

# **Sisters for Life**

## **Phase II: Community Mobilisation Training Manual**

**Intervention with Microfinance for  
AIDS and Gender Equity (IMAGE)**

**Rural AIDS Development and Action Research  
(RADAR)**

**School of Public Health  
University of the Witwatersrand  
Small Enterprise Foundation (SEF)**

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# SFL phase 2 training manual

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## Overview of Sisters for Life Phase 2 and Community Mobilisation

The aim of IMAGE is to develop and evaluate an innovative approach to the prevention of HIV/AIDS – one which explicitly addresses key structural factors driving the epidemic, such as poverty, gender-based violence and broader gender inequalities. By integrating a program of gender awareness and HIV education into an existing microfinance initiative, IMAGE attempts to operationalize a model for addressing the HIV epidemic which is relevant to settings where poverty and gender inequalities continue to pose a critical challenge to prevention efforts.

The 10 workshop sessions, led by a team of trained facilitators, follow the same progression of themes laid out in the SFL training course. This time, they target “natural leaders” women who have participated in the prior SFL course, and have distinguished themselves through their demonstrated potential as leaders (e.g. through active participation in their loan centres, demonstrated understanding of the gender/HIV issues, and ability to inspire others).

Consolidating and refreshing the knowledge gained in the first phase, the Natural Leaders (NL) workshop allows participants to reflect on their own lives, and in so doing, internalize and personalize the lessons learned. Specific leadership and facilitation skills are also practiced, in order to build participants’ confidence to take an active leadership role in the subsequent second phase of the IMAGE intervention: **Community Mobilisation**. In this phase, NL’s take the lead in helping their centres identify a priority issue, and to plan and implement activities in their own villages. Training facilitators play a supportive role.

The 10 sessions of the NL workshop can be covered over 5 days, and a suggested timetable is included on Page 5. Although the workshop and manual have been designed as part of IMAGE, the information, themes, and participatory methods may be relevant and adaptable across a range of contexts - particularly for those working with women’s groups or rural communities.

In the manual, each session starts with a **box** summarizing the activities involved, and their time allocation. **Activities** are then described in terms of their **goals**, the training **materials** required, and the **process** to be followed by the facilitator. **Facilitators notes**, including discussion points, and examples are also included, to help the facilitator prepare beforehand. **Take home messages** help the facilitator summarize at the end of the session, and can be re-visited at the start of the next session, in order to refresh what was covered the previous day.

In the development field, many organisations, including those involved in microfinance, are currently struggling to understand how best to address the impact of HIV/AIDS among their clients, staff and communities. It is hoped that this training manual will be a useful tool for such organisations to begin engaging this challenging and important task.

For more information on RADAR or the IMAGE study, contact [jkim@soft.co.za](mailto:jkim@soft.co.za) or visit [www.wits.ac.za/radar](http://www.wits.ac.za/radar)

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# Session 1: Reintroduction of Natural Leaders to Centre

## PRE-MEETING PREPARATION

- The facilitator should bring the flipchart used in Session 10 of the NL workshop (see Box 1 for example)
- Help the NL's decide what roles they will take in reporting back to their centres.
- Each NL should end up speaking about some aspect of the workshop they attended.

## ACTIVITY 1: REINTRODUCE NATURAL LEADERS

- GOALS:**
- 1) To share some of the lessons learned by the natural leaders in the training.
  - 2) To emphasise the fact that the natural leaders were sent by the centre and therefore they need to report back to them.
  - 3) To hand out the responsibility of community mobilisation to the centre and its natural leaders.

**MATERIALS:** Summary of lessons learnt at the training on the flipchart.

- PROCESS:**
- 1) Facilitator to introduce the session by telling them little how it was like to train the natural leaders, talk about the responsibility they have to take in the centre and introduce them one by one.
  - 2) Hand over the facilitation role to the natural leaders.

## FACILITATOR'S NOTES:

- Facilitators and Natural Leaders have to have pre-meetings where they discuss in detail what they want the session to look like, these pre-meetings can be a day before the centre meeting or they could be an hour before the centre meeting.
- Make sure that the Natural Leaders practice so that they are comfortable when facilitating in the centre meeting.

Box 1

## **Lessons from Natural Leaders Training**

### **COMMUNITY:**

- A community is a group of people who share common goals.
- Communities meet on a regular basis to work together towards achieving their goals
- Communities can accomplish together what an individual could not accomplish alone.

### **COMMUNITY MOBILISATION:**

Effective community mobilisation has a number of important steps.

- 1) IDENTIFY THE ISSUE**
- 2) FIND A STARTING POINT**
- 3) CHOOSE STRONG LEADERS**
- 4) BUILD CONFIDENCE**
- 5) TAKE RESPONSIBILITY**
- 6) BE RESOURCEFUL**

### **LEADERSHIP SKILLS:**

Change in a community requires strong leadership. Skills that are important to leadership include:

- Empathy
- Respect
- Confidentiality
- Public speaking
- Facilitation skills
- Problem identification
- Prioritisation

### **NL'S AS FACILITATORS**

Each centre has chosen participants to serve as Natural Leaders. NL's possess many qualities of good leadership, but can only be successful with the support of their centres. The NL's will facilitate Phase 2 of Sisters for Life in partnership with the members of the centre.

# Session 2: Community Mobilisation

## PRE-MEETING PREPARATION

- This session is identical to an activity in Session 2 of the Natural Leaders Manual p. 10.
- This time around, the Natural Leader rather than the facilitator leads the entire session.
- The pre-meeting should therefore just refresh the NL's memory of this session and encourage her confidence in repeating it with her own centre.

## ACTIVITY 1: WHAT IS COMMUNITY MOBILISATION?

- GOALS:**
- 1) To help the group to think about different groups who qualify to be called a community
  - 2) To think about the reasons why communities are called a community.

**MATERIALS:** Flipchart and marker

- PROCESS:**
- 1) Ask the participants: What is a community?
  - 2) Ask them to give you examples of different kind of communities based on the definition.
  - 3) Ask the participants how big is a community supposed to be.
  - 4) Explain what is meant by mobilisation and what is a person doing when they mobilise.
  - 5) Then bring them together: what is community mobilisation?

## **FACILITATOR NOTES:**

- If it happens that the participants are unable to identify examples of what a community is, give them a hint of their church group. Then ask them to tell you of all group gatherings that they know. They may tell you about soccer teams, stockvels or burial society etc. The aim at the end is for the participants to realise that communities usually have some things in common.
- Another example that women can identify with is of people who join SEF like them. Ask what these SEF participants have in common.
- Ask them to identify all the things that are common in communities (geographic setting, language etc).
- Their explanation is very important for the training, the aim is to get the participants to understand that a community does not have to be big. This is relevant for them when they go back to their centre and they start to mobilise their community. They should know that even five people qualify to be mobilised.
- Talk briefly about challenges of community mobilisation, like low attendance at meetings or discouragement from other community members.
- Discuss some of the reasons why people find it difficult to attend meetings. Ask participants how they can react if people choose not to attend a planned workshop. How might they attract people to attend the meetings?

# Session 3: Prioritisation Process

## PRE-MEETING PREPARATION

- Refer to Session 8 of Natural Leaders Training (page 46).
- This time, one NL will lead the activity, using a photo of their own choosing as an example of prioritising community problems.

### ACTIVITY SEQUENCE: (1 HOUR)

- 1) Photo Stories and Report Back (45 Minutes)
- 2) Summary from SFL (15 Minutes)

## ACTIVITY 1: PHOTO STORIES

**GOALS:** 1) To use photos to help participants identify and prioritise issues in their community.

**MATERIALS:** Photos that remind participants of problems in their community (See Appendix 2 for sample photos, Facilitators may bring additional photos clipped from local newspaper or magazine)  
flipcharts and marker

**PROCESS:**

- 1) Explain purpose of activity: sometimes telling a story about something helps us to identify real problems.
- 2) Circulate all the photos to the groups and ask them to choose one they like before passing the rest to the next group.
- 3) A Natural Leader should choose a picture and formulate a story as an example of what each group will do once they choose their own pictures. Facilitator probes to create details for the story and stresses the importance of the story being as real as possible.
  - give the subjects names
  - explain the context and circumstances of their life
  - describe some of the major challenges that the family or community faces

**PROCESS**

4) Ask groups to formulate a story around the photo.

**CONT...:**

5) Ask the groups to select one person to report back. As they are reporting back Facilitator records key elements of the story on a flipchart. (e.g. the family poor, children do not go to school, violence in the family etc.)

6) As they tell their story, Facilitator probes by asking questions to make the story fuller.

7) After story telling, Facilitator highlights common themes running through the stories. (circle similarities using different colour marker for the problems identified)

8) Facilitator wraps up by informing participants about the next activity: Summary of SFL. Encourage them to think of possible solutions to the problems identified.

**FACILITATOR NOTES:**

- Make sure that the Natural Leaders are as active as possible. During the session, they should be walking around and helping groups to come up with their own stories.
- As groups tell their stories, encourage participants to remember the different types of problems that communities face. This will be important in Session 4, when the centre votes on mobilisation.

**ACTIVITY 2: SUMMARY FROM SFL****GOALS:**

1) To refresh participants' memories of lessons learnt from Phase one of SFL.

2) To brainstorm issues which participants may want to focus on in their own community.

**MATERIALS:**

Flipchart with a summary of lessons learned in Phase One

**PROCESS:**

1) Facilitator or NL should go through the flipchart of lessons learnt in Phase One in as much detail as possible. Remind women of how the issues are relevant to their own lives.

2) Put up the flipchart from Activity 1 (Photo Stories) and quickly review what the activity revealed about their perceptions of problems in their community.

- 3) Encourage women to reflect on what both flipcharts say about priority issues in their community and let them know that in the next session they will be able to vote for the issue they want to focus on in their community mobilisation activities.

Box 2

## **Lessons from Sisters for Life Phase 1**

- GENDER:** In 24 hours, women carry the burden of caring for the home and the family.  
Gender roles are not “natural” and can be unfair.
- YOUTH:** It is crucial to educate youth on sex and sexuality.  
Talking to youth may be uncomfortable, but it is necessary because of HIV.
- HIV:** HIV is transmitted through sexual intercourse.  
HIV can be prevented by using a condom.  
VCT is a confidential way to know your status.  
It is possible to live a full life when HIV positive, with the help of medicine, nutrition, and support groups.
- DOMESTIC VIOLENCE:** Support from friends is important for rape victims.  
Rape awareness is key to changing the situation of domestic violence in communities.  
Forming an alliance with local NGO’s, schools, and police can help to combat rape.
- PERSONAL CHANGE:** Condom negotiation, supporting people in abusive relationships, and getting tested for HIV are ways to become empowered and to CHANGE THE WORLD.

### **FACILITATOR NOTES:**

- Use the Natural Leaders as much as you can but make sure that the lessons from Phase One are well summarised. Assist Natural Leaders if you feel that certain details are missing.
- Natural Leaders can encourage centre participants to talk about what they learned during Phase One.

# Session 4: Voting Session

## PRE-MEETING PREPARATION

- Ask the Natural Leaders to think about which community problems they think are most important for community mobilisation.
- Explain that the Natural Leaders will facilitate voting.

## ACTIVITY 1: VOTING

**GOALS:** 1) To choose an issue(s) that the centre wants to mobilise their community on.

**MATERIALS:** Flipchart from previous session  
Coloured dots

**PROCESS:**

- 1) Natural Leaders go through the summaries from the previous session, highlighting important community issues.
  - Photo Stories
  - Sisters for Life
- 2) NL's or other participants can talk about an issue or community problem that they feel passionate about.
- 3) Give each group dots for each member.
- 4) Ask them to vote for an issue they feel is important.
- 5) After voting asks the centre what they think should be done to start working on this issue.

## FACILITATOR NOTES:

- Make sure that the centre understands that the issue they choose is the one they will work on.
- Encourage participants to be realistic when choosing.
- Encourage participants to ask as many questions as possible before voting.

## **Session 5 and Onwards...**

Natural Leaders are now responsible for facilitating their centre.

Rotate every fortnight among loan groups (using register) in order to define topics of conversation. For example, a loan group may identify issues in the community that they have noticed during the fortnight.

Invite all members of centre to share their experiences with Community Mobilisation. Community Mobilisation can take the form of large gatherings (e.g. a talk to a school, church groups, sharing of children to discuss sexuality) or individual conversations (e.g. with neighbours, fellow centre members, children).

Facilitators are responsible for bringing in additional teachings and helping to network with people in community. Natural Leaders can ask the Facilitators for help on specific conversations or Community Mobilisation plans.

## Appendix 1: Glossary and Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
Community mobilisation	Working together as a group to accomplish common goals. Community mobilisation can occur within a club, an entire
GBV	Gender-based violence
HIV	Human Immunodeficiency Virus
IMAGE	Intervention with Microfinance for AIDS and Gender Equity
Facilitator	Specially-trained IMAGE employee who assists centres with Sisters for Life.
Loan officer	SEF employee who administers the TCP programme in target villages
Natural Leader	Woman chosen by her centre to complete additional training in leadership and community mobilisation. NL's lead Phase
SEF	Small Enterprise Foundation. Organisation responsible for administering the Tshomishano Credit Programme
shebeen	Local bar
SFL	Sisters for Life

## Appendix 2: Sample Photos



## **Appendix 3: Community Mobilisation Action Plan summaries**

### **Meeting with Local Hospital**

Women in two centres joined together to meet with management at a local hospital notorious for its poor care of patients.

#### **1) IDENTIFY THE ISSUE**

Women were concerned about patient treatment at a local hospital. They generated a list of problems: harsh treatment of pregnant women, discrimination, high infant mortality, long wait-times, and patients being turned away without receiving care.

#### **2) FIND A STARTING POINT**

Women started by seeking out the local councillor. Though they did not meet with him, the councillor heard of their intentions and set up a meeting with the chief executive of the hospital.

#### **3) CHOOSE STRONG LEADERS**

The centres chose 10 women to address the local councillor and hospital management.

#### **4) BUILD CONFIDENCE**

They asked advice from their SEF field worker who was very helpful, and suggested that rather than sending only the 10 representatives, it would be better for the whole centre to go to the meeting so that they could support each other and build each other's confidence

#### **5) TAKE RESPONSIBILITY**

The chief executive promised to talk with health workers about their behaviour. Yet, after 3 months the women noticed that there was little change in behaviour; patients continued to be turned away and treated badly. The women decided not to wait for an appointment, and instead marched to go to the hospital immediately after a centre meeting to talk with management

#### **6) BE RESOURCEFUL**

The hospital management admitted to the various problems, but said that staff shortages made it difficult to improve the situation. The women decided to volunteer at the hospital to improve patient care.

## **Appendix 3: Community Mobilisation Action Plan summaries**

### **Women Against Crime Committee**

Several crimes in the local community encouraged women in one centre to form a committee called “Women Against Crime.”

#### **1) IDENTIFY THE ISSUE**

The centre recognised that crime was a problem in their community. Several teenagers were fighting in a local shebeen and a bakery was robbed by a group of young boys.

#### **2) FIND A STARTING POINT**

The women started by creating networks to the local police. They realised that in order to reduce crime and fighting, they must have the support of the police.

#### **3) CHOOSE STRONG LEADERS**

The women asked the chief to call a community meeting where they could talk about crime. In that meeting a lot of women whose children were involved in petty crimes spoke out for the first time. The chief was their main supporter, a member of a policing forum was also present to help guide the women on plan of action.

#### **4) BUILD CONFIDENCE**

It took some time for the centre to decide to focus on crime, as women were not sure which issue they wanted to tackle. While initial mobilisation efforts did not create much change in the community, they helped participants consolidate their energy and goals. Often, the act of working together can help build confidence regardless of the outcome.

#### **5) TAKE RESPONSIBILITY**

When a bakery was robbed, the centre decided to create a community-wide organisation concerning crime. Because women were tired of men dominating such meetings, they asked the chief to organise the meeting, but specified that only women should be allowed to attend. The group then named themselves “Women Against Crime”.

#### **6) BE RESOURCEFUL**

The centre recognised that alcohol abuse at shebeens encourage crime amongst young people in the village. They worked with local police and shebeen owners to uphold the law that teenagers must be 18 years in order to enter.

## **Appendix 3: Community Mobilisation Action Plan summaries**

### **Men's Workshop**

One centre realised the importance of involving men in community mobilisation. They organised a workshop for men in their village. It was such a success that women soon asked for their own workshop. A second workshop was created for women and their daughters.

#### **1) IDENTIFY THE ISSUE**

After Sisters for Life, many women in the centre felt comfortable talking to their children and other women. However, they acknowledged that it was still difficult to discuss issues such as sexuality and gender with their husbands and partners.

#### **2) FIND A STARTING POINT**

The centre decided to create a workshop for men.

#### **3) CHOOSE STRONG LEADERS**

The women organised for outside leadership to facilitate the workshop. Men facilitators from Hope Worldwide were better trained to work with men from the community.

#### **4) BUILD CONFIDENCE**

The workshop was a success, with 42 men from the village in attendance. Women from the centre received positive feedback from the community, and felt encouraged by the success of the event.

#### **5) TAKE RESPONSIBILITY**

The women organised the venue and refreshments for the training. They were responsible for encouraging men to attend.

#### **6) BE RESOURCEFUL**

Because this centre was still learning, they asked NL's from a sister centre to help them organise. The outside NL's helped to bring the men together and organise logistics such as refreshments while the home NL took care of all other arrangements.

## **Appendix 3: Community Mobilisation Action Plan summaries**

### **Rape Committee**

#### **1) IDENTIFY THE ISSUE**

The centre identified rape as an important issue. There were many stories of rape in their village. For example, a “pastor” used his position to sexually abuse women as a “cure” for ailments.

#### **2) FIND A STARTING POINT**

Women in the centre formed a Rape Committee. Its duties were to give advice to rape survivors and to accompany them when reporting the incident. The committee started by creating a relationship with the local police, who were quite supportive.

#### **3) CHOOSE STRONG LEADERS**

The centre elected 2 women from each group to join the Rape Committee. This gave the project strong support from the entire centre.

#### **4) BUILD CONFIDENCE**

The response from the community and police was very positive and gave women confidence to continue the Rape Committee.

#### **5) TAKE RESPONSIBILITY**

The Rape Committee created meetings with many groups in the village. They held two meetings with teachers at the local school. They encouraged the teachers to be aware of how young victims might change their behaviour after abuse. Women from the Committee joined a meeting of parents to talk about child abuse. A meeting with the local water committee resulted in much support from the CBO. They also created a workshop for youth that was led by SFL facilitators.

#### **6) BE RESOURCEFUL**

When introducing the rape committee to the chief, women asked a woman elder and a pastor’s wife to accompany them. This gave the project respect in the eyes of local leadership.

## Appendix 4: Additional Session on Rape

### ACTIVITY SEQUENCE: (1.5 HOURS)

- 1) Activity 1: Rape Role-Plays and discussion
- 2) Common Myths and Misconceptions
- 3) More information: After a Rape

### ACTIVITY 1: RAPE: ROLE-PLAYS AND DISCUSSION

- GOALS:**
- 1) To define what participants understand to be rape
  - 2) To discuss some of the myths myths and misconceptions about rape.
  - 3) To talk about what one can do if she is raped or one can do to support a rape survivor.

- PROCESS:**
- 1) Lead facilitator and co-facilitator do two role-plays, emphasising the lack of support for raped victims.

Box 3

#### **Sexual Violence Role-play 1**

A woman is raped in the field while fetching wood. She was wearing a traditional (modest, conservative) dress. She decides to tell her neighbour who is a woman, but her neighbour is not very supportive. The neighbour asks questions like: "what were you wearing?", "why did you go to the field by yourself?", "do you know this person?", "why didn't you look at him?", "did you scream?" "are you sure you did not make any arrangement to see the man?"

Box 4

#### **Sexual Violence Role-play 2**

A woman is drunk as she leaves a shabeen, and is raped by a man who bought her beer. She knows this man, but she is not involved with him, nor did she agree to sleep with him when he bought her the beer. She shares her experiences with a friend. She is still drunk when she relates the story to her friend, but she remembers everything. She tells her friend that she told the man "No" but he raped her anyway. She was wearing a miniskirt and a sexy blouse.

**PROCESS** 2) What is rape?

**(CONT.):** 3) Why does it occur?

4) What is the difference between the two women? Do either “deserve” to be raped - why or why not? Link to Myths and misconceptions about rape (Box 11).

5) Do participants think that either of the women in the role-plays were raped because of the way they dressed?

6) Who is a rapist? Are most rapes perpetrated by strangers or people known to the survivor?

7) What can a woman can do after being raped? (Box 12)

### **FACILITATOR NOTES:**

- It is important that you make it clear that no woman or man deserves to be raped.
- Talk about the fact that rape is a violation of human rights.
- Talk about date rape and how it is also wrong.
- Discuss myths about rape.
- Discuss some of the effects of rape.
- Share with participants what they can do if they or someone they know are raped.

Box 5

### **Common myths and misconceptions about rape**

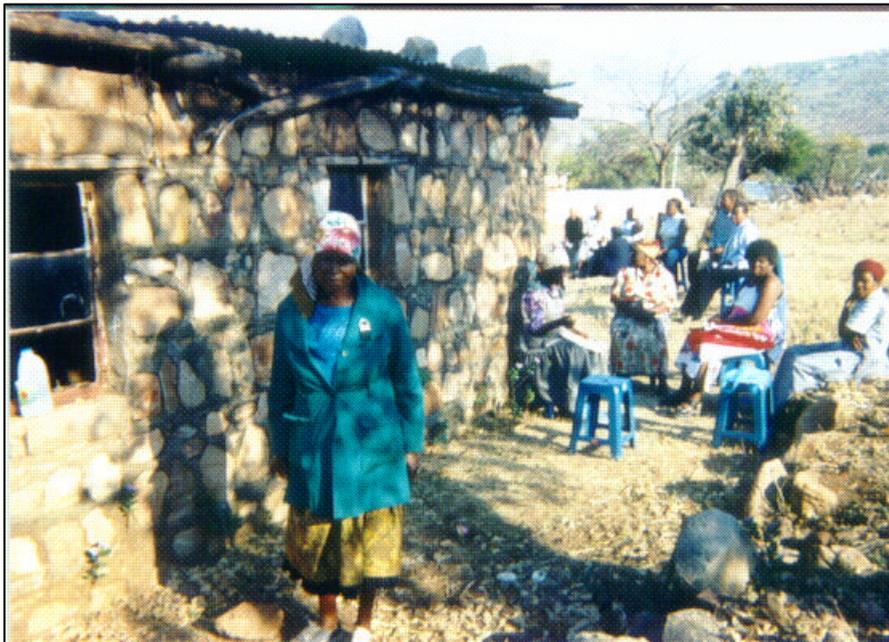
The following are common ideas about rape that are untrue, and push responsibility for rape towards the victim (and away from the perpetrator):

- Rape just happens - it's something men do, they can't help themselves when they are aroused.
- Rapists are somehow insane, or different from other men
- Rape in marriage is not possible
- Women “enjoy” being raped
- Women who wear miniskirts or drink alcohol deserve to be raped
- Women who go out at night deserve to be raped

Box 6

**More Information on Rape: After a Rape**

- Do not bathe before reporting the case because there is evidence on your body that will be used by the police to arrest the rapist.
- If you did happen to change your clothes, do not wash them but keep them in a paper (not plastic) bag and take them with you when you report the case.
- Speak to someone you know and trust.
- Go to the nearest clinic as soon as possible so you can get physical and emotional care.
- Some treatments (such as pills to prevent pregnancy or HIV) are most effective when taken immediately, and will not be effective if you go to clinic after 3 days
- If you want to report the case to the police do so within three days (for best evidence collection), if you do not want to report it still go to the police to register a statement for record keeping in case you wish to report the case later.



## Appendix 5: Additional Session on STI's

### OVERALL AIMS OF SESSION

- 1) To increase awareness of STIs other than HIV that impact health.
- 2) To increase awareness of symptoms of STIs.
- 3) To increase awareness of the consequences of untreated STIs.

### ACTIVITY SEQUENCE: (1 HOUR)

- 1) Introduction (10 Minutes)
- 2) STI Questions and Answers (50 Minutes)

**INTRODUCTION:** STIs make a person more vulnerable to HIV.  
STIs may seem complicated to learn about, but it's important to learn and be aware of them.

**QUESTIONS AND ANSWERS:** **What is an STI?**  
STIs are sexually transmitted infections which one can get from another partner through sexual contact.

#### **How are STIs transmitted?**

Through unprotected sex with someone who is infected.  
Bacteria (toilet seats)

#### **What are the types and symptoms of STIs?**

Sores on genitals: may not be easy to detect in women because of the way women's bodies are structured. In women sores may occur inside the vagina and can therefore not be seen.

**DEFINITIONS:**

**Discharge:** it can be mild and cause no irritation or can be severe and cause itching or pains. In women discharge may have a bad smell.

**Sores and blisters:** can be found anywhere on the genitals. They may be small or large, painful or painless.

**Genital warts:** can appear on any part of the genitals.

**Pubic lice:** causes severe itching on pubic area.

**QUESTIONS AND ANSWERS:****What are the complications of untreated STIs?**

Reduce fertility in men.

Syphilis causes deformities of the body.

Eye infections which may result in blindness.

On-going chest infections.

Stillborn or severe rash.

**What are the consequences of untreated STIs?**

Infertility as a result of blocked tubes.

Cancer of the cervix

Madness (Psychiatric disease)

**Can STIs be treated?****Where can we get treatment?**

**What happen if you are treated but your partner is not treated?**

# Appendix 6: Additional Session on Parenting

## OVERALL AIMS OF SESSION

- 1) For the centre to share advice on ways to communicate with children on sensitive issues relating to sexuality.
- 2) To discuss the challenges that mothers face while building relationships with children.
- 3) To talk about the information that young people may receive concerning sex and reproduction.
- 4) To discuss whether mothers know their childrens' boyfriends/ girlfriends.

### ACTIVITY SEQUENCE: (1 HOUR)

- 1) ACTIVITY 1: Talking to Children about Sexuality (25 Minutes)
- 2) ACTIVITY 2: Role-plays (35 Minutes)

## ACTIVITY 1: TALKING TO CHILDREN ABOUT SEXUALITY

**MATERIALS:** Flipcharts and markers

**INTRODUCTION:** Many parents and children find it difficult to discuss issues of sexuality openly. Often, a discussion around *sexuality* becomes confused with a discussion about sex.

*Sexuality* is a different process from the act of sex. *Sexuality* begins the day we are conceived in our mothers' womb until the day we die. Sexuality encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. It is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.

- PROCESS:**
- 1) Do we talk to our kids about sex and sexuality based on the explanation I just gave above?
    - If **YES** how do we do it?, if **NO** why not?
  - 2) Should mothers play a critical role in giving advice on reproduction and relationships?
    - Do girl children know what menstruation is? (Menstruation is a natural process, do we prepare them first or we wait for nature to take its course?)
    - Why do mothers have to wait for it to happen?
    - Do you think it is necessary to talk to our kids about menstruation?
    - What is the role of parents in sharing information on sex & reproduction?
  - 3) What are the dangers of not getting involved in such matters?
  - 4) What are the challenges?
    - Why is it difficult for mothers to talk to their children about sexuality?
    - Is it easier to talk to girls than boys?
  - 5) Break the ice: Ask mothers what kinds of characteristics they looked for in boyfriends when they were young? (physical appearance and/or economic well-being?)
    - How are those characteristics different or similar to their children's girlfriends/boyfriends?
    - Did they ever get a chance to meet their children's partners?
    - If yes, what kind of boyfriends/girlfriends are those? (Do they work? What is their age? And so on)
  - 6) Talk about the discussion held on a local radio station. (See Box 1)

### **FACILITATOR NOTES:**

***Talking to*** children: authoritative, commanding, and top-down (parent to child) is different from ***talking with*** children: humble, listening to their needs, forming friendship based on trust, speaking directly, and being on the equal level with the child.

Box 7

## **Lessons from an R.S.A. Radio Show**

### **Punishment and Parenting**

Perspectives of youth:

- punishment is okay when it is used for right reasons.
- punishment brings little change in behavior if parents do not explain reasons for punishment.
- communication is the best mode of ensuring good relationships between parents and children.

Perspectives of parents:

- punishment only solves problems temporarily.
- punishment is hurtful for both parents and punished children.
- punishment is the abuse of power by parents over children.

### **Communication**

Perspectives of youth:

- many youth agreed that they would like to talk with their parents, but are afraid to address sensitive issues.
- sexuality is a difficult topic for youth to address because of the fear that parents may judge them harshly.
- often youth look to their friends for advice because they feel less judged by friends.

Perspectives of parents:

- there is break down in communication when parents do not have time to chat with children.
- parents do not set appointments with children.
- casual interaction is a right time to talk to children. For example, one mother talks to her daughter while she is doing the laundry or cleaning up the yard,
- It may help ease tensions by talking about sensitive issues in the 3<sup>rd</sup> person
- parents can open lines of communication by encouraging children to voice their opinions.
- Communication works best when children and parents talk 'with' each other, rather than 'at' each other.

## **ACTIVITY 2: ROLE PLAYS**

**GOALS:** To Role-Play the topics discussed in Activity One

**PROCESS:** 1) Trainers enact Role-Play.1

Box 8

### **Role-play 1: Mantwa and her Mom**

*It's Saturday afternoon and everyone is excited in the village because it's the end of the month. Mantwa's mom is sitting outside listening to a radio. Mantwa is singing excitedly in her bedroom & it's clear that she's taking a bath. After a while she comes out well dressed looking forward for an afternoon outing.*

Mantwa: Mom, I am checking on a friend and will be back soon.

Mom: You are going out dressed like that? A 'good girl' will hang around home instead of hanging out with boys. ? Don't you know that playing with boys will get you pregnant?

*Mantwa tries to answer back and she (mother) quickly cuts in saying:*

Mom: I am your parent, and you should listen to me when I am talking to you. I know that you are going out with boys. Let me tell you one thing: you will reap what you sow.

*As Mantwa's mom stood up from her chair, and says loudly to her:*

Mom: If you go out there please do me a favour? Don't come to my house. I am not ready for grandchildren and who is going to support them? Tell me?

*Poor Mantwa tries to explain but her mom interrupts again,*

Mom: But, but what? You are disrespectful and I will not tolerate it. You should leave my house if you have no re-

- 2) What was good about this conversation? What was bad?
- 3) What are the reasons for communication breakdowns between children and parents?
- 4) How might the conversation between Mantwa and her mom been better?
- 5) Ask the participants to enact Role-Play 2 (See Box 3)

Box 9

### **Role-play 2: Mantwa and her Mom**

*RP2 should be the opposite of RP1. There is friendship between the two. Mantwa took her time to listen her mom. She advises Mantwa that boys might take advantage of them and this what she needs to do should it happens. Mantwa laughs at her mother's tactics but she takes seriously her advice. The two seem to be friends and are getting along well with each other.*