safe Space ⌚ 1 hour (CS)	Teach-back Continued: The Violence Clothesline ⌚ 1 hour	Empathy Continued ⌚ 1 hour (CS)	Family Rules and Agreements ⌚ 2 hours (CS)
Introducing Positive Parenting ⌚ 30 minutes (FS)				
Linking Violence Against Women and Violence Against Children: The Violence Clothesline ⌚ 1 hour (CS)	Understanding Violence Against Children in the Family ⌚ 1 hour (CS)	The Race for Equality ⌚ 1 hour (CS)	Teach-back: What's Happening in Our Children's Brains? ⌚ 1 hour	
LUNCH ⌚ 1 hour				
Identification of Parents' Social and Emotional Needs ⌚ 1 hour (CS)	Consequences of Violence Against Children in the Family ⌚ 1 hour (CS)	The Secret Messages We Tell Our Daughters ⌚ 1.5 hours (CS)	Teach-back: What's Happening in Our Children's Brains? ⌚ 2 hours	Teach-back: What Is Empathy and How Do We Apply It to Our Communication With Children? ⌚ 1.5 hours
BREAK				
Relaxation Techniques ⌚ 1 hour (CS)	My Coping and Healing Toolkit ⌚ 1.5 hours (CS)	Relaxation Techniques ⌚ 1 hour (CS)	Teach-back: What's Happening in Our Children's Brains? ⌚ 1 hour	Teach-back Continued: What Is Empathy and How Do We Apply It to Our Communication With Children? ⌚ 1 hour

WEEK 2		
Day 6	Day 7	Day 8
Preparing for Resistance 🕒 1.5 hours (FS)	Icebreaker and Recap of Day 6 🕒 30 minutes	Icebreaker and Recap of Day 7 🕒 30 minutes
Providing Psychosocial Support Within the Family 🕒 1 hour (CS)	Supporting a Child Who Has Experienced Violence 🕒 1 hours (CS)	Teach-back: Family Reputation in My Community 🕒 1 hour
BREAK		
Teach-back: Discipline With Dignity 🕒 2 hours	Family Reputation in My Community 🕒 1 hour (CS)	Teach-back Continued: Family Reputation in My Community 🕒 2 hours
	It's Not Their Fault 🕒 1.5 hours (CS)	
LUNCH 🕒 1 hour		
Teach-back Continued: Discipline With Dignity 🕒 1 hour (CS)	Talking About Sexual Health and Childbearing 🕒 1 hour (CS)	Open Space: Questions and Answers 🕒 30 minutes
BREAK		
Myth or Fact: Children's Experience of Violence 🕒 1 hour (CS)	The Matter of Consent 🕒 1 hour (CS)	Post-test 🕒 1 hour (CS)
		Overall Training Evaluation 🕒 30 minutes
		Planning for Implementation 🕒 1.5 hours

ANNEX 1

Training 1: Transforming Gender Relations and Preventing Intimate Partner Violence

DAY 1

SESSION 1:

SETTING THE STAGE

🕒 1 hour

Objectives:

- ☑ Participants get to know each other.
- ☑ Participants understand the goals of the training and process.
- ☑ Participants establish norms for the training period.

Activity 1:

Hot Potato!

🕒 20 minutes

Materials: Music, ball

1. Explain that trainees and trainers are going to get to know each other with an energizing activity.
2. Show participants the ball and ask them to imagine that the ball is a hot potato, and they need to pass it as fast as possible from one person to the next (no throwing), while the music is going. When the music stops, the person who has the hot potato must introduce themselves.
3. In their introductions, participants should include their name, an adjective that describes them (attached to their name), and one thing people don't often know about them.
 - a. **Example:** "Hello! I'm Happy Tabatha. I'm from Beni. One thing people don't know about me is that I like to sing!"
4. Trainers should make sure to choose some lively music and make sure to stop the music often. Continue the activity until everyone has gone.

Activity 2:

Review Training Agenda, Objectives, and Training Approach

🕒 15 minutes

Materials: Printed copies of the training agenda

1. Remind participants why they are here – to be trained to become group discussion leaders (facilitators) in their community. Facilitators support community members to gain knowledge, skills, and reflect on how they can assure they have safe, happy, and healthy families who live free from violence.
2. Introduce the training objectives:
 - a. Understand the goal and expectations of the Safe at Home Program.
 - b. Gain competencies to facilitate curriculum sessions.
 - c. Reflect on our own attitudes and biases surrounding violence within the family.
3. Introduce the training methodology. Explain that the training methodology includes three main parts:
 - a. Sessions that build facilitation skills
 - b. Sessions that build knowledge, skills, and support reflection; these are sessions directly from the Safe at Home Curriculum
 - c. Teach-backs: These are opportunities to practice facilitating a session that you have taken a part of as a participant
4. Explain that the overall training is 18 days, broken into two training periods. The first training is 10 days.
5. Give participants 5 minutes to review the agenda, then ask if they have any questions.
6. Explain that at the end of each day, participants will have the opportunity to evaluate the day – what went well, what could have gone better, suggestions for changes, and outstanding questions. These evaluations will be anonymous.

Activity 3:

Creating Our Group Agreements

🕒 25 minutes

Materials: Flip chart paper, markers, pens

1. Explain that because the group will be together for 10 days in the first training, they will need to establish a set of Group Agreements – these are ways of behaving and interacting that all participants agree to follow during the training session.
2. Ask for volunteers to propose ideas for Group Agreements and write them on a flip chart.



EXAMPLES OF GROUP AGREEMENTS

1. Respect each other's ideas and experiences.
2. Confidentiality – keep information private.
3. Participate actively.
4. Arrive and finish on time.
5. Listen to each other – do not interrupt.
6. Ask for permission to speak from the person leading the session.
7. Put phones on vibrate or silent.

3. Once the participants have shared their ideas, review the list together. You may also suggest some Group Agreements as a trainer.
4. Establish specific roles and responsibilities, namely one **timekeeper** and one **community leader**, who is tasked with assuring adherence to the Group Agreements laid out. The timekeeper keeps the group on schedule, and the community leader assures that participants adhere to the Group Agreements and gives out a “fine” if the Group Agreements are not followed. A new person should play the role of timekeeper and community leader each day of the training.
5. Make sure to ask participants what the “fine” should be for anyone who breaks a group agreement; usually it is something silly, like dancing or singing in front of everyone else.
6. Make a table showing the names of the timekeeper and community leader each day.
7. Make sure participants understand and agree to the Group Agreements and ask everyone to come and sign the flip chart where the agreements are written. Affix the flip chart to the wall for the duration of the training.

CONFIDENTIALITY AND DISCLOSURES OF VIOLENCE

Confidentiality:

Let the group know that confidentiality means keeping what is said during the training as private information. It requires each participant to commit to respecting what each other shares and not talking about anything that is said during the training time outside of the group. Explain that the training is a space for participants to explore new, interesting, but also potentially sensitive topics. Participants may wish to share their personal experiences, and if they do, all information they share should be sealed in the *Safe at Home Vault*, meaning that it will never be discussed outside the training. Make sure participants understand this principle and agree to it.

Disclosures of Violence:

Explain that during the session, some participants may talk about violence they have experienced. Other participants may choose not to, and either way is fine. Explain that there are services available if participants would like to speak to someone after the session.

In some cases, participants may disclose past violence perpetration towards their female partners and/or children. If these disclosures happen, it is important to support participants to reflect on the negative effects of this violence, and the decision they made to stop it. Remind participants that if they are known to be actively using violence within their family, they will no longer be invited to facilitate a discussion group. Remind participants that one of the requirements of the program is a pledge of non-violence.

SESSION 2:

PRE-TEST

🕒 30 minutes

Objectives:

- ✓ Participants assess their knowledge and attitudes.

Activity 1:

Administer the Pre-test

🕒 30 minutes

Materials: Annex 3: Pre-test – Training 1

1. Explain to participants that you will pass out a pre-test that they should complete individually. They will have 30 minutes to do so.
2. The goal of the pre-test is to understand the base knowledge, attitudes, and experiences of trainees. Explain that there is no passing or failing score, and that the pre-test is primarily a monitoring tool for IRC.
3. Explain that the same test will be given at the end of the training as an opportunity to measure how participants have understood the training content and the effectiveness of the training delivery.
4. After 30 minutes, collect the pre-test, even if not everyone has finished. Make sure to thank trainees for their participation.

SESSION 3:

WHAT IS SAFE AT HOME?

🕒 1 hour

Objectives:

- ✓ Participants understand why Safe at Home is needed and how the program is delivered.

1. Explain to participants that you would like to share why the Safe at Home Program was created and how it works.
2. What is Safe at Home? **SAY:**
 - a. "Safe at Home is a program that aims to support families to be safe, happy, and healthy. Here's how it works: family members meet together once a week, supported by a facilitator, to share experiences and ideas with others in the community and develop skills that help to prevent violence within the family."
 - b. "The International Rescue Committee (IRC) created this program because violence against women and violence against children is a large problem all around the world, and in our communities. Violence that happens within the home is often invisible, yet the quality of the relationships within our family forms the basis for our well-being."

- c. "You might be surprised to hear that 1 in 3 women in the world will experience violence at the hands of a romantic partner in their lifetime. Over half of children in the world have experienced child abuse. These are shocking and alarming numbers, and we want to help women and children in [country name] reduce the risk of becoming victims."
- d. "Let's talk first about violence against female, romantic partners. Violence in intimate partnerships happens because men choose to be violent. However, many men are not violent and do not want women to be harmed. For example, the men in this group are here in part because you think violence against women is harmful and you want to learn more about how to help."
- e. "Violence against children in the home occurs because fathers and mothers may be stressed and not have the best tools for coping or know how to best support their children's development. Other types of violence against children can occur in the home, such as between siblings, or between grandparents and grandchildren, but we will talk about how to utilize positive parenting and discipline techniques to eradicate violence committed by parents against children."
- f. "The Safe at Home program will help community members to reflect on their experiences as wives and mothers, husbands and fathers. Participants will learn new techniques that help them to manage everyday challenges at home and build stronger, healthier relationships."
- g. "In order for us to know what we can do to help and how we can improve our relationships, we need to listen to women and children. One important element of this program is making sure the voices of women and children are heard in the community and form the basis for changes men make. Later on, we will discuss the mechanism for this."
- h. "During the sessions where we talk about how to better support our wives, I will be sharing feedback that women have given, and it will be very important that we listen to it."
- i. "In some of the sessions we will be speaking about our roles as husbands, and in some sessions we will speak about our roles as fathers. It is very important that you attend all sessions. We will also give you 'Home Assignments,' new behaviors or techniques to practice at home with your family. We will ask you to report back on the results of your homework at the beginning of the following session."

3. How does Safe at Home work? **SAY:**

- a. "Safe at Home is a program that involves once weekly discussion group sessions of 2 to 3 hours each. Discussions are held in same-sex groups, men together, and women together over a period of 5 to 6 months."
- b. "Safe at Home is led by community facilitators who understand the everyday realities of men, women, and children in their communities."
- c. "Safe at Home community facilitators will be supported by program staff to prepare sessions and to reflect each week on how they went."
- d. "Safe at Home also includes family sessions; couples will come once a month for activities, sometimes with their children."
- e. "Safe at Home participants will decide what time to hold the sessions and help confirm a safe space to meet."
- f. "Safe at Home participants will be from monogamous households and must have at least one child between 6 to 12 years of age."

SESSION 4:

MY DREAMS FOR MY FAMILY

🕒 1 hour

Objectives:

- ✓ Participants establish their own family vision.
- ✓ Participants experience a curriculum session.

Please refer to the activity, “My Dreams for My Family,” in Session 1 of the Women’s and Men’s Curriculum. Complete the activity as described in the curriculum. Be sure to collect and save the participants’ “My Dreams for My Family” materials to re-use in Training 2, Session 1.

SESSION 5:

INTRODUCING SAFE AT HOME KEY CONCEPTS

🕒 1 hour

Objectives:

- ✓ Participants understand core concepts.
- ✓ Participants understand how the core concepts apply to Safe at Home.

Materials: words and definitions, flip chart paper with words and definitions written out

1. Prior to the session, prepare flip charts with the below words and definitions written out.
2. Divide participants into pairs.
3. Give each pair a word OR a definition. The goal is to match the word with the definition. If a pair has a definition, they should try to find the pair that has the word associated with their definition, and vice versa.

WORDS / DEFINITIONS

Power: The ability to exert oneself in the world and/or to control or influence other people and/or resources.

Gender: Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men.

Accountability: An active process of identifying and challenging harmful ideas and norms in order to bring about social change.

Ally: A member of a dominant social group who recognizes their own power and privilege and who cares about the fair treatment of others and takes responsibility for helping to end discrimination and violence.

Patriarchy: A social system where the male is the primary authority figure and holds a central role in the home and community.

4. **Patriarchy:** Once each pair has found their match, go over the correct definitions with participants and discuss any term that requires clarification. Give time to make sure everyone is clear about what these words mean, in more detail with some examples; ask people to give you an example of where they see each word in their own lives, so that the theory is connected to everyday reality. For example, what does patriarchy look like, in their experience? How do we know and see that men are the primary authority figures and decision-makers?
5. Explain that these definitions form the foundation for the training over the next 10 days and as we move through the training activities, we will come back to these definitions to try to enrich our understanding of what they mean in practice.
6. Make sure to hang the words and their definitions in a prominent space in the training room.

SESSION 6:

ROLES AND RESPONSIBILITIES OF A FACILITATOR

🕒 1 hour

Objectives:

- ✓ Participants understand the roles and responsibilities of a facilitator.
- ✓ Participants understand how male and female facilitators should work together.

Activity 1:

Learning About My Roles and Responsibilities as a Facilitator

🕒 1 hour

Materials: Three flip charts as described in item 3 below, Worry and Hope Box, post-it notes/notecards

1. Divide participants into groups of 4 to 5 people. Each group should receive one of the following questions:
 - “What are the main activities of a Safe at Home facilitator?”
 - “How should a Safe at Home facilitator behave in the community?”
 - “How should male and female facilitators work together? What are the characteristics of a successful collaboration?”
2. After the 15 minutes is finished, ask for a representative of each group to report out what they discussed in two minutes or less.
3. After all groups have shared out, present three flip charts with the following:

Flip Chart 1: “Activities of a Safe at Home Facilitator”

- Prepare for facilitation of curriculum session each week (1 to 2 hours of preparation).
- In collaboration with co-facilitator, facilitate one curriculum session each week (2 to 3 hours).
- Collect attendance information for each curriculum session and share back with program team.
- Complete curriculum feedback form following each week’s session.
- Collaborate with opposite sex facilitator for the integration of women’s voices in the men’s curriculum.

- Prepare for and facilitate family sessions once a month with other facilitators from your community.
- Refer Safe at Home participants to GBV and CP services, as needed.
- Share challenges and successes in implementing the curriculum with the program team; troubleshoot challenges together.

Flip Chart 2: “Key Behaviors of a Safe at Home Facilitator”

- Does not utilize violence against one’s wife (men) or children (men and women).
- “Walk your talk”: Acts as a role model in the community in terms of attitudes and behaviors, and practices the attitudes and behaviors they are promoting.
- Is willing to step up and question harmful attitudes and behaviors that hurt women and children in the community.

Flip Chart 3: “Collaboration between Male and Female Facilitators”

- Male facilitators should give space to and listen to the voices of their female counterparts.
- Male facilitators should acknowledge that giving women voice in the community is unfortunately not common, so they should demonstrate patience and humility as female facilitators work to find the best way to express themselves.
- Male and female facilitators should listen to each other, treat each other with dignity and respect, and value their collaborator as an equal.

4. Make sure you integrate participants’ own suggestions into the above lists (where appropriate).

5. ASK:

- a. “Think about the terms accountability and ally. What does accountability and ally-ship look like in the male and female facilitator relationship?”

6. Explain and emphasize that accountability is about challenging harmful ideas and norms to bring social change and one of the ways male facilitators can do this is by being an ally to their female facilitators, listening to them first, giving time and space for them to share, and building a relationship of respect.

7. Explain to facilitators that they can continue to reflect on their roles and responsibilities throughout the training.

8. Introduce the “Worry and Hope Box.” Explain that the “Worry and Hope Box” is a safe space to write down any worries you might have about your role, the program, and so on during the training. Explain that if they are concerned about something but don’t want to share with others, they can write it on a post-it note/notecard and put it in the “Worry and Hope Box” and facilitators will check it at the end of the day.

9. Facilitators should make sure to show participants where the “Worry and Hope” box is and that it is easily accessible and confidential for participants.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 2

SESSION 1:**ICEBREAKER AND RECAP**

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Village Chief!

🕒 20 minutes

1. Have participants form a circle.
2. Explain that participants make up a village and some outsiders may be coming to the village and their goal is to protect the chief by not identifying who she or he is.
3. Ask for a volunteer to play the role of the “Outsider.” Once you have a volunteer, ask them to leave the room.
4. Ask for a volunteer to play the role of “Village Chief.” Explain that the Village Chief should lead a movement (clapping hands, jumping, etc.) that all the villagers will follow. Explain that the task of the villagers is that they shouldn’t reveal who the Village Chief is, but the Village Chief should change her/his movements very often, approximately every 15 seconds.

5. Once everyone has understood. Call back the Outsider waiting at the exterior and explain it is her/his job to identify the Village Chief. By this time, the Village Chief should have started a movement that everyone is following.
6. Allow the Outsider three tries to identify the Village Chief and if they have not, ask the Chief to identify herself/himself.
7. You may repeat the role play changing the Village Chief and the Outsider a couple of times if the participants like the game and there is enough time.

Activity 2:

Recap

 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

GENDER LIFELINES

 1 hour 30 minutes

Objectives:

- ☒ Participants understand the difference between gender and sex.
- ☒ Participants understand how different expectations for girls and boys, women and men shape them as people.
- ☒ Participants experience a curriculum session.

Activity 1:

Gender Lifelines

 1 hour 15 minutes

Please refer to the activity "Gender Lifelines" in Session 2 of the women's and men's curriculum. Complete the full activity as described in the curriculum.

Activity 2:

Debriefing Gender Lifelines

🕒 15 minutes

1. After you have completed the Gender Lifelines activity with facilitators, take a moment to debrief with them. Explain that you want to reflect on the activity with them as facilitators of the curriculum.
2. **ASK:**
 - a. "Let's recall our key concepts from yesterday. Does this activity relate back to any key concepts?" (Make sure participants highlight gender and how gender roles affect their lives; if not, make sure to raise this.)
 - b. "What aspects of the facilitation of this exercise did you appreciate? While participating, did you learn anything about facilitating?"
 - c. "Do you anticipate any challenges in facilitating this exercise? If so, what might those be and how can we overcome those challenges?"

SESSION 3:**FACILITATION TECHNIQUES**

🕒 1 hour 30 minutes

Objectives:

- ☑ Participants experience good and bad facilitation.
- ☑ Participants understand facilitation techniques they can employ.

Activity 1:

Facilitation Role Play (30 minutes)**Materials:** "Bad facilitation" role play prompts (ideas below)

1. The facilitation team for the training should prepare two role plays of no more than five minutes each to kick off the discussion on facilitation techniques. Each role play should present a bad facilitation technique. Some examples are below:
 - Facilitator does not facilitate but instead lectures to the group, writing notes on a board.
 - Facilitator leads a discussion and asks questions but is clearly not listening. Facilitator cuts people off, doesn't make eye contact, looks bored, and so on.
 - Facilitator chastises participants for their responses to questions, ridicules others in the group, and so on.
 - Facilitator calls on one person often, neglects others, and seems more interested in getting through the steps in the activity than helping participants to understand.
2. Facilitation team should complete two of the above role plays. After each role play, pause for feedback, **ASK:**
 - a. "How did you feel about the facilitation in this role play?"
 - b. "What could be done better?"

c. "What would you recommend the facilitator not do?"

3. After you have debriefed the role plays, explain to participants that they will now have the opportunity to think about what makes a good facilitator.

Activity 2:

What Makes a Good Facilitator? (1 hour)

Materials: Four posters (as detailed below)

1. Post four posters around the room with the following titles:
 - "Creating a Positive Environment"
 - "Creating a Safe Environment"
 - "Skills of a Good Facilitator"
 - "Key Facilitation Techniques"
2. Pass out post-its or small pieces of paper and scotch tape and invite participants to write down ideas for creating a positive and safe environment, the skills of a good facilitator, and key facilitations techniques. Participants can write their ideas down on the post-it and then place them on the flip chart. Give participants 15 minutes to come up with ideas and place them on the flip chart.
3. After all the ideas are on the flip chart, invite participants to do a gallery walk to see what their peers wrote down. Try to group the ideas by theme on each flip chart. After participants have reviewed the gallery, they may sit down.
4. Present a flip chart with each of the four themes, and the following points. Make sure to integrate the good ideas of the participants.

"Creating a Positive Environment"

- (1) **Plan for breaks:** Participants cannot focus for long periods of time, especially if they are uncomfortable or pre-occupied. Breaks allow participants to focus and reflect.
- (2) **Start with the most important information:** Participants will better remember information shared at the beginning and end of events, and less about what happens in between. Start with the most important information and summarize it at the end.
- (3) **Plan for icebreakers:** Give participants an opportunity to refresh and have fun during the sessions with short, dynamic activities such as song or dance.
- (4) **Establish links:** Participants remember things better when the link is made between theory and practice. For example, if you are speaking about what gender roles are, give examples of these in the community.
- (5) **Surprise your participants:** Participants remember things better when they are funny, original, or unexpected. Use fun techniques to engage participants such as humor, dancing, singing, poetry, and so on.
- (6) **Repeat information:** Repetition leads to memorization. Come back to the important information and remind participants of the essential points of the session throughout.
- (7) **Utilize key words and concepts:** Each activity has objectives and key learning points, focusing on these points will help to assure that your conversation continues in the right direction.

“Creating a Safe Environment”

- (1) **Assure the physical meeting space is appropriate:** The space should be sheltered from the elements, with not too much traffic nearby; it should be calm, and quiet (if possible).
- (2) **Respect all ideas:** Create a feeling of respect and trust, where people are comfortable to share.
- (3) **Support participants to establish Group Agreements:** Group Agreements are useful tools as a facilitator to bring the discussion back to the topic and to manage the different points of view.
- (4) **Put an emphasis on confidentiality:** Explain to participants that what is to be discussed during the Safe at Home program should be considered confidential and not shared outside the group. You may wish to ask participants to take a confidentiality pledge, if useful.
- (5) **Make sharing a choice:** Utilize different strategies to support people in engaging and sharing their points of view. However, do not force others to speak; not everyone is comfortable speaking in public, or with another group.
- (6) **Discuss available services:** Know the GBV and child protection services available in your community, and how to make a referral.
- (7) **Understand your own prejudices:** Every person has a set of beliefs and ways of looking at the world; the first step to transforming is acknowledging these prejudices and thinking about how they influence you. Help participants to recognize and understand their own prejudices as well.

“Skills of a Good Facilitator”

- (1) **Active listening:** Make eye contact when participants speak, nod your head, and show you are listening.
- (2) **Be organized and prepared:** Ensure you have planned out the session with your co-facilitator and reviewed all the materials in advance. You should never read from the curriculum or give the impression you don't know what's next. If you're interested and prepared for the content, participants are more likely to engage.
- (3) **Understand the questions being discussed:** Facilitators themselves need to understand the content deeply in order to explain it to others.
- (4) **Support the participants to have confidence in the facilitator and themselves:** Participants are experts on their own lives and should be treated as such. Recognize and value their experience, while still finding space and opportunity to challenge harmful attitudes.
- (5) **Encourage respect and mutual understanding.**
- (6) **Build on the ideas and commentary of participants:** Make links to what was said prior and build off of others' ideas.
- (7) **Encourage group discussion and equal participation.**
- (8) **Encourage group members to validate and accept others.**
- (9) **Do not discriminate.**
- (10) **Explore new ideas.**
- (11) **Ensure confidentiality** (except in cases where someone is planning to hurt themselves or others).
- (12) **Challenge prejudice.**
- (13) **Ask effective questions:** Help ensure participants understand the content by asking questions.

(14) **Have fun!**

“Key Facilitation Techniques”

- (1) **Brainstorming:** Reflect together on an idea.
- (2) **Group work:** Divide into small groups and work together on a question or problem.
- (3) **Case studies:** Hear an example or story.
- (4) **Role play:** Act out a scenario.
- (5) **Skills practice:** Practice doing something new.

5. Once all of the above facilitation techniques and skills have been covered, pause for a moment to highlight one point. Explain that **questioning our own prejudices and assumptions is a vital aspect of Safe at Home**. Explain that being respectful does not mean we cannot call into question harmful beliefs. The job of a facilitator is to help participants to do that in a thoughtful and reflective way. This can be done by focusing on the attitude and belief, not the person expressing it. When someone expresses a point of view that is harmful to women and girls, follow the steps we will learn about to manage resistance reactions, but if that doesn't work, don't be afraid to share the effects of these types of attitudes and beliefs. Speak with confidence and from the heart while maintaining your calm and respect for the person.

SESSION 4:

TEACH-BACK

🕒 3 hours

Objectives:

- ☒ Participants practice facilitating the curriculum and begin to familiarize themselves with it
- ☒ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Activity 1:

Teach-back: My Vision for My Family

🕒 3 hours

1. Explain to participants that the next three hours are going to be focused on practicing amongst ourselves. This is called a **teach-back**.
2. The teach-back is both an opportunity to practice facilitating activities in the curriculum, and the opportunity of practicing how to provide feedback, how to receive feedback, and how to frame comments and observations in a way that is constructive and encouraging.
3. It can be unnerving to present back to peers – especially as this may be the first time for many of them. That's okay! Remind them that we are here to support each other, and we are expecting all of us to make mistakes and to use these as learning opportunities.
4. Explain that teach-backs will be integrated throughout the training and they will always work the same way:
 - 30 minutes of group preparation

- 45 minutes for teach-back from Group 1 to Group 2
- 15 minutes peer feedback Group 2 to Group 1
- 45 minutes teach-back from Group 2 to Group 1
- 15 minutes peer feedback from Group 1 to Group 2
- 30 minutes of debriefing in plenary
- Facilitators will divide participants into an equal number of groups, usually 4 or 6 groups depending on the number of participants. Groups should have no more than 4 persons each. Group members should share the facilitation of their session.
- After the first teach-back, groups should pause to reflect on the following questions (according to their role):
 - How did it feel to facilitate the session? What would I do differently next time?
 - How did it feel to participate in the session? What recommendations would I make to the facilitators?

5. At the end of the teach-back, take 30 minutes to debrief as a full group. **ASK:**

- a. "What did you learn from this exercise?"
- b. "What key skills of a facilitator would you like to improve upon?"
- c. "Did you practice accountability to the female facilitator in this exercise?"

6. Thank participants for their participation and acknowledge their efforts before continuing on to the next activity.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 3

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

My Favorite Animal!

🕒 10 minutes

1. Gather participants.
2. Explain that participants should individually decide on their favorite animal. Give them 30 seconds to do this.
3. Explain that the goal of the activity is to form a line from the front to the back of the room in order from largest to smallest animal. However, no one can speak. Participants must figure out how to line up in order by communicating through the gestures or sounds of their animal only.
4. For example, a participant who chose a frog may choose to make a frog sound and a participant who chose an elephant may pretend they have an elephant trunk.
5. Give participants 5 minutes to try to line up in order and then once a line is formed, have each person share what animal they are. Check if the line-up is correct.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.

3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

GENDER BOXES

🕒 2 hours

Objectives:

- ☑ Participants understand how different expectations for girls, boys, women, and men shape them as people.
- ☑ Participants understand how different expectations for girls, boys, women, and men can cause harm.

Activity 1:

Gender Boxes

🕒 1 hour

Please refer to the activity "Gender Boxes" in Session 2 of the Women's and Men's Curriculum. Complete the full activity as described in the curriculum.

Activity 2:

Reflecting on Gender Boxes

🕒 1 hour

1. Explain to participants that we are going to reflect on the Gender Boxes activities we have just done.
2. Break participants into small groups.
3. Ask groups to discuss:
 - a. Why is it important for these activities to occur at the beginning of the Safe at Home intervention with both men and women?
 - b. What does the gender box activity teach participants?
4. Ask each small group to report back to the larger group.
5. Once each group has presented, highlight similarities and differences between the groups, and ask participants if they have any additional thoughts. Make sure to emphasize the following points. **SAY:**
 - a. "The Gender Boxes activity is helpful because it teaches Safe at Home participants that our ideas about what it means to be male or female are socially constructed."
 - b. "These ideas are reinforced by our cultural norms and by each other – and we are either given approval or disapproval based on how closely we are viewed as meeting the rules of the box."

- c. "We can still be violated REGARDLESS of whether we perfectly follow the rules of the box or not – and this is especially true for women, as the box teaches men to view all women as less than and as objects – especially as sexual objects."
- d. "These boxes also teach that men have the right to police the behaviors of other men and of women. Men are not afraid of being laughed at by women, but by other men. Women do not have the status to police men's behavior and to threaten them in the same way. And so while some men may find themselves mocked by other men, they are still in a position to threaten and discipline women. Women are never in this position, and the asymmetry tells us about power and status."
- e. "The boxes are based on attitudes and beliefs that women are of less value than men, that women are objects to be used for men's pleasure, and that women are less important than men."
- f. "It is important that the Gender Boxes activity occur at the **beginning** of the intervention because it is essential that male and female Safe at Home participants reflect on their own and on society's ideas about what it means to be male and female – and how these ideas can lead to violent actions and words."
- g. "This is the first step in exploring why VAWG occurs – reflecting on how men are taught to think about themselves and about women and girls."
- h. "In order to practice accountability to women and girls and act as allies, men (both participants and facilitators) need to reflect on their own socialization."
- i. "It is also critical that women have the opportunity to reflect on their socialization and how they may have internalized patriarchal ideals about themselves and other women."

SESSION 3:

HOW DO WE LEARN VIOLENCE?

🕒 1 hour 30 minutes

Objectives:

- ☑ Participants understand how violence shapes conceptions of masculinity.

Please refer to the activity "How Do We Learn Violence?" in Session 3 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

INTRODUCTION TO RESISTANCE REACTIONS

🕒 30 minutes

Objectives:

- ☑ Participants have a basic understanding of what resistance reactions are and why they occur.

Activity 1:

Introduction to Resistance Reactions

🕒 30 minutes

Materials: Resistance Reaction Types, found in the Safe at Home Facilitation Guidance under "Managing Resistance," Scenarios 1–5 (listed below)

1. Tell participants that we will briefly discuss resistance reactions. Explain that resistance reactions are ways – conscious and not – that individuals use to resist making changes in their lives for the well-being of women and children.
2. Explain that these types of responses and actions can happen at any time – during a group session, during a weekly meeting, etc.
3. Explain that the common resistance reactions are not just behaviors that community members and group participants exhibit, but ones that WE all exhibit as well. That is what we need to identify and manage.
4. Write the Resistance Reaction Types and the examples on a flip chart. Please refer to Module 2, Part 2: My Facilitation Guide, “Managing Resistance.” Review the Resistance Reaction Types and the corresponding examples with the participants.
5. If there is time, divide participants into small groups and give each group a scenario from the list below. If there is not enough time, you can stop the activity here. Trainers will come back to discussing resistance reactions in the coming days.
 1. **Scenario 1:** Jamal has attended four of the curriculum sessions. He arrives on time for every session. He has introduced himself but other than that he has never voluntarily participated in any of the conversations or discussions. During the fourth session you, as the facilitator, ask Jamal to share what he is thinking. He says that all men know it is their responsibility to teach their wives how to behave. He says all men sometimes have to shout or even strike their wives. He says he is sure it is the same with every man in this group.
 2. **Scenario 2:** During a session, Jean asks why there is so much attention on women. He then tells the facilitator: “Don’t you know how much men suffer too? Every day we are making the decisions, taking care of the family, protecting the family honor. Just last week I had to stop my daughter from riding on the motorbike of her cousin. It is a lot of work to keep these women behaving properly. Someone should be helping the men.”
 3. **Scenario 3:** During a home interview, Peter brings up a recent incident of rape that occurred in his community. He explains to the male facilitator: “The woman knows that she should not have been at the health clinic by herself after closing. Men cannot help themselves, and these things can happen.”
 4. **Scenario 4:** Samuel is working at the field office and overhears his colleague John tell Sarah, one of the women from the community who cleans the office, “Get me a hot cup of coffee.” When Sarah comes back with John’s coffee, John takes a sip and yells, “This is not hot! What is wrong with you? Go away.” John then turns to Samuel and sighs. Samuel feels uncomfortable and gets back to his work.
 5. **Scenario 5:** During a session, Sharon tells the female facilitator that she does not think it is possible for a man to rape his wife. She explains: “It is the wife’s responsibility and duty to have sex with her husband. She cannot expect him to stop just because she does not feel like it or is tired. And it is not that big a deal – some women just get very upset and then they are asking for trouble.”
6. Ask each group to read their scenario and determine which resistance reactions are happening in the situation. Explain that there may be more than one.
7. After they have determined the common resistance reactions, come back together as a big group and ask the following questions:
 - a. “Have you had these experiences when working with men?”

- b. "How have you seen this in practice?"
- c. "What usually happens when someone does that?"
- d. "Have you witnessed these reactions within yourself?"

8. Explain that part of accountability and self-reflection required in Safe at Home is recognizing these reactions in ourselves and working to change them.

9. Explain that the group will have an opportunity to practice managing resistance reactions in a later session. The goal of this session was simply to introduce them and understand what they can look like.

SESSION 5:

VIOLENCE AND RESPECT

🕒 1 hour 30 minutes

Objectives:

- ✓ Participants define and reflect on the limitations of prescribed masculinity.
- ✓ Participants identify positive qualities of men that are not based on violence.

Please refer to the activity "Violence and Respect" in Session 3 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 6:

UNDERSTANDING STATUS

🕒 75 minutes

Objectives:

- ✓ Participants can articulate the concepts of power and status.
- ✓ Participants can articulate how power and status operates in the home.

Please refer to the activity "Understanding Status" in Session 4 of the Men's Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive

so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 4

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Let's Travel the World! (10 minutes)

Materials: Chalk or tape to mark a line on the floor.

1. Prior to this exercise, the trainer should draw three lines on the floor about one to two steps apart. The line should be long enough that participants can line up behind it.
2. Choose three places in the world and label each line to represent one of those places. For example, Juba, Nairobi, and Kampala.
3. Invite participants to come where the lines are drawn and stand behind the first line. Explain that participants are now going to travel between Juba, Nairobi, and Kampala. Show the participants what each line represents. To travel, they must jump (or step if that cannot jump) between the places as you call them out.
4. The trainer will start and say, "Everyone go to Juba," and from there, start calling the names of the places quickly. You may repeat a place twice to confuse the participants. The goal is to have people jump when they shouldn't or move in the wrong direction, in which case they are out of the game. Take no more than 5 minutes to do the jumping. This is a good exercise for getting everyone's energy going.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.

2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

TEACH-BACK: GENDER BOXES

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the "Teach-back" on pg. 28 of this guide to facilitate the teach-back of "Gender Boxes."

SESSION 3:

POWER LISTS

🕒 1 hour 30 minutes

Objectives:

- ✓ Participants understand what power is and how it is used.
- ✓ Participants understand different types of power.
- ✓ Participants understand that the goal of Safe at Home is to transform power relationships within the home, from **power over** to **power with**.

1. Explain to participants that we will now focus on another activity that builds on the gender boxes and that looks at power.
2. **ASK:** "How does power connect to our discussions about gender?"
3. **SAY:**
 - a. "Power and status inequalities are part of the root cause of why violence happens to women and girls; therefore, we have to help men and women in our communities to understand how power operates in society/community and on an individual level."
 - b. "Activities such as the one we are about to do help to think about different kinds of power and how not everyone has the same amount of power."
 - c. "Understanding VAWG requires connecting gender socialization and power inequality."

4. Write the word "Power" on chart paper and ask the group the following questions:
 - a. "What do you think of when you hear the word **power**?"
 - b. "How do you know if someone has power?"
 - c. "Who decides who has more power and who has less power?"
 - d. "What are different types of power?"

5. Introduce the ideas of **power with**, **power over**, and **power to**. You may wish to write these concepts up on flip chart. **SAY:**
 - a. "**Power over** refers to controlling the actions or choices of another person or group of people, limiting their freedom or opportunities, or devaluing their person."
 - b. "**Power with** refers to working in equal partnership with others, supporting those in need and those organizing to make change, asking for support or help."
 - c. "**Power to** refers to experiencing the freedom to make your own decisions, voice your opinion, work, go to school, advance yourself as a person – and to believing within yourself that you have right to these things."

6. Put two flip charts up, one with "More Power" and one with "Less Power" written on them.

7. **ASK:**
 - a. "Within this room, which groups have more power, and which have less power?"
(Write answers on the flip chart.)
 - b. "How do we know that these groups have unequal power in society?"
(Focus on race, ethnicity, sexual orientation, gender, religion, nationality, age, etc.)
 - c. "How are the different types of power operating in this room? Does everyone feel the same power to? Is everyone in the same position to exercise their power to? What might be constraining some people's space to act? How are we all contributing to that? Are the facilitators demonstrating power with?"
 - d. "Do we all grow up experiencing the same types and amounts of power?"

Note: When discussing power in the room, emphasize that we are looking at power differences based on what privileges, status, and value society and communities give different groups – not what we personally believe or would like to believe. This is important to discuss as people may feel nervous listing a group they belong to as "more power" or may feel upset by hearing their group labeled as having "less power."

8. Ask participants to continue the power lists by thinking about different types of power in their setting/ community and write down responses to the following questions:
 - a. Who has more power in the community? Who has less power?
 - b. How do you know when someone has more or less power?

9. Ask participants to share their lists – If any of the groups below are missing, add them in at the end.

GROUPS THAT TEND TO HAVE UNEQUAL POWER IN SOCIETY	
MORE POWER	LESS POWER
Men	Women
Adults	Children
Employers	Employees
Wealthy	Non-Wealthy, Poor
Teachers	Students
Doctors	Nurses
NGO Staff	Refugees and community members
Community leaders	Community members
Citizens	Documented and Undocumented migrants
Immigrant officer	Informal cross border trader
Politicians/Government Leaders	Community members
Pastors/Religious Leaders	Church members
People without disabilities	People with disabilities
(Unidentified) Gun men	Men without gun
Majority ethnic groups	Minority ethnic groups

10. Ask participants to reflect on the different types of power that they see used in their settings in relation to this group:

- **Power with**
- **Power to**
- **Power over**

11. Have the small groups share out. Then, trainers should take time to summarize and emphasize the following key points:

- a. Reflecting on the power differences that lead to people being treated differently in society and operating under different circumstances is an essential component to understanding why VAWG happens.
- b. **Throughout the rest of the training, we want to focus on how power and privilege is operating in this room – and what we need to do to be accountable to gender justice and equality.**
- c. To that end, we encourage women to think about instances of individual power that they may have/have had over men, but overall, we ask women to focus on the ways that they are impacted by being in a less powerful group – and the ways that they may exhibit **power over** people in less powerful groups than theirs (for example, white women may exhibit power over women of color; women in a more powerful ethnic group over another, etc.)

- d. And we encourage men also to think about ways that they have experienced being in a less powerful group but for the purposes of this intervention, to recognize that they are in the more powerful group (male, NGO workers) and to use this training as an opportunity to reflect on how they use their power.
- e. Simultaneously, men should reflect on the ways in which they may feel they need to act or behave in order to maintain their power – and whether these anxieties are true and realistic.

12. Review what we have learned about power and status so far today, **SAY:**

- a. “There are different types of power that we all have.”
- b. “Power is relative; everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in groups that tend to have less power in society. In certain circumstances, they may have more power than another group.”
- c. “Certain groups tend to have more overall power than others.”
- d. “Higher status groups tend to also have more power.”

13. Ask participants if they have any questions and close the activity.

SESSION 4:

UNDERSTANDING VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS

 75 minutes

Objectives:

- ☒ Participants understand what intimate partner violence is and its different forms.

Please refer to the activity “Understanding Violence Against Our Wives/Girlfriends” in Session 5 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

CLOSING

 10 minutes

Materials: Flip chart paper, post-it notes/notecards

- 1.** As you wrap up the day, make sure to thank participants for their active participation.
- 2.** Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
- 3.** Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 5

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

1, 2, 3, 4, Zing!

🕒 10 minutes

1. Explain to participants that this exercise is one for mental agility as they are going to practice counting.
2. Form a circle and start to count off, "1, 2, 3, 4." For example, Person 1 says "One," Person 2 says "Two," etc. Explain that when the person gets to 5, instead of saying 5, they must say "Zing," and they must say this for every multiple of 5. For example, "1, 2, 3, 4, Zing, 6, 7, 8, 9, Zing, 11, 12, 13, 14, Zing," and so on.
3. When someone says the number "5" or its multiples instead of "Zing," they are out of the game. The goal is to count off as fast as possible and get people out of the game.
4. Try a practice round first and take no more than five minutes for the counting. Each time someone goes out, the count should re-start at 1.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.

4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

ROOT CAUSES OF VIOLENCE AGAINST WOMEN AND GIRLS

🕒 1 hour 30 minutes

Objectives:

- ☑ Participants understand that gender inequality is the root cause of intimate partner violence.

Please refer to the activity “Root Causes of Violence Against Women and Girls” in Session 5 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

CONSEQUENCES OF VIOLENCE AGAINST WOMEN AND GIRLS

🕒 1 hour

Objectives:

- ☑ Participants understand the effects of intimate partner violence on women, children, families, community, and the society.

Please refer to the activity “Consequences of Violence Against Women and Girls” in Session 5 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

ACCOUNTABILITY GAME SHOW

🕒 2 hours

Objectives:

- ☑ Participants understand what accountability looks like in practice.
- ☑ Male participants reflect on how they can be more accountable.

Materials: Candy

1. Remind participants that at the beginning of the training they started to talk about accountability.
2. Return to the definition of accountability that should be up on the wall in the training space.
3. Remind participants that accountability is an essential aspect of Safe at Home and that it implies that power holders challenge themselves and their position of power to listen to women and create a more equal and just world for all.
4. Explain that sometimes the concept of accountability can seem academic or difficult to understand. For that reason, we’ve created this exercise called the Accountability Game Show. The Accountability Game

Show will give us real examples of what is and what isn't accountability, and we will have the time to reflect on it afterwards.

5. Divide the group into two teams. Explain that they will do a series of short role plays and the teams have to decide if each role play demonstrates accountability or not.
6. Once the teams are divided. Ask for a volunteer from each team. Volunteers will complete the role play that trainers describe to them. Once the role play is finished, the trainer will give each team one minute to discuss in secret if this is accountability or not. Then the trainer will ask, "Is this accountability?" Each team must respond with "Yes" or "No." For every correct answer, each team is rewarded with a point.
7. The team with the most correct answers wins. If possible, have a small prize ready for everyone, such as candy.
8. Please see below role plays that trainers should describe to volunteers.

1. **Scenario 1:** Two men are walking down the street. They have been friends for a long time. Man 1 says, "I've heard you've been participating in this new program Safe at Home." Man 2 says, "Yes, I have. It is interesting." Man 1 replies, "Yeah, sure. You get to play and do all types of activities. I heard about that. But let's be honest, men in this community aren't going to change. Women and children are supposed to be disciplined; that is the way it has always been." Man 2 replies, "You're right, I don't think things will change."

Accountability: No. It is not accountability because Man 2 does not challenge his friend.

2. **Scenario 2:** Man 1 comes home from participating in a Safe at Home session. He says to his wife, "I'm going to start washing the children every night now." His wife says, "Thank you, husband. But if you do that, all the neighbors will think I'm a bad wife." Man 1 says, "Don't worry. I will explain it to them."

Accountability: No. The man wants to help, but he doesn't actually ask his wife what she wants. He is still making all the decisions and not listening to her or asking for her input.

3. **Scenario 3:** Two Safe at Home facilitators are sitting together at a shop having a beer. Facilitator 1 says, "I like this Safe at Home Program. The messages are good." Facilitator 2 replies, "Yes, I agree. Very good program." Facilitator 1 says, "Well, I should leave the shop now. Dinner will be ready soon. I told my wife she needs to have dinner ready every night at 8 p.m., and if she doesn't, she will see what happens."

Accountability: No. The facilitator is not "walking the talk." In fact, he should be expelled from the program as his language gives the impression that he is intending to use violence.

4. **Scenario 4:** Two Safe at Home facilitators are sitting together at a shop having a beer. Facilitator 1 says, "I like this Safe at Home Program. The messages are good." Facilitator 2 says, "Yes, I agree. I didn't even realize it myself, but I'm also doing some bad behaviors within my family. I often yell at my children and insult my wife. I never thought of it as violence." Facilitator 1 says, "Oh, don't worry about it; these are minor problems. You are a good husband and father!"

Accountability: No. The facilitator is dismissing or making light of emotional violence.

5. **Scenario 5:** One facilitator from the men's groups is meeting with the facilitator for the female groups. Male facilitator says, "Do you have the input from the women?" Female facilitator says, "Yes I do. Here it is! They wanted to tell..." The male facilitator interrupts, "That is enough. I will take the feedback and integrate it in the curriculum."

Accountability: No. The male facilitator is not listening to the female facilitator; he is deciding what is important and making decisions without her.

6. **Scenario 6:** Two men are sitting in a shop talking about their wives. Man 1 says, "My wife is so lazy, she never finishes the chores on time. She is very stupid." Man 2 says, "Why do you say that? Have you asked your wife what is going on? Maybe she has too many things to do at once. It is always good for couples to sit together and talk. I'm sure she is not being lazy; there must be another problem." Man 1 says, "Maybe you are right, I will ask her about this tonight after the kids go to bed and we have some time to talk. You were right to tell me to talk to her. Thank you!"

Accountability: Yes! It is accountability because Man 2 challenged his friend and made a suggestion that centers the voice of women and girls.

9. After each role play, and after each team's feedback on "accountability or not," explain whether the role play demonstrates accountability or not and why.
10. Once all the role plays have finished, give at least two role plays (where accountability was not demonstrated) to each group and ask each group to make the role plays accountable. Groups should have 15 minutes to prepare their role plays.
11. Groups will present back their role plays, this time with the goal of demonstrating accountability. Debrief each role play after it is presented and ask other participants for input on how they could make it more accountable.
12. After all the role plays have finished. Take a moment to debrief the activity in plenary, **ASK:**
 - a. "What did you learn during this exercise?"
 - b. "How can male facilitators practice accountability?"
 - c. "How can female facilitators support male facilitators in their process of transformation?"

13. Thank participants for their participation and ask if there are any questions before closing the activity.

SESSION 5:

TEACH-BACK PREPARATION: ROOT CAUSES OF VIOLENCE AGAINST WOMEN AND GIRLS

🕒 45 minutes

Objectives:

- ☑ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ☑ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the "Teach-back" on pg. 28 of this guide to facilitate the preparation for the teach-back of "Root Causes of Violence Against Women and Girls." Please note the full session will be completed the following day. Given the time frame, this session will focus on preparation for teach-back only.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 6

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

The Human Knot!

🕒 10 minutes

1. Divide participants into groups of 6 to 7 people.
2. Invite each group to stand close together, almost shoulder-to-shoulder, and reach their hands out towards the center of the circle.
3. Instruct each participant to take the hand of one participant and another hand of another participant (not the person standing next to them).
4. Participants will have formed a human knot.
5. Instruct participants that their job is to untangle the human knot. They can do this by stepping over and under hands, but they cannot let go of the person's hands they are holding at any point. Explain that this is a teamwork activity and they need to communicate.
6. Explain to participants that they should emerge from the knot in a circle, although they may be facing the opposite direction.
7. Give participants 10 minutes to try to unravel the knot. After the activity has finished, complete a quick debriefing, **ASK:**

- a. "How did you find the communication?"
- b. "What was hard and what was easy about this activity?"
- c. "How would you do it differently next time?"

8. Re-affirm for participants the importance of communication between facilitators for the Safe at Home Program, even if it isn't always easy.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

TEACH-BACK: ROOT CAUSES OF VIOLENCE AGAINST WOMEN AND GIRLS

🕒 2 hours

Objectives:

- ☑ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ☑ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the "Teach-back" on pg. 28 of this guide to continue with the facilitation of the teach-back of "Root Causes of Violence Against Women and Girls." Participants should have already prepared their teach-back and should be ready to begin practice immediately.

SESSION 3:

PREPARING FOR RESISTANCE REACTIONS

🕒 2 hours

Objectives:

- ✓ Participants understand how to challenge harm.
- ✓ Participants practice managing resistance reactions.

1. Open the session by reminding participants about the prior session and their collective brainstorming around resistance reactions.
2. Remind participants that resistance reactions are linked with power and status, as it can be difficult to understand the value of power sharing, especially for those who have not shared power in the past.
3. Explain to participants that you will give them another set of resistance scenarios and that this time you will ask them to develop a role play demonstrating how they will manage the resistance.
4. Explain that there is a process that facilitators can use to manage resistance. Prepare a flip chart with the below points and present it to the group.

“Challenging Harm”

STEP 1: Ask for clarification./Learn why they have that opinion.

- Summarize back the statement or comment. Say, for example, “So, it sounds like you are saying...is that correct?”
- Ask for clarification. “Thank you for sharing your opinion with us. Can you tell us why you feel that way?”
- Identify to yourself which of the “Common Resistance Reactions” is being expressed by the harmful statement or action.

STEP 2: Seek an alternative opinion./Involve others.

- Send the question back to the group using an open method. For example: “What do the rest of you think of that phrase (or this attitude)?”
- “To me that sentence sounds like victim-blaming. What do the rest of you think?”

STEP 3: If nobody offers an alternative opinion, provide one.

- “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that the rapist is the only person to blame for a rape and that we all have a responsibility to respect other people’s right to say ‘no’ to sexual activity.”

STEP 4: Connect back to Safe at Home.

- Remember that these views and harmful beliefs are the reason that the Safe at Home intervention exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts within Safe at Home. For example:
 - “How do you think this idea come about? Who taught us these ideas?”
 - “How does this idea relate to what we are taught about being a man and what we have been taught about women?”
 - “How does this idea reinforce power and privilege of men?”

- "Are these ideas harmful to the safety of women and girls?"

STEP 5: Offer facts that support a different point of view and emphasize a helpful perspective.

- Sometimes there are laws that can support a position, but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community. You can say, for example, "The law says that every person has right to say 'no' to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman's choice to make her own decisions about sex. It does not matter what a woman wears or does; she has the right not to be raped."

5. Explain that it is very unlikely that the participant will openly change his opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model.

6. Divide participants into groups of 3 and give each group one of the below scenarios:

Scenario 1: During a weekly men's group when discussing why VAWG occurs, two male participants say the following:

- **Participant 1:** "Women are idle. They stay at home all day, while I am out making sure there is food on the table. I don't understand why we are discussing these things. Are you serious that women have problems? I hope in this group we have the chance to talk about our own suffering."
- **Participant 2:** "In my family, women are hot-blooded. I have seen this with my own eyes. If I don't set rules for them, or if I don't impose the rules my father had, they will dishonor the family. That is also why they will all be married before they are 16."

Scenario 2: During a weekly men's group when discussing verbal abuse, two male participants say the following:

- **Participant 1:** "I called my wife stupid last night, but she knows I didn't mean it."
- **Participant 2:** "I wish mine was the same. I had a big row with my wife last night as we discussed my wedding next month with my second wife. When I tell her she is acting stupid and to be quiet, she gets angry and cries."

Scenario 3: During a weekly men's group doing the gender boxes exercise, two male participants say the following:

- **Participant 1:** "I had never thought how hard it was to be in the man box. I think people always say how easy it is to be a man but look at all the constraints of being in the man box!"
- **Participant 2:** "Yes I agree. It's true that being in the woman box is also hard, but they don't have the same constraints or expectations on their shoulders."

Scenario 4: During a weekly meeting between two facilitators and the supervisor, the two facilitators say:

- **Female Facilitator:** "One of the women told me that one of the participants in the men's groups beat his wife viciously yesterday."
- **Male Facilitator:** "Wow, that is interesting. I haven't heard anything. Are you sure she isn't blowing things out of proportion or exaggerating? Maybe she did something wrong, because the guys in the group are pretty relaxed."

Scenario 5: During a weekly men's group, a male participant says the following:

- **Participant:** "After last week, I went to talk to my wife, and I asked her if she thinks I abuse my power. She said no."

Scenario 6: During a weekly men's group when discussing access to education for girls, two male participants say the following:

- **Participant 1:** "I think it's really good to send girls to get educated."
- **Participant 2:** "Really, why? That isn't common in our community."
- **Participant 1:** "I was talking to a leader the other day, and he said he would pay a higher dowry for an educated woman."

Scenario 7: During a weekly women's group when discussing intimate partner violence, two female participants say the following:

- **Participant 1:** "I was talking to my daughter the other day, and she was complaining, and complaining about her in-laws."
- **Participant 2:** "Ah, these modern girls – they just don't know when they have something good."
- **Participant 1:** "Yes! I told her that she was lucky to have a home, and that if she did her chores as I taught her to, she wouldn't have all these problems."

Scenario 8: During a weekly men's group when discussing gender in the home, two male participants say the following:

- **Participant 1:** "I was very interested by the discussion we had last week on roles in the homes. So, I went to discuss it with my pastor."
- **Participant 2:** "Oh really? I am interested in hearing what he said; that's also important to me."
- **Participant 1:** "He said that the religious texts state the opposite, and that women should obey their husbands."

7. Give participants 20 minutes to prepare their role play. Explain that the role plays should last no more than 5 minutes each.
8. After participants have finished preparing, invite them to perform the role play in front of the group.
9. Debrief for approximately 5 minutes after each role play using the following questions, **ASK:**
 - a. "In what ways did you feel the facilitator managed the resistance well?"
 - b. "In what ways could the resistance have been managed better?"
 - c. "What are some other options for responses the facilitator could give?"
10. After you have completed all the role plays, take a moment to debrief in plenary. **ASK:**
 - a. "How are you feeling about managing resistance?"
 - b. "How can we work together so everyone in this training feels confident in their ability to manage resistance?"
11. Thank participants for their active participation in the activity.

SESSION 4:**UNDERSTANDING VIOLENCE AGAINST WOMEN AND GIRLS:
ROOT CAUSES VERSUS CONTRIBUTING FACTORS**

🕒 2 hours

Objectives:

- ✓ Participants understand root causes versus contributing factors
- ✓ Participants understand the danger in confusing root causes of VAWG with contributing factors

1. Let participants know that we are going to continue talking about why VAWG occurs.
2. In plenary, **ASK:**
 - a. "What is the root cause of violence against women and girls?"
3. After you have collected a number of responses to your questions from participants, invite them to recall the New Planet activity. Remind participants that gender inequality and abuse of power is the root cause of violence against women and girls.
4. **ASK:**
 - a. "Can you think of some other things people might say cause VAWG?"
5. Explain that sometimes people say that VAWG is caused by other things such as poverty and alcohol abuse. However, when people are saying this they are confusing the root cause with what contributes to or exacerbates the problem. For example, you may ask participants if everyone who is living in poverty is hurting women and girls or if every man who drinks hurts his wife and children. The answer should be clear: no. Life challenges such as poverty and alcohol abuse create other stressors in men's lives, but that does not excuse abuse of power.
6. Divide participants into small groups. Make sure they are different to the groups from the previous exercise and that they are mixed sex groups. Give each group a different contributing factor to think about. Ask people to think about how these are used to explain and justify men's violence against women.

Examples of contributing factors that can be assigned are:

- Alcohol Abuse
- Poverty
- Unemployment
- Cultural Practices
- Religion

7. Ask each small group to determine HOW (or develop a mini-presentation on how):
 - a. Power + harmful gender beliefs IS the root cause of VAWG.
 - b. The contributing factor they have been assigned is NOT the cause of VAWG but can be used to make the contributing factors less visible.

8. Share out from each group.

9. In plenary, ask participants:

- a. "What is important for us in understanding the root causes of VAWG?"
- b. "What are the differences between root causes and contributing factors?"
- c. "What does understanding root causes have to do with accountability?"
- d. "What are the consequences if we get drawn into thinking that other factors are the root causes?"

10. Explain that often people use contributing factors as justifications for behavior, and that means that they are not practicing accountability for their own behavior or their friend's/brother's/father's behavior. Accountability can only be achieved once we address the root cause – which is where power lies, and how that power is being abused. If we focus on contributing factors, we will not stop the violence.

11. To support your facilitation, you may wish to explain the following key learning points:

- There is no biological reason why men and women should react to alcohol and drugs differently, and there is a lot of research to suggest that people's behavior when they are intoxicated is influenced by their expectations of how they will be when they are intoxicated; so if we expect to become violent, then we are likely to. Men also use this as a way of not being responsible for their actions. However, even drunk, they are still making choices about where they are "out of control" and with whom; we do not see them abusing people they think have power and status (the police, their bosses, religious leaders, community leaders), and so we can see that they are choosing where they will "lose control." In addition, when we think about drunkenness, we are most often thinking about physical violence and beatings, and we lose sight of other kinds of on-going violence (such as taking a woman's money, isolating her from her family and friends, telling her what to wear, and so on).
- Poverty and men's employment status are also often used to explain their violence; yet, we know that there is still violence when men are employed, or when they are rich or in powerful jobs. Often in those circumstances, we hear that men are used to getting their own way, and this is another justification for violence against women and girls given by our societies. We also do not see ALL men doing this, so we can see that there are choices that men are making. Blaming violence on poverty and unemployment does a double harm because it prioritizes men's need for employment and status, while simultaneously neglecting women's need for employment and relegating women in poverty into a position of accepting abuse.
- Cultural and religious justifications also tend to excuse men's behavior and either blame women (men need to discipline women for their bad behavior, for example), or legitimize men, and sometimes both. Culture is not a fixed state, and things change depending on how we want things to be; we can make choices about how we live together and what is important to us as our cultural identity. People also interpret cultural and religious practices in different ways and use the pieces that are in their interests; over time, these change.

SESSION 5:**UNDERSTANDING VIOLENCE AS A CHOICE**

🕒 1 hour

Objectives:

- ☑ Participants understand that violence is always a choice.

Please refer to the activity “Understanding Violence” in Session 6 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 6:**UNDERSTANDING THOUGHTS, FEELINGS, AND EMOTIONS**

🕒 1 hour

Objectives:

- ☑ Participants understand how thoughts, feelings, and emotions may make them feel and develop some strategies for managing them.

Please refer to the activity “Understanding Thoughts, Feelings, and Emotions” in Session 6 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 7

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes)

Session Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Duck, Duck, Goose!

🕒 10 minutes

1. Invite participants to sit together in a big circle. They may also stand if more convenient.
2. Ask for one volunteer.
3. The volunteer must walk around the outside of the circle, tapping everyone on the shoulder and saying "Duck." The volunteer will randomly choose one person whose place they want to steal, and when they tap that person's shoulder, they will say "Goose!"
4. When they tap the person with "Goose," they must then run around the circle and try to steal the person's seat, while the person who was named "Goose" must stand up and also run around the circle to keep their seat, chasing the volunteer in the process.
5. Do this several times so that participants have a chance to move.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.

4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

TAKING RESPONSIBILITY FOR MY EMOTIONS

🕒 1 hour

Objectives:

- ☑ Participants take responsibility for their emotions.

Please refer to the activity “Taking Responsibility for My Emotions” in Session 6 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

HEALTHY AND UNHEALTHY RELATIONSHIPS

🕒 1 hour

Objectives:

- ☑ Participants understand the characteristics of healthy and unhealthy relationships.

Please refer to the activity “Healthy and Unhealthy Relationships” in Session 7 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

SUPPORTING A WOMAN SURVIVOR

🕒 1 hour

Objectives:

- ☑ Participants understand how best to support a woman survivor.

Please refer to the activity, “Supporting a Woman Survivor” in Session 19 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 5:

INTEGRATION OF WOMEN’S VOICES

🕒 2 hours

Objectives:

- ☑ Participants practice integrating women’s voices in their Safe at Home work.

1. Explain to participants that as part of accountability, Safe at Home has highlighted specific areas in the curricula where women’s inputs need to be integrated into the men’s curriculum.

2. Explain that this integration will be done every week during the weekly meetings and tell participants that we are going to practice that now.
3. Break participants into 4 groups: 2 groups of men and 2 groups of women. Ask them to imagine they are in their community or the community in which they work.
4. Ask the men's groups to take 30 minutes to design an activity to engage men on VAWG, maybe one that they have used in the past. Ask them to:
 - a. Decide on the key themes/topics they will address through this activity (specific type of violence, specific issue women/girls face in a given community, etc.)
 - b. Ask them to write down on flip chart what the activity will look like in practice, laying out the flow, the activities, how they will address the themes/topics they have identified.
5. At the same time, ask the groups of women to identify their key concerns and priorities. Give them the following guiding questions:
 - a. Imagine a community – choose one that is relevant to you.
 - b. What are the biggest issues women are facing regarding violence? (Is it intimate partner violence? Other types? Provide details.)
 - c. What needs to change for the violence to stop?
 - d. How should men act differently for this to change?
6. Ask the women to write these key points on the "Integrating Women's Voices" worksheet, Annex 5.
7. At the end of the 30 minutes, ask each group of women to give their filled form to one of the men's groups.
8. Ask the men to read the information shared by the women in the form and ask them to determine how to bring this feedback into the activity they have designed for men.
9. For this part of the activity (mentioned above), ask one of the women's groups to join one of the men's groups and remain silent unless the men actively ask for their inputs or clarifications. Ask the second group of women to join the second men's group and give input regardless of whether they are asked to or not. (This is a good way for power dynamics to come to the surface and get participants to realize how they value, or do not value, women's input.)
10. After 30 minutes, ask participants to come back together. Ask each group to present back on the activity with men they will implement.
11. Over the next 30 to 45 minutes, debrief the activity by asking participants:
 - a. "Was this successful?" (Make sure you ask men and women.)
 - b. "What does success mean to you and why?"
 - c. "How does this connect to accountability to women and girls?"
 - d. "Did the women in the group feel their priorities were integrated, and did they feel heard during the integration process? Did they feel it was easy to speak up?"
 - e. "How much input did women have into the redesign of the exercise?"
 - f. "How would you do this differently in pairs?"

12. Highlight any observations on the process that trainers may have noted.
13. Summarize key points, **SAY:**
 - a. "For the purposes of Safe at Home, success is both about how well an activity engages men **AND** whether it integrates input from women and remains accountable to their needs, experiences, and voices."
 - b. "It is not easy to integrate input (especially from a group that we have been taught to have less value for) and not change it to focus on your own agenda, so this is something that facilitators will have to be very mindful of."
 - c. "This is part of accountability."

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 8

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ☑ Participants build relationships with each other.
- ☑ Participants recall the key messages from the day prior.
- ☑ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

I Love Everyone Who...

🕒 10 minutes)

1. Invite participants to grab a rock or flower or small piece of paper.
2. Participants should form a circle.
3. Explain to participants that they should mark their place in the circle with their object by putting it by their feet.
4. Ask for a volunteer. Explain to the volunteer that it is their job to steal someone else's place and that one person will be without a place and must go in the middle of the circle.
5. The volunteer should say, "I love everyone who is wearing the color yellow" or "I love everyone who has short hair." All the people wearing yellow, or with short hair, must change positions and find a new spot to stand. In the meantime, the volunteer should try to get out of the middle by stealing someone else's spot, marked with the object they brought.
6. Practice the game in a couple of rounds, try to make sure everyone is moving.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:**ACCOUNTABILITY IN FOCUS: DO'S AND DON'TS**

🕒 1 hour

Objectives:

- ☑ Participants understand what the practice of accountability should and should not look like.

Materials: Copies of Annex 6: "Accountability Temperature Check."

1. Explain that in this session we will continue our discussion on accountability. Explain that we will begin the discussion with an accountability temperature check.
2. Distribute Annex 6: "Accountability Temperature Check."
3. Give participants 10 minutes to complete the temperature check individually. One trainer should calculate the responses while another trainer continues the activity. Instructions for calculating the responses are in Annex 7: "Accountability Temperature Check Calculation Instructions."
4. Remind participants of the prior activity related to accountability where they practiced role plays and got to see what accountability could look like. Explain that you will now divide the group into four smaller groups.
5. Two groups will develop accountability "do's," two groups will develop accountability "don'ts"
6. Trainers should note that accountability primarily refers to men and their behavior towards women, but that participants may consider how women can be accountable to each other. For example, ask participants to think about how women can support other women who may be at-risk/vulnerable.
7. Give the groups about 20 minutes to develop their "dos" and "don'ts" and then invite groups to share out what they came up with.

8. Afterwards, present the following to participants on a flip chart. Make sure to integrate the groups responses.

DO'S	DON'TS
• Listen to women and take what they say seriously. • Believe women about their lived experiences. • Name men's violence against women and girls as a critical issue. • Continually recognize and transform your own harmful attitudes, beliefs, behaviors, and male privilege. • Understand how male power and privilege operate in your community. • Support the leadership of women. • Talk with other people about sexism and violence against women and girls. • Speak out against harm and model change for other men. • Work hard every day for change and equality. • Support survivors of VAWG by asking them how you can help. • Take responsibility for the changes you make and how you make them.	• Dominate discussions, ignore, or dismiss women's contributions. • Doubt, question, or judge women. • Minimize or justify violence. • Be defensive or think that you have "done" the work – accountability is a lifelong process and commitment. • Make it a competition about who suffers more from gender inequality or bring the conversation back to how men are harmed by expectations of masculinity. Keep the focus on women and girls. • Take over women's spaces or work or speak for women. Ask women how you can help them and what they need from you and do what they say. • Stay silent or collude with other men. • Look the other way or ignore disrespectful or abusive behavior • Expect that change will happen overnight. Working towards transformational change and equality means taking action every day to help create a safer world for women and girls. • Assume what survivors want or need or push them to take any particular action. Just listen and be supportive. • Don't mediate or attempt to provide counseling. • Make your changes dependent on women's recognition, gratitude, or validation.

9. Once the accountability "do's" and "don'ts" have been finalized, take five minutes to review the results of the Accountability Temperature Check. Make sure they are disaggregated by gender. **ASK:**
- "What actions should we take in this training to address these results?"
 - "How can we improve accountability to female facilitators, and women and girls?"
10. Trainers should make sure to incorporate participants' feedback into the remaining days of training.

SESSION 3:**TEACH-BACK: HEALTHY AND UNHEALTHY RELATIONSHIPS**

🕒 3 hours)

Objectives:

- ☑ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ☑ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the “Teach-back” on pg. 28 of this guide to facilitate the teach-back of “Healthy and Unhealthy Relationships.” Make sure to pause in the middle of the teach-back for lunch.

SESSION 4:**SERVICE PROVIDER MAPPING**

🕒 2 hours

Objectives:

- ☑ Participants understand which service providers are working in the community and reflect on their quality of care and ability to support Safe at Home participants.

Materials: Flip charts/flip chart paper, markers

1. Divide participants into groups by program location/site and hand out flip charts and markers.
2. Invite participants to take 20 minutes to draw a map of their site, including main areas of interest for future Safe at Home participants. These may include, for example, markets, religious sites, community centers, and so on.
3. After each group has completed their map, invite them to mark local service providers on the map. These may include health service providers, and service providers who support women and children.
4. Invite each group to present their maps to their colleagues and hang them up on the wall.
5. Discuss the gaps, i.e., what service providers are not available to support women and children. Focus on service provision related to experiences of violence. These would include health services, case management, women’s safe spaces, child friendly spaces, and access to justice/police.
6. **ASK:**
 - a. “If a woman experienced violence in your community, where could she go to seek support?” Invite all participants to mark their map with a star in locations demonstrating where women can seek support.
 - b. “What have you heard women say about these services? Do they like them? Are they good quality?” Invite participants to mark every service provision point for women survivors with a “+” if the service provision is of good quality, or a “-” if the service provision is not of good quality. Participants might not be able to speak to this in detail, if they are not comfortable giving a rating they can simply write a “?” on their map.

7. Explain that we are now going to go through the same process for services that support children. **ASK:**
 - a. If a child experienced violence in your community? Where could she/he and a supportive caregiver go to seek support?" Invite all participants to mark their map with a star in locations demonstrating where women can seek support.
 - b. "What have you heard caregivers say about these services? Do they like them? Are they good quality?" Invite participants to mark every service provision point for children who have experienced violence with a "+" if the service provision is of good quality, or a "-" if the service provision is not of good quality. Participants might not be able to speak to this in detail, if they are not comfortable giving a rating they can simply write a "?" on their map.
8. Trainers should now introduce services that the project is supporting, if not already identified by participants, and explain what is offered at each service and for what situation.
9. Explain that it is important for community facilitators to understand what services are available in their community, should a case of violence be revealed to them. Explain that tomorrow they will have the opportunity to discuss how to make a referral safely.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 9

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ☑ Participants build relationships with each other.
- ☑ Participants recall the key messages from the day prior.
- ☑ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Dance Moves!

⌚ 10 minutes)

1. Divide participants into groups of about 10 to 12 and invite each group to make a circle.
2. Explain that everyone is going to show us their favorite/best dance move.
3. Choose one person who will start in each group.
4. The person who starts will do their dance move. The person to their right will do a dance move as well, but they must first do the dance move of person one. That is to say that as they go around the circle, every person must do the dance moves of all the people before them plus their own.
5. Participants can help each other to remember their dance moves. Singing or music will help to set the mood.

Activity 2:

Recap

⌚ 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:**IDENTIFYING MY LIMITS**

⌚ 2 hours

Objectives:

- ☑ Facilitators are able to identify the limits of their role in the community.

Activity 1: Reflecting on my limits

 1 hour

1. Explain to participants that they are nearing the end of the Safe at Home Gender Relations and Preventing IPV training. Thank them for their ongoing interest, enthusiasm, and participation.
2. **SAY:**
 - a. "Now that you will be a Safe at Home facilitator, community members will see you as a leader."
 - b. "As you start to facilitate the Safe at Home content, people may begin to see you as an expert in family issues."
 - c. "Let's take a moment to remember what a facilitator does. Who can remind me of the role of a facilitator?"
3. Explain to participants that the role of a facilitator is to facilitate discussion, reflection, and the acquisition of new skills. It is to lead and guide discussions. Facilitators are not experts in the way we would call a doctor or social worker an expert, for example. Expertise requires years of training and practice.
4. Explain that there are experts who know how to manage cases of violence that may arise in families. The role of a facilitator is to link people from the community with these experts.
5. Explain that we are going to see some scenarios now and we will divide into groups to discuss what the facilitator should do and should not do.
6. Divide the participants into five groups and give each group one of the following scenarios. Each group should decide how the facilitator should act in the scenario and identify any risks of their involvement for both themselves and the survivor.



SCENARIO 1

You are a facilitator of the Safe at Home Program. One evening, a couple in the community (not participants in Safe at Home) come to your house. The man explains that they've been having problems in their relationship and asks what they can do to have a good relationship. The woman does not say anything, but you notice a bruise on her face and arm.

RESPONSE: Thank the persons for coming by. Explain that married relationships are at their best when they are based on a balance of power and mutual respect. Explain that you are not an expert in this matter, but you are a facilitator, so you help people to reflect for themselves. Explain that there are services in the community that can support families and that you'd be happy to describe those services to them. Do not advise the couple!



SCENARIO 2

You are a facilitator of the Safe at Home Program. One morning, a woman comes to your house who you don't know well. After welcoming her, she says that her husband has been regularly yelling at her and taking the money she earns from her own business. She asks you what she should do.

RESPONSE: Thank the person for coming by. Make sure to listen without interrupting until she has finished. Tell the survivor you are sorry to hear about her situation. Offer a healing statement such as “That sounds so difficult, I’m sorry that’s happened to you.” Explain that you are not an expert in managing difficult situations like these, but that there are experts in the community who can support her. Explain that you can refer her to these experts. Ask her if that is something she would like. Tell her you will keep the information she shared confidential and that you remain available to connect her to services.



SCENARIO 3

You are a facilitator of the Safe at Home Program. One day, a male Safe at Home participant comes to your house. He tells you he really likes the program but that he finds it hard to put the actions into practice, sometimes he still hits his wife if she has done something “bad.”

RESPONSE: Thank the participant for coming by. Remind the participant of the Safe at Home discussions. Ask him why you think the violence takes place? Reintroduce some of the Safe at Home discussions. Take some time to support his reflection. Afterwards remind the participant of the pledge they took when they entered the program, related to non-violence. Explain that you think it would be best if we found some other programs he can participate in, as Safe at Home is not the right fit for him at this time. Suggest that you continue the discussion with your co-facilitator to find a solution that works best.



SCENARIO 4

You are a Safe at Home facilitator. One of the participants comes to you one day to tell you that he heard another participant is hitting his wife and asks you to intervene.

RESPONSE: The female facilitator should reinforce messaging in her group around access to services for survivors. The male facilitator for the group should remind participants of their commitment to non-violence. Do not take any other action. It is not the role of the facilitator (or anyone else) to seek out a survivor. To the participant who is concerned, reiterate your role as a facilitator. Advise the participant not to take further action as this could further endanger both the woman experiencing violence and the participant. Assure the participant that you and your co-facilitator will reinforce messaging around non-violence and survivor services.”



SCENARIO 5

You are a facilitator of the Safe at Home Program. One of your female participants comes to you to tell you that she is being hurt by her husband and asks you what to do.

RESPONSE: Thank the person for coming by. Make sure to listen without interrupting until she has finished. Tell the survivor you are sorry to hear about her situation. Offer a healing statement such as “That sounds so difficult, I’m sorry that’s happened to you.” Explain that you are not an expert in managing difficult situations like these, but that there are experts in the community who can support her. Explain that you can refer her to these experts. Ask her if that is something she would like. Tell her you will keep the information she shared confidential and that you remain available to connect her to services. Once the survivor has accessed services and is on the road to recovery, ask her how she would like to handle the situation in regard to her and her husband continuing in the group. Make sure you follow her recommendations.

7. After you have completed the discussion regarding all the scenarios, remind participants of the difference between a facilitator and expert.
8. Explain that sometimes people think they are helping by giving advice or trying to mediate a situation. Explain that this can’t work because it often puts women in an inferior position and also puts the facilitator’s safety at risk.

Activity 2:

What Happens If I Witness Violence in the Home?

🕒 1 hour

Please refer to the activity “What Happens If I Witness Violence in the Home” in Session 22 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

MAKING REFERRALS SAFELY

🕒 1 hour 30 minutes

Objectives:

- ☑ Participants understand how to make a referral to case management services.

Note: Please make sure a GBV caseworker or supervisor is present for this session.

1. Explain to participants that when a woman has experienced intimate partner violence, the first point of entry for services is often via a trained social worker. This trained social worker can then facilitate referrals to health and legal service providers as well as facilitate opportunities for access to safe space activities, including income-generating activities.
2. If a GBV caseworker is not already part of your facilitation team, take a moment to introduce the GBV caseworker.
3. Invite the GBV caseworker to explain the referral process operating in the communities where Safe at Home will be working. The GBV caseworker should also explain a bit of background about what case management is and how it works.
4. Invite participants to ask questions.
5. Explain to participants that the caseworker in their community is often the best point of entry for Safe at Home and other community members who have experienced violence.
6. Explain that unless the situation is urgent (for example, a case that require immediate medical attention), a survivor should always be referred to the case manager after you’ve asked her consent to do so. This is as simple as introducing the survivor to the case manager at a time and place the survivor is comfortable with. Make sure that any referrals or connections you make with the caseworker or anyone else have been expressly requested by the survivor and that she has consented for you to take these actions.
7. Thank participants for their engagement in the session.

SESSION 4:**INTRODUCING THE SAFE AT HOME FAMILY CURRICULUM**

🕒 1 hour

Objectives:

- ☑ Participants understand the what the Safe at Home Family Curriculum is and when it should be used.
- 1. Explain to participants that until now, we have been primarily discussing women's and men's discussion groups. However, there is another complementary approach to the women's and men's discussions.
- 2. Explain that the family curriculum is designed to reinforce some of the key skills participants are learning in their same-sex sessions and gives couples and families an opportunity to come together.
- 3. Explain that the family curriculum has 5 sessions only that happen once a month. The family curriculum should only begin after a certain number of women's and men's discussion groups have been completed.
- 4. Explain that 2 family sessions will include the children of the participants and 3 sessions will be for couples only. Explain that the family sessions are unique in that male and female facilitators will work together to facilitate the session.
- 5. Present the themes of the family sessions:
 - 1. Creating a Family Vision (session with children)
 - 2. Making Financial Decisions Together (couples session)
 - 3. Communication (couples session)
 - 4. Developing Family Rules (session with children)
 - 5. Family Planning (couples session)
 - 6. Explain that there will be time to plan for the family sessions together and they will get to participate in some of the curriculum sessions tomorrow to have a glimpse into what is involved.
 - 7. Ask participants if they have any questions about the family sessions.

SESSION 5:**CIRCLES OF INFLUENCE**

🕒 1 hour 30 minutes

Objectives:

- ☑ Participants reflect on how community norms affect the changes participants decide to take on in their daily lives.
- ☑ Participants understand that social change comes from those who are willing to take action, even when it may not be easy to do so.

Please refer to the activity "Circles of Influence" in Session 23 of the Men's Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 10

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Session Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Two Truths and a Lie!

🕒 10 minutes

1. Invite participants to form a circle.
2. Explain that the purpose of this game is to get to know more about each other.
3. Each participant should think of two truths and a lie about themselves to tell the group.
4. Ask for volunteers to share their two truths and a lie (not saying which is the lie), and the rest of the group should guess which is the lie. After guessing is finished, the volunteer should reveal which statements are true, and which one is a lie. If there isn’t time to have everyone share in a group, divide the participants into smaller groups.

5. Here's an example. The volunteer could say the following three phrases, and the group would have to guess which was the lie: a, b, or c.
- "I have 8 sisters and brothers."
 - "I have travelled across the country."
 - "I once worked as a motorcycle-taxi person."

Activity 2:

Recap

🕒 20 minutes)

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

IDENTIFYING NEEDS VERSUS WANTS

🕒 1 hour

Objectives:

- ☒ Participants distinguish between needs and wants
- ☒ Participants understand how to facilitate this activity in their community.

Please refer to the activity "Identifying Needs Versus Wants" in Session 2 of the Family Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

LET'S TALK

🕒 1 hour

Objectives:

- ☒ Participants understand the characteristics of healthy and unhealthy relationships

Please refer to the activity "Let's Talk" in Session 3 of the Family Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

ACTIVE LISTENING

🕒 1 hour

Objectives:

- ✓ Participants articulate and practice effective strategies for communication within a couple

Please refer to the activity “Active Listening” in Session 3 of the Family Curriculum. Complete the full activity as described in the curriculum.

SESSION 5:

OPEN SPACE: QUESTIONS AND ANSWERS

🕒 30 minutes

Objectives:

- ✓ Participants have an opportunity to ask questions about any training content and seek clarifications as needed.

1. Explain to participants that the trainers have left this short time in the agenda as a space for trainees to ask questions and seek clarifications on the Safe at Home Program.
2. Explain that there are no wrong questions and invite participants to pose whatever questions they may have.
3. Take participants questions. If you are not able to respond, clarify how and when you will get the answer and the process for follow-up.
4. Thank participants for their questions.

SESSION 6:

POST TEST

🕒 30 minutes

Objectives:

- ✓ Trainers capture changes in knowledge and attitudes of participants since the beginning of the training.

1. Explain to participants that you will pass out the post-test and that they should complete it individually. They will have 30 minutes to do so. The post-test is the same as the pre-test.
2. The goal of the post-test is to understand how facilitators’ knowledge and attitudes have changed since the beginning of the training. It is primarily a monitoring tool for trainers to understand if the facilitation can be improved.
3. After 30 minutes, collect the post-test, even if not everyone has finished. Make sure to thank trainees for their participation.

SESSION 7:**TRAINING EVALUATION**

⌚ 30 minutes

Objectives:

☑ Trainers capture feedback on the overall training.

1. Pass out the Post-training Evaluation to every participant.
2. Explain that the goal of the Post-training Evaluation is to understand how the facilitation went and what could be improved for next time. Explain that while it is fine to give a couple of comments related to logistics (food, hours, transport, etc.), what you're really looking for is feedback on curriculum content and facilitation.
3. Give participants 30 minutes to complete the Post-training Evaluation and thank them for taking the time and effort to share their thoughts and feedback.

SESSION 8:**PLANNING FOR IMPLEMENTATION**

⌚ 1 hour 30 minutes

Objectives:

☑ Trainers and trainees complete a joint planning session to launch the Safe at Home Program.

1. This session is flexible and should be facilitated based on the needs of the country team.
2. You may want to consider the following in your discussion, depending upon where you are in the program launch:
 - Recruitment of participants
 - Choosing a day and time for curriculum sessions
 - Completing attendance tracking and session monitoring sheets
 - Developing a work plan in the lead up to launching the sessions in the community
 - Choosing meeting times for staff members and community facilitators
 - Facilitator transport/reimbursements
 - Facilitator contracts
 - Code of conduct
 - Planning for the parenting training

CLOSING

⌚ 10 minutes

Materials: Training Certificates

1. Take a moment to thank participants for all the time and energy they devoted to the training.
2. Highlight some of the best moments of the training.
3. Remind participants of the goals of the Safe at Home Program and how important their role is as facilitators.
4. Invite all members of the trainer team to give some remarks.
5. Close the training with distribution of Training Certificates for every person and take a group photo.

ANNEX 2:

Training 2: Positive Parenting to Prevent and Reduce Child Maltreatment

DAY 1

SESSION 1:

WELCOME, TRAINING OBJECTIVES, AND EXPECTATIONS

🕒 60 minutes

Objectives:

- ☑ Participants have the opportunity to reconnect after several weeks of Safe at Home facilitation in their communities.
- ☑ Participants understand the goals of the training and process.
- ☑ Participants establish norms for the training period.

Activity 1:

Welcome Back: Let's Re-Visit Our Dreams for Our Family!

Materials: "My Dreams for My Family" created during the first training, markers or other art supplies

1. Welcome the trainees back to this second round of training. Express your enthusiasm for the work they have done so far and your appreciation of their efforts to support Safe at Home.
2. Remind participants that the Safe at Home Program covers two key aspects of family health and well-being, **ASK:**
 - a. "What are these two key aspects?"

RESPONSE: These two key aspects are relationships between partners and relationships between parents and children.
3. Explain that so far we've focused on relationships between partners, but now it is time to switch to look at relationships between parents and children.
4. Pass out participants' "My Dreams for My Family," which they did in the first training.
5. Ask participants to take a moment to reflect on whether their "My Dreams for My Family" have changed at all. Participants may choose to make changes or additions to their dreams for their family.
6. Explain that since this second training will focus on relationships between parents and children, they should think a bit about what type of relationships they would like with their children.
7. Give participants 10 minutes to look at their dreams for their family and make any changes.

8. Ask participants to share some of their thoughts they had about or changes they made to their “My Dreams for My Family.”

Activity 2:

Review Training Agenda, Objectives, and Training Approach

🕒 15 minutes

Materials: Printed copies of the training agenda

1. Remind participants why they are here – to be trained to continue group discussions (that is, to be facilitators) in their community. Facilitators support community members to gain knowledge, skills, and reflect on how they can assure they have safe, happy, and healthy families who live free from violence.
2. Introduce the training objectives:
 - a. Understand the goals and expectations of the Safe at Home Program.
 - b. Gain competencies to facilitate curriculum sessions.
 - c. Reflect on our own attitudes and biases surrounding violence within the family.
3. Introduce the training methodology. Explain that the training methodology includes three main parts, the same as the first training:
 - a. Sessions that build facilitation skills
 - b. Sessions that build knowledge, skills, and support reflection; these are sessions directly from the Safe at Home curriculum
 - c. Teach-backs: These are opportunities to practice facilitating a session that you have taken a part of as a participant
4. Explain that this is the second training; it is 8 days in length.
5. Give participants 5 minutes to review the agenda, then ask if they have any questions.
6. Explain that at the end of each day, participants will have the opportunity to evaluate the day – what went well, what could have gone better, suggestions for changes, and outstanding questions. These evaluations will be anonymous.

Activity 3:

Creating Our Group Agreements

🕒 25 minutes

Materials: Flip chart paper, markers, pens

1. Explain that because the group will be together for 8 days in this second training, they will need to establish a set of Group Agreements – these are ways of behaving and interacting that all participants agree to follow during the training session.
2. Ask for volunteers to propose ideas for Group Agreements and write them on a flip chart.



EXAMPLES OF GROUP AGREEMENTS

1. Respect each other’s ideas and experiences.
2. Confidentiality – keep information private.
3. Participate actively.
4. Arrive and finish on time.
5. Listen to each other – do not interrupt.
6. Ask for permission to speak from the person leading the session.
7. Put phones on vibrate or silent.

3. Once the participants have shared their ideas, review the list together. You may also suggest some Group Agreements as a trainer.
4. Establish specific roles and responsibilities, namely one **timekeeper** and one **community leader**, who is tasked with assuring adherence to the Group Agreements laid out. The timekeeper keeps the group on schedule, and the community leader assures that participants adhere to the Group Agreements and gives out a “fine” if the Group Agreements are not followed. A new person should play the role of timekeeper and community leader each day of the training.
5. Make sure to ask participants what the “fine” should be for anyone who breaks a group agreement; usually it is something silly, like dancing or singing in front of everyone else.
6. Make a table showing the names of the timekeeper and community leader each day.
7. Make sure participants understand and agree to the Group Agreements and ask everyone to come and sign the flip chart where the agreements are written. Affix the flip chart to the wall for the duration of the training.

CONFIDENTIALITY AND DISCLOSURES OF VIOLENCE

Confidentiality:

Let the group know that confidentiality means keeping what is said during the training as private information. It requires each participant to commit to respecting what each other shares and not talking about anything that is said during the training time outside of the group. Explain that the training is a space for participants to explore new, interesting, but also potentially sensitive topics. Participants may wish to share their personal experiences, and if they do, all information they share should be sealed in the *Safe at Home Vault*, meaning that it will never be discussed outside the training. Make sure participants understand this principle and agree to it.

Disclosures of Violence:

Explain that during the session, some participants may talk about violence they have experienced. Other participants may choose not to, and either way is fine. Explain that there are services available if participants would like to speak to someone after the session.

In some cases, participants may disclose past violence perpetration towards their female partners and/or children. If these disclosures happen, it is important to support participants to reflect on the negative effects of this violence, and the decision they made to stop it. Remind participants that if they are known to be actively using violence within their family, they will no longer be invited to facilitate a discussion group. Remind participants that one of the requirements of the program is a pledge of non-violence.

SESSION 2:

SHARING OUR EXPERIENCE LEADING COMMUNITY CHANGE

🕒 60 minutes

Materials: Flip chart paper, markers

Objectives:

- ✓ Participants learn from each other's experience in implementing Safe at Home.
- ✓ Participants identify common challenges in program implementation and ways to overcome those challenges.

1. Explain that you will begin the session with paired sharing. Clear the space in the center of the room so people can easily move around in a circle.
2. Ask half the participants in the group to form a tight circle, bodies facing outwards.
3. Ask remaining participants to pair up with one person in the circle so they are facing them. Once everyone is paired, there should be two concentric circles.
4. Explain that you are going to ask a question and you would like the pairs to take 3 to 4 minutes to discuss. Each person should share their experience. After the 3 to 4 minutes is up, the people in the outer circle will move to the left, forming a new pair. At this time, a new question will be asked.
5. Explain that you will ask a series of questions and then the group will discuss in plenary.
6. Give participants 3 to 4 minutes to discuss each question below. After the discussion for each question is complete, make sure to shift pairs and start each new question with a new pair. **ASK:**
 - a. "As a facilitator, what are three things you did well in facilitating Safe at Home sessions in the community? Share with your partner."
 - b. "As a facilitator, what are three areas you would like to improve upon in your facilitation with participants in the community? Share with your partner."
 - c. "What are one to two things that surprised you when facilitating the curriculum? Share with your partner."
 - d. "Have you seen in changes in your participants' attitudes and behaviors? What have you seen? Share with your partner."
 - e. "What types of resistance have you met to Safe at Home concepts and how have you managed that resistance? Share with your partner."
7. After all the questions have been asked and answered in pairs, bring the group back together in plenary. Ask participants to share what they heard for each question. Write down the responses to each question on a flip chart.
8. As the trainer, take a moment to review these responses and summarize them for the group. Note where you may need to make some adaptations or changes to the training and make sure you ask trainees if there is a specific subject matter that they would like to re-visit or learn about based on these discussions.
9. Thank participants for sharing their experiences and explain that we will now begin the training content.

SESSION 3:**PRE-TEST**

⌚ 30 minutes

Objectives:

- ☑ Participants assess their knowledge and attitudes.

Materials: Annex 8: Pre-test – Training 2

1. Explain to participants that you will pass out a pre-test that they should complete individually. They will have 30 minutes to do so.
2. The goal of the pre-test is to understand the base knowledge, attitudes, and experiences of trainees. Explain that there is no passing or failing score, and that the pre-test is primarily a monitoring tool for the program team.
3. Explain that the same test will be given at the end of the training as an opportunity to measure how participants have understood the training content and the effectiveness of the training delivery.
4. After 30 minutes, collect the pre-test, even if not everyone has finished. Make sure to thank trainees for their participation.

SESSION 4:**INTRODUCING POSITIVE PARENTING**

⌚ 30 minutes

Objectives:

- ☑ Participants understand what positive parenting is and why it is important.

1. Introduce the training content, **SAY:**
 - a. "In this training, we will share information about parenting that is based on biological and social science research. It is also based upon parenting strategies that are effective in many places around the world."
 - b. "We call this training Positive Parenting, because it gives us strategies to use with our children that promote their healthy development and do not do harm."
 - c. "You'll remember that in our first training we talked about relationships between partners. We did this first because our romantic relationships are our foundation for building a family and we need relationships between partners to be happy, healthy, and safe. When partners are happy, healthy, and safe, parenting is easier and children are also more likely to be happy, healthy, and safe."
 - d. "We will talk about important parenting topics such as brain development, communication strategies, parent and child stress management, and coping."
 - e. "In addition to these topics, we will explore ways to promote gender equality for girls and boys in our homes. We will learn about our special role as parents in doing this."
 - f. "The sessions in communities are similar to the ones you have already facilitated. They employ participatory facilitation strategies such as role play, case studies, games, and so on."

- g. "Similar to the sessions you administered before, some of these topics might be met with resistance because they present a new way of doing things. We will talk a bit about how to handle these resistance reactions, as we did last time."
- h. "We will also continue to talk about power – what it means to have power as a parent and how we use it."
- i. "All the process steps are the same as before; we will ask you to facilitate 2-to-3-hour sessions in your community, meet for planning with your co-facilitators, report out on how sessions went, and keep track of attendance."

2. Take a moment to ask participants if they have any questions about what you've just shared and then continue to the next session.

SESSION 5:

THE VIOLENCE CLOTHESLINE

 60 minutes

Objectives:

- ☒ Participants understand the intergenerational impacts of violence and the links between violence against women and violence against children

Please refer to the "The Violence Clothesline" activity in Session 12 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 6:

IDENTIFICATION OF PARENTS' SOCIAL AND EMOTIONAL NEEDS

 60 minutes

Objectives:

- ☒ Participants understand what positive parenting is and why it is important

Please refer to the "Identification of Parents' Social and Emotional Needs" activity in Session 8 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 7:

RELAXATION TECHNIQUES

 60 minutes

Objectives:

- ☒ Participants possess techniques to manage their stress

Please refer to the "Relaxation Technique to Cope with Stress" activity in Session 8 of the Men's Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 2

SESSION 1:**ICEBREAKER AND RECAP**

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Charades

🕒 10 minutes

1. Pick a “volunteer” to start things off.
2. Ask the volunteer to think of an item they have used or seen in this training or the prior one, for example a flip chart, a pen, etc.
3. The volunteer must explain the item using only gestures. Any spoken words lead to an immediate disqualification.

Activity 2:

Recap

 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

WHAT'S HAPPENING IN OUR CHILDREN'S BRAINS?

 2 hours

Objectives:

- ☒ Participants understand child brain development and the impact of toxic stress on parents and children.
- ☒ Participants understand ways to support brain growth and development.

Please refer to the "What's Happening in Our Children's Brains?" activity in Session 10 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

MY SAFE SPACE?

 1 hour

Objectives:

- ☒ Participants practice a coping and healing strategy.

Please refer to the "My Safe Space" activity in Session 9 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:**UNDERSTANDING VIOLENCE AGAINST CHILDREN IN THE FAMILY**

🕒 1 hour

Objectives:

- ☑ Participants understand what child maltreatment is.

Please refer to the “Understanding Violence Against Children in the Family” activity in Session 11 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 5:**CONSEQUENCES OF VIOLENCE AGAINST CHILDREN IN THE FAMILY**

🕒 1 hour

Objectives:

- ☑ Participants understand the consequences of child maltreatment

Please refer to the “Consequences of Violence Against Children in the Family” activity in Session 11 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 6:**MY COPING AND HEALING TOOLKIT**

🕒 1 hour

Objectives:

- ☑ Participants practice coping and healing strategies.

Please refer to the “Making your Own Coping and Healing Kit” activity in Session 9 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 3

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

No Smiling!

🕒 10 minutes

1. Ask each participant to think of a funny dance move or gesture and explain they will go around the room and do their funny move to different people.
2. The rest of the group has the goal to not smile, no matter what. The first person who smiles is the next person to do their own funny gesture.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:**TEACH-BACK: THE VIOLENCE CLOTHESLINE**

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

1. Explain to participants that the next three hours are going to be focused on practicing amongst ourselves. This is called **teach-back**. Remind participants of the teach-back activities during the first training.
2. The teach-back is both an opportunity to practice facilitating activities in the curriculum, and the opportunity of practicing how to provide feedback, how to receive feedback, and how to frame comments and observations in a way that is constructive and encouraging.
3. It can be unnerving to present back to peers – especially as this may be the first time for many of them. That's okay! Remind them that we are here to support each other, and we are expecting all of us to make mistakes and to use these as learning opportunities.
4. Explain that teach-backs will be integrated throughout the training and they will always work the same way:
 - 30 minutes of group preparation
 - 45 minutes for teach-back from Group 1 to Group 2
 - 15 minutes peer feedback Group 2 to Group 1
 - 45 minutes teach-back from Group 2 to Group 1
 - 15 minutes peer feedback from Group 1 to Group 2
 - 30 minutes of debriefing in plenary
 - Facilitators will divide participants into an equal number of groups, usually 4 or 6 groups depending on the number of participants. Groups should have no more than 4 persons each. Group members should share the facilitation of their session.
 - After the first teach-back, groups should pause to reflect on the following questions (according to their role):
 - How did it feel to facilitate the session? What would I do differently next time?
 - How did it feel to participate in the session? What recommendations would I make to the facilitators?
7. At the end of the teach-back, take 30 minutes to debrief as a full group. **ASK:**
 - d. "What did you learn from this exercise?"
 - e. "What key skills of a facilitator would you like to improve upon?"
 - f. "Did you practice accountability to the female facilitator in this exercise?"
8. Thank participants for their participation and acknowledge their efforts before continuing on to the next activity.

SESSION 3:

THE RACE FOR EQUALITY

🕒 1 hour

Objectives:

- ✓ Participants reflect on how gender inequality negatively impacts girls' lives and reflect on their role in promoting gender equality in the household.

Please refer to the activity "The Race for Equality" in Session 13 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

THE SECRET MESSAGES WE TELL OUR DAUGHTERS

🕒 1 hour 30 minutes

Objectives:

- ✓ Participants understand how boys and girls are socialized differently and how this socialization limits girls' well-being and opportunities.

Please refer to the activity "The Secret Messages We Tell Our Daughters" in Session 13 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 5:

RELAXATION TECHNIQUES

🕒 1 hour

Objectives:

- ✓ Participants practice relaxation techniques.

Please refer to Activity 4, "Relaxation Techniques" of the Men's Curriculum, in Session 8 "The Stressed Father." Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 4

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

We Have So Much in Common!

🕒 10 minutes

Materials: A small prize

1. Explain to participants that we often have more things in common than we know.
2. Divide participants into pairs and ask them to come up with a list of things they have in common. (This should not be related to their physical appearance, clothing colors, or other obvious shared characteristics like speaking the same language or being from the same area.)
3. Give participants seven minutes to talk to their partner and come up with a list of things they have in common.
4. Each pair should share the number of things they came up with. The pair with the highest score must present what they have in common and will win a prize.

ACTIVITY 2:

RECAP

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.

4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

WHAT IS EMPATHY AND HOW DO WE APPLY IT TO OUR COMMUNICATION WITH CHILDREN?

🕒 2 hours 30 minutes

Objectives:

- ✓ Participants understand the key principles of effective communication.
- ✓ Participants list and use the four steps of empathetic communication.

Please refer to Session 14 of the Men's Curriculum, "Communication With My Children." Complete the full session, including all activities within.

SESSION 3:

TEACH-BACK: WHAT'S HAPPENING IN OUR CHILDREN'S BRAINS?

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the "Teach-back" on pg. 81 of this guide to facilitate the teach-back of "What's Happening in Our Children's Brains?"

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with "+" and "-" signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don't have any constructive feedback, they do not need to complete a "-" post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 5

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Life Raft

🕒 10 minutes

Materials: A few large pieces of flip chart paper

1. Ask participants to form a circle, of no more than 12 participants at once. If there are more than 12 participants, divide into two groups.
2. Present each group with a piece of large flip chart paper.
3. Explain that in this exercise, all participants in a group are on a boat and the boat has hit rough water and is sinking. The flip chart paper is their life raft, and they must get everyone onto the life raft, no one can touch the water (floor) surrounding the life raft.
4. This activity involves a lot of physicality, with people holding onto each other as well as balancing on one foot or on someone else. If this is not appropriate for your context, consider another activity.
5. Remind participants to problem solve and communicate as they try to get everyone on the life raft. Anyone with their foot on the floor outside the life raft is disqualified.
6. Enjoy the good fun and laughter!

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day

prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.

3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

DISCIPLINE WITH DIGNITY

🕒 2 hours

Objectives:

- ✓ Participants understand how to name and use non-violent discipline approaches such as "Ignore" or "Time Out."

Please refer to Session 16 of the Men's Curriculum "Disciplining Children With Dignity." Complete activities 2–6 of the session.

SESSION 3:

FAMILY RULES AND AGREEMENTS

🕒 2 hours

Objectives:

- ✓ Participants articulate how to support their children in making good decisions and being responsible family members.
- ✓ Participants name positive parenting techniques such as praising the children, establishing consequences, and making family agreements and rules.
- ✓ Participants list and use the steps suggested for family meetings and agreements.

Please refer to Session 15 of the Men's Curriculum "Encouraging Responsibility, Family Rules, and Routine." Complete activities 2–4 of the session.

SESSION 4:

TEACH-BACK: WHAT IS EMPATHY AND HOW DO WE APPLY IT TO OUR COMMUNICATION WITH CHILDREN?

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the “Teach-back” on pg. 65 of this guide to facilitate the teach-back of “What Is Empathy and How Do We Apply It to Our Communication With Children?”

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 6

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ☑ Participants build relationships with each other.
- ☑ Participants recall the key messages from the day prior.
- ☑ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Desert Island

🕒 10 minutes

Materials: Random office items, at least six (stapler, calculator, cloth, cup, pen, and so on), small prize (such as candy)

1. Divide participants into six groups.
2. Present the groups with the six items.
3. Explain that each group is going to be stranded on a desert island and they can only take one of the items displayed with them.

4. Each group should discuss and agree together on which item they would like to take and why.
5. Each group, in 20 seconds or less, will choose their item and present the justification.
6. Facilitator gives a small prize to the team with the best explanation.

Activity 2:

Recap

 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

PREPARING FOR RESISTANCE

 1 hour 30 minutes

Objectives:

- ☒ Participants understand how to challenge harm.
- ☒ Participants practice managing resistance reactions.

1. Open the session by asking, "As you have facilitated over the past weeks, have you received any resistance reactions from your participants?"
2. As participants in the training share the resistance reactions they've faced, make sure to ask how they managed the reaction. For example, did they follow the steps? What did they say and how was it received?
3. Take no more than 15 minutes to discuss this as a group.
4. Remind participants that resistance reactions are linked with power and status, as it can be difficult to understand the value of power sharing, especially for those who have not shared power in the past.
5. Explain that facilitators may also face resistance reactions when facilitating the parenting content of the curriculum and that they should use the same process to manage that resistance.

6. Present a flip chart with the below points to the group.

“Challenging Harm”

• **STEP 1: Ask for clarification./Learn why they have that opinion.**

- Summarize back the statement or comment. Say, for example, “So, it sounds like you are saying...is that correct?”
- Ask for clarification. “Thank you for sharing your opinion with us. Can you tell us why you feel that way?”
- Identify to yourself which of the “Common Resistance Reactions” is being expressed by the harmful statement or action.

• **STEP 2: Seek an alternative opinion./Involve others.**

- Send the question back to the group using an open method. For example: “What do the rest of you think of that phrase (or this attitude)?”
- “To me that sentence sounds like victim-blaming. What do the rest of you think?”

• **STEP 3: If nobody offers an alternative opinion, provide one.**

- “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that children must be beaten to teach them proper behavior, but we know that beating children causes them stress, has an adverse impact on their development, and creates an intergenerational cycle of violence. Shouldn’t we think about how we can break the cycle of violence?”

• **STEP 4: Connect back to Safe at Home.**

- Remember that these views and harmful beliefs are the reason that the Safe at Home intervention exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts within Safe at Home. For example:
- “How do you think this idea come about? Who taught us these ideas?”
- “How does this idea relate to what we are taught about being parents?”
- “How does this idea reinforce power over of parents?”
- “Are these ideas harmful to the safety of boys and girls?”

• **STEP 5: Offer facts that support a different point of view and emphasize a helpful perspective.**

- Sometimes there are laws that can support a position, but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community. “The law says that every child has right to live free of violence. I agree with this and as a parent, I think it is important that we find alternative discipline strategies to support our children.”

7. Explain that it is very unlikely that the participant will openly change his or her opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later.

8. Divide participants into groups of 3 and give each group one of the below scenarios. There should be one person in each group who plays the role of the group facilitator.



SCENARIO 1

During a weekly men's group when discussing positive discipline, two male participants say the following:

Participant 1: "We have to bring the stick to our children; if we don't, they won't respect us."

Participant 2: "That's true! I've seen this with my neighbors. They never hit their children, not even a slap. And you know what? They run wild all over the place. Those children are a bad example for others."



SCENARIO 2

During a weekly women's group when discussing verbal abuse, two female participants say the following:

Participant 1: "I don't want to insult my children, but sometimes that is the only way they understand I'm serious."

Participant 2: "Sometimes that doesn't even work, sometimes you've got to give them a slap to the bottom. I use this strategy, and it works well. This new idea you are telling us about, practicing time out, this is from the foreigners. Why should we change what we are doing if it works well?"



SCENARIO 3

During a weekly men's group doing a discussion about communication with children, two male participants say the following:

Participant 1: "We can't be too easy on our children, talk to them softly and sweetly all the time. If they do that, they will be too soft."

Participant 2: "Yes I agree, especially the boys. We've got to teach them how to be men!"



SCENARIO 4

During a weekly meeting between facilitators and the supervisor, the two facilitators say:

Female facilitator: "One of the women told me that one of the participants in our group beats her children regularly."

Female facilitator: "Was it Esperance she was talking about? I wouldn't worry about Esperance; I know her well, and it's just a friendly slap here or there. She would never do anything really harmful."



SCENARIO 5

During a weekly men's group, a male participant says the following:

Participant: "What do you mean by power with children? That is ridiculous! Of course, we have power; we are the parents. That is our right because the children belong to us."

**SCENARIO 6**

During a weekly men's group when discussing distribution of household chores, two male participants say the following:

Participant 1: "I've started to distribute tasks more equitably between my kids. Now the boys have to get water and do the dishes."

Participant 2: "That's great! What did your wife think about this change?"

Participant 1: "I don't know; I didn't ask her because she agrees with all my decisions about raising the children."

9. Give participants 10 minutes to prepare their role plays. Explain that the role plays should last no more than 5 minutes each.
10. After participants have finished preparing, invite them to perform the role play in front of the group.
11. Debrief for approximately 5 minutes after each role play using the following questions, ASK:
 - a. "In what ways did you feel the facilitator managed the resistance well?"
 - b. "In what ways could the resistance have been managed better?"
 - c. "What are some other options for responses the facilitator could give?"
12. After you have completed all the role plays, take a moment to debrief in plenary. **ASK:**
 - a. "How are you feeling about managing resistance related to parenting?"
 - b. "How can we work together so that everyone in this training feels confident in their ability to manage resistance?"
13. Thank participants for their active participation in the activity.

SESSION 3:**PROVIDING PSYCHOSOCIAL SUPPORT WITHIN THE FAMILY**

1 hour

Objectives:

- ☒ Participants can articulate the impact of a psychosocial crisis on their children.

Please refer to the activity "Understanding the Psychosocial Impact of a Crisis on Children" in Session 17 of the Men's Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

TEACH-BACK: DISCIPLINE WITH DIGNITY

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the “Teach-back” on pg. 81 of this guide to facilitate the teach-back of “Discipline With Dignity.”

SESSION 5:

MYTH OR FACT: CHILDREN’S EXPERIENCE OF VIOLENCE

🕒 1 hour

Objectives:

- ✓ Participants understand myths associated with violence against children.

Please refer to the activity “Myth or Fact: Children’s Experiences of Violence” in Session 20 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 7

SESSION 1:

ICEBREAKER AND RECAP

🕒 30 minutes

Objectives:

- ✓ Participants build relationships with each other.
- ✓ Participants recall the key messages from the day prior.
- ✓ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:

Famous Person

🕒 10 minutes

1. Ask participants to take a moment to answer one question, "If you could meet any famous person dead or alive, who would you choose and why?"
2. Ask for volunteers to share their responses.

Activity 2:

Recap

🕒 20 minutes

Materials: Ball

1. Explain that every day of the training there will be a recap to help the group collectively remember the key messages and learning from the prior day.
2. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share one key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
3. Remind participants that if they are throwing the ball to someone else, they should first call out that person's name and make eye contact, so that that person knows to catch it.
4. The trainer should make note of the key take-aways and messages. Trainers should record them in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

SUPPORTING A CHILD WHO HAS EXPERIENCED VIOLENCE

🕒 1 hour

Objective:

- ☑ Participants actively support children accessing services in the community.

Please refer to the activity “Supporting a Child Who Has Experienced Violence” in Session 20 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 3:

FAMILY REPUTATION IN MY COMMUNITY

🕒 1 hour

Objective:

- ☑ Participants understand the link between victim-blaming and family reputation.

Please refer to the activity “Family Reputation in My Community” in Session 21 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 4:

IT’S NOT THEIR FAULT

🕒 1 hour 30 minutes

Objective:

- ☑ Participants reflect on the victim-blaming of women and children who experience violence in the community.

Please refer to the activity “It’s Not Their Fault” in Session 21 of the Men’s Curriculum. Complete the full activity as described in the curriculum.

SESSION 5:

TALKING ABOUT SEXUAL HEALTH AND CHILDBEARING

🕒 1 hour

Objective:

- ☑ Participants learn how to facilitate a discussion on sexual health and childbearing between partners.

Please refer to the activity “Talking about Sexual Health and Child-bearing” in Session 5 of the Family Curriculum. Complete the full activity as described in the curriculum.

SESSION 6:**THE MATTER OF CONSENT**

🕒 1 hour

Objective:

- ☑ Participants understand what consent looks like in a sexual relationship.

Please refer to the activity “The Matter of Consent” in Session 5 of the Family Curriculum.

CLOSING

🕒 10 minutes

Materials: Flip chart paper, post-it notes/notecards

1. As you wrap up the day, make sure to thank participants for their active participation.
2. Explain that you would like to collect their feedback on how the day went. You will do this by asking them to share one positive and one negative thing about the day.
3. Post a flip chart with “+” and “-” signs and ask participants to write their feedback on post-it notes and place the post-it notes under the appropriate sign. If participants don’t have any constructive feedback, they do not need to complete a “-” post-it. Encourage participants to share all things that are positive so that you can keep doing the things they like. Make sure to encourage participants to give feedback that goes beyond logistics and focuses more on facilitation and learning.

DAY 8**SESSION 1:****ICEBREAKER AND RECAP**

🕒 30 minutes

Objectives:

- ☑ Participants build relationships with each other.
- ☑ Participants recall the key messages from the day prior.
- ☑ Trainer is able to understand how participants processed the information they learned the prior day and where messages may need to be reinforced.

Activity 1:
10 Questions

🕒 10 minutes

Materials: Small prizes (such as candy)

1. Ask for one volunteer.
2. Explain to the volunteer that they should choose an item in the room that everyone can see.
3. Divide the remaining participants into two groups. Each group gets to ask the volunteer 10 questions to try and figure out what the item is. The groups trade off asking questions and listening to the responses.
4. The first group to figure out the item wins.

Activity 2:
Recap

🕒 20 minutes

Materials: Ball

5. Explain that every day of the training there will be a re-cap to help the group collectively remember the key messages and learning from the prior day.
6. Explain that you have a ball and that you will start the game by throwing the ball to someone. Once the person receives the ball, they should share 1 key message or important thing they learned the day prior. They may also ask a question related to the content of yesterday's training. Once they have finished, they should pass the ball to someone else.
7. Remind participants that if they are throwing the ball to someone else, they should call out that person's name first, so that they know to catch it.
8. The facilitator should make note of the key take-aways and messages. Facilitators should record it in their training notes. If it appears that a key take-away or message is not clear or has been misunderstood, take the time to clarify.

SESSION 2:

TEACH-BACK: FAMILY REPUTATION IN MY COMMUNITY

🕒 3 hours

Objectives:

- ✓ Participants practice facilitating the curriculum and begin to familiarize themselves with it.
- ✓ Participants experience the curriculum as they would in their community and are able to reflect on challenges to facilitation and learn from others.

Follow the instructions for the "Teach-back" on pg. 81 of this guide to facilitate the teach-back of "Family Reputation in My Community."

SESSION 3:**OPEN SPACE: QUESTIONS AND ANSWERS**

⌚ 30 minutes

Objectives:

- ☑ Participants have an opportunity to ask questions about any training content and seek clarifications as needed.
- 1. Explain to participants that the trainers have left this short time in the agenda as a space for trainees to ask questions and seek clarifications on the Safe at Home Program.
- 2. Explain that there are no wrong questions and invite participants to pose whatever questions they may have.
- 3. Take participants questions. If you are not able to respond, clarify how and when you will get the answer and the process for follow-up.
- 4. Thank participants for their questions.

SESSION 4:**POST-TEST**

⌚ 30 minutes

Objectives:

- ☑ Trainers capture changes in knowledge and attitudes of participants since the beginning of the training.
- 1. Explain to participants that you will pass out the post-test and that they should complete it individually. They will have 30 minutes to do so. The post-test is the same as the pre-test.
- 2. The goal of the post-test is to understand how facilitators' knowledge and attitudes have changed since the beginning of the training. It is primarily a monitoring tool for trainers to understand if the facilitation can be improved.
- 3. After 30 minutes, collect the post-test, even if not everyone has finished. Make sure to thank trainees for their participation.

SESSION 5:**TRAINING EVALUATION**

⌚ 30 minutes

Objectives:

- ☑ Trainers capture feedback on the overall training.
- 1. Pass out the post-training evaluation to every participant.

2. Explain that the goal of the post-training evaluation is to understand how the facilitation went and what could be improved for next time. Explain that while it is fine to give a couple of comments related to logistics (food, hours, transport, etc.), what you're really looking for is feedback on curriculum content and facilitation.
3. Give participants 30 minutes to complete the training evaluation and thank them for taking the time and effort to share their thoughts and feedback.

SESSION 6:

PLANNING FOR IMPLEMENTATION

🕒 1 hour 30 minutes

Objectives:

- ☑ Trainers and trainees complete a joint planning session to continue the Safe at Home program implementation.

1. This session is flexible and should be facilitated based on the needs of the country team.
2. You may want to consider the following in your discussion, depending upon the experience to-date:
 - Planning for supervision
 - Reviewing attendance tracking and session monitoring sheets
 - Troubleshooting any logistics challenges
 - Planning for remaining family session
 - Planning for optional sessions
 - Planning for the closing of the sessions

CLOSING

🕒 10 minutes

Materials: Training Certificates

1. Take a moment to thank participants for all the time and energy they devoted to the training.
2. Highlight some of the best moments of the training.
3. Remind participants of the goals of the Safe at Home Program and how important their role is as facilitators.
4. Invite all members of the trainer team to give some remarks.
5. Close the training with distribution of Training Certificates for every person, and take a group photo.

Talking Points: Why do we need an 18-day training?

In the humanitarian context where needs are significant and resources are never enough, program implementers may find themselves faced with the question, “Can we shorten this training?” The short answer to that question is **NO**. Below are talking points for teams to use to explain to interested groups why the training in its current form is essential.

1. ATTITUDE AND BEHAVIOR CHANGE CANNOT BE RUSHED!

Safe at Home is about hard personal work for attitude and behavior change. It is different than other personal work we might do like learning a new planting technique (for farmers) or developing a technical skill like building homes or making clothes. Safe at Home is about how we live our lives – it goes to the core of how we were raised and what we believe. When we shorten the training, we shorten the opportunity for community facilitators to transform their own attitudes and beliefs. We then send facilitators into the community to share new ideas with others, yet they are likely not fully transformed themselves. When that happens, the following risks arise:

- **The program loses credibility (and is therefore not effective):** If community facilitators are out in the community sharing ideas that they themselves do not believe or live, the program will not be credible in the eyes of program participants.
- **The program has unintended negative outcomes:** Community facilitators who are not properly transformed themselves may misunderstand some of the program content and may use it to inadvertently reinforce community social norms that hurt women and children. For example, a community facilitator who wants to keep girls safe from harm may advocate for girls not to go to school (to avoid sexual harassment, bullying, etc.), but this protective stance actually causes harm in the long run because it denies girls opportunities for their own growth and advancement.

2. FACILITATION SKILLS FOR ADULT LEARNING REQUIRE TIME AND PRACTICE.

Community facilitators may come from environments where learning is traditionally focused on didactic teaching techniques, where the teacher is the knowledge-holder and the students must acquire the teacher’s knowledge. By contrast, adult learning principles tell us that adults learn best in experiential settings where they can have dialogue and share new ideas. For most community facilitators, adult learning techniques will be new. They need time to experience these techniques as participants and then practice them themselves. This is why the training has both curriculum sessions and teach-backs. When we reduce the time to internalize and practice new facilitation techniques, we increase the risk that community facilitators won’t have the proper facilitation skills. This means that their facilitation style may not engage participants, resulting in program attrition, or that the facilitator may lack confidence or lose focus in guiding discussions and reflection, potentially leading participants to a completely different outcome than intended.

3. THERE IS A PROGRAM RISK OF *DOING HARM*.

Safe at Home community facilitators who are not properly trained may inadvertently cause harm in the community. For example, they may not have appropriate practice in handling disclosures of violence and may create a situation where an individual’s confidentiality is compromised, affecting that individual’s reputation, or worse, leaving them at risk of further violence. Safe at Home facilitators who do not receive proper training may not know how to handle referrals appropriately. Additionally, they are unlikely to be able to effectively manage resistance reactions, potentially creating a situation where negative ideas about women and children are reinforced rather than broken apart.

Training Notes Form

About the Session

My name:

Co-facilitator name:

Training day #:

Curriculum (please circle): ☐ Men's ☐ Women's ☐ Family

1. What training activities were most successful today? Why?

2. Which of the training activities were most difficult today? Why?

3. If facilitating the day again, what would you do differently (if anything)?

4. Where do you think participants need more support to understand an idea?

5. In three words, describe how you feel after today's training.

Training Pre-test and Post-test – Training 1

1. What is the difference between **sex** and **gender**? (2 point)

2. Please read the following statements and check agree, disagree, or don't know according to your point of view. (4 points)

If a girl has experienced violence, she is generally to blame for the violence that she experienced.

☐ Agree ☐ Disagree ☐ Don't know

A girl should not speak about violence she has experienced as she will bring shame upon her family.

☐ Agree ☐ Disagree ☐ Don't know

Girls do not have the right to decide when they should get married.

This decision should be made by their parents.

☐ Agree ☐ Disagree ☐ Don't know

A couple can have a good relationship even if a husband hits his wife.

☐ Agree ☐ Disagree ☐ Don't know

3. Please read the following statements and circle true or false for each. (2 point)

Our attitudes and beliefs do not influence our behaviors

☐ True ☐ False

Exploring harmful beliefs about gender is essential to understanding why violence against women and girls occurs

☐ True ☐ False

4. Which of the following statements are fundamental aspects of accountability? (1 point)

☐ Recognize that power and privilege influence individual behaviors, daily interactions, and social norms and structures.

☐ Take responsibility for challenging social norms and prejudicial attitudes to induce social change.

☐ Understand the experiences and realities of people who belong to less powerful groups.

☐ All the above.

5. What are the three types of power? Explain. (4 points)

6. Accountability requires that women's voices and input are included in male engagement activities that take place in their community. Which of the following are examples of accountability to women? (2 points)

- ☐ Speak out when harmful comments are made about women.
- ☐ Make room for everyone to talk.
- ☐ Know the priorities of women in the community.
- ☐ All the above.

7. What are the types of violence committed against women and girls? (4 points)

8. Why does violence against women and girls happen? (2 points)

9. What types of services are available to a woman survivor of violence? (4 points)

10. True or false? Mediation is the best strategy to resolve conflict between a husband and wife. (1 point)

- ☐ True ☐ False

ANNEX 6:

Answers: Training Pre-test and Post-test – Training 1

1. What is the difference between **sex** and **gender**? (2 point)

Sex refers to the bodily differences between males and females. Gender refers to social and cultural differences between men and women

2. Please read the following statements and check agree, disagree, or don't know according to your point of view. (4 points)

If a girl has experienced violence, she is generally to blame for the violence that she experienced.

Disagree

A girl should not speak about violence she has experienced as she will bring shame upon her family.

Disagree

Girls do not have the right to decide when they should get married. This decision should be made by their parents.

Disagree

A couple can have a good relationship even if a husband hits his wife.

Disagree

3. Please read the following statements and circle true or false for each. (2 point)

Our attitudes and beliefs do not influence our behaviors.

False

Exploring harmful beliefs about gender is essential to understanding why violence against women and girls occurs.

True

4. Which of the following statements are fundamental aspects of accountability? (1 point)

All the above.

5. What are the three types of power? Explain. (3 points)

Power To: power can be used to help others, effect change, or expand possibilities.

Power With: power can be used to help others and work together on common goals.

Power Over: misuse of power is when people use power OVER others - either by threatening them, depriving them of opportunity, or hurting them.

6. Accountability requires that women's voices and input are included in male engagement activities that take place in their community. Which of the following are examples of accountability to women?(2 points)

All the above.

7. What are the types of violence committed against women and girls? (4 points)

Sexual violence
Physical violence
Economic violence
Emotional violence

8. Why does violence against women and girls happen? (2 points)

Gender inequality
Abuse of power

9. What types of services are available to a woman survivor of violence? (4 points)

Psychosocial care
Medical care
Legal support
Economic support

10. True or false? Mediation is the best strategy to resolve conflict between a husband and wife.

False

Worksheet for Integrating Women's Voices

**WHAT ARE 3 KEY MESSAGES THAT FEMALE PARTICIPANTS
FEEL COMFORTABLE SHARING WITH MALE PARTICIPANTS?**

1. What they feel good/don't feel good about in terms of what it means to be a woman

Key Messages:

2. What changes women would like to see in the home

Key Messages:

3. What changes they would like to see in their relationships

Key Messages:

4. What changes they would like to see in how men use power

Key Messages:

5. What changes they would like to see with safety in their community

Key Messages:

Accountability Temperature Check

Please reflect honestly on the below statements.

1. I feel I can explain the concept of accountability in my community.
☐ Yes ☐ A little ☐ No
2. If I talk to my wife about household purchases, I'm accountable.
☐ Yes ☐ A little ☐ No
3. If I participate in household chores, I'm accountable.
☐ Yes ☐ A little ☐ No
4. If my friend says something bad about women, and I challenge him, I am accountable.
☐ Yes ☐ A little ☐ No
5. If I invite women to a community meeting, I'm accountable.
☐ Yes ☐ A little ☐ No
6. If I suggest to the head of the community that women join the group of community leaders, I'm accountable.
☐ Yes ☐ A little ☐ No
7. If I ask myself questions about my power, I am accountable.
☐ Yes ☐ A little ☐ No

ANNEX 9:

Accountability Temperature Check Scoring Instructions

1. I feel I can explain the concept of accountability in my community

☒ Yes – 1 point ☒ A little – ½ point ☒ No – 0 points

2. If I talk to my wife about household purchases, I'm accountable.

It's good for a husband to speak to his wife about purchases and use of money, but did the husband reflect on the balance of power in the discussion, and therefore how to orient the discussion.

☒ Yes – 0 points ☒ A little – ½ point ☒ No – 1 point

3. If I participate in household chores, I'm accountable.

Did the husband talk to his wife about participating in household chores. Did he explain why he wants to participate and asked her what she wanted?

☒ Yes – 0 points ☒ A little – ½ point ☒ No – 1 point

4. If my friend says something bad about women, and I challenge him, I am accountable.

☒ Yes – 1 point ☒ A little – ½ point ☒ No – 0 points

5. If I invite women to a community meeting, I'm accountable.

Did you examine the power dynamics in the community meeting? It's not enough to just associate women; they should be partners in decision-making.

☒ Yes – ½ point ☒ A little – 1 point ☒ No – 0 points

6. If I suggest to the head of the community that women join the group of community leaders, I'm accountable.

It's a good idea. But consider the circumstances. If she only participates but doesn't have decision-making power, what is the point?

☒ Yes – ½ point ☒ A little – 1 point ☒ No – 0 points

7. If I ask myself questions about my power, I am accountable.

☒ Yes – 1 point ☒ A little – ½ point ☒ No – 0 points

Training Pre-test and Post-test – Training 2

1. How does parents' stress impact their children? (1 point)

2. What are the three types of stress? (3 points)

3. What are the main types of violence against children? (1 point)

4. At what age is the brain completely developed? (1 point)

5. What is **empathy**? (2 points)

6. What are the four steps of empathy? (2 points)

7. List four positive discipline techniques for children. (4 points)

8. Please read the following statements and circle True or False. (3 points)

It is more important for boys to have an education than girls.

☐ True ☐ False

Hitting a child teaches them to have respect towards their parents.

☐ True ☐ False

Yelling at children doesn't hurt them.

☐ True ☐ False

9. What are the five steps for managing resistance? (2 points)

10. List two relaxation techniques. (1 point)

Answers: Training Pre-test and Post-test – Training 2

1. How does parents' stress impact their children? (1 point)

Examples of ways in which children can be affected by parental stress:

- **Aggression, lack of respect**
- **Scared, refuse to leave the tent / house**
- **Depressed, often cry, etc.**

2. What are the three types of stress? (3 points)

- **Positive stress**
- **Negative stress**
- **Toxic stress**

3. What are the main types of violence that can happen to children? (1 point)

- **Physical violence**
- **Emotional violence**
- **Sexual violence**
- **Neglect**

4. At what age is the brain completely developed? (1 point)

In the mid-twenties

5. What is empathy? (2 points)

- **Empathy is the ability for a person to perceive the emotions, needs, and wants of another person. It is the ability of a person to put themselves in another person's shoes and to feel what they are feeling.**
- **When it comes to parenthood, empathy is the ability to perceive a child's emotions, needs and desires and to be able to respond in a caring and loving manner, emphasizing well-being. positive child.**
- **Empathy is the ability to understand and act with caution**

6. What are the four steps of empathy? (2 points)

- **Step 1: Identify the feeling**
- **Step 2: Determine the reason**
- **Step 3: Validate the feeling (honor the feeling)**
- **Step 4: Help your child with the feeling. Take action and find a solution if necessary**

7. List four positive discipline techniques for children. (4 points)

- **The little corner**
- **Ignore**
- **Family rules**
- **Praise**

8. Please read the following statements and circle True or False. (3 point)

It is more important for boys to have an education than girls.

False

Hitting a child teaches them to have respect towards their parents.

False

Yelling at children doesn't hurt them.

False

9. What are the five steps for managing resistance? (2 points)

- **Step 1: Ask for clarification / Learn why they have this opinion**
- **Step 2: Seek another opinion / Involve others**
- **Step 3: If no one offers another opinion, give one.**
- **Step 4: Refer to Safe at Home**
- **Step 5: Present facts that support a different point of view and emphasize a useful perspective.**

10. List two relaxation techniques. (1 point)

- **Count**
- **Breathe**
- **Safe Space (Create a vision)**
- **Body relaxation**

