

Natural Leaders Training

**Gender, HIV and 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
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Overview of Natural Leaders Training and Community Mobilisation

The **Natural Leaders Training** is a 5-day workshop that is designed to follow, and build upon the Sisters for Life (SFL) Gender and HIV training course developed by RADAR (Rural AIDS and Development Action Research) and SEF (Small Enterprise Foundation), as part of the IMAGE study (Intervention with Microfinance for AIDS and Gender Equity).

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 or visit www.wits.ac.za/radar

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Natural Leaders Training Workshop

Proposed Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:00-10:00	Arrival	3: Wedding songs	6: Gender & HIV	8: Principles of leadership	10: Recap of training
Tea break					
10:30-13:00	1: Welcome & Introductions	4: Our bodies	Add'l Session on Rape	9: Facilitation skills	Plan how to report back
Lunch break					
14:00-16:30	2: Community mobilisation	5: Domestic violence	7: Empowering change	<i>Practice of skills</i>	Departure
17:00-18:00		<i>Debriefing</i>			

Session 1: Welcome & Introductions

ACTIVITY SEQUENCE: (2.5 HOURS)

1. Welcome & overall goals (1 Hour)
2. Introductions and programme of the day (45 Minutes)
3. Assigning roles (25 Minutes)
4. Ground rules (20 Minutes)

ACTIVITY 1: WELCOME AND GOALS

- GOALS:**
- 1) To introduce the concept of “Natural Leaders” and to congratulate participants for being selected for the training.
 - 2) To introduce the overall goals and the theme of the workshop.
 - 3) For facilitators to share their own experiences in order to illustrate how leadership can be learned, and to create a comfortable space for the women to participate.

MATERIALS: Nametags

- PROCESS:**
- 1) Welcome the “Natural Leaders” (NL) to the training, and congratulate them for having been selected by their peers to attend the training.
 - 2) Introduce all the facilitators who are going to be part of the training. Facilitators should introduce themselves using either “praise poetry” or “who named me?” (see Box 3)
 - 3) Facilitators share stories of how their own experience participating in SFL has impacted:
 - their work as trainers
 - facing personal challenges in their lives
 - their own personal growth
 - 4) Introduce the overall goals and theme of the training.

Box 1

Natural Leaders Training Workshop Overall Goals

- 1) To refresh the knowledge, skills, and ideas learned during SFL Phase 1 and to build on this foundation, deepening an understanding of **GENDER & HIV**.
- 2) To discuss and practice the concept of **WOMEN AS LEADERS**.
- 3) To introduce **LEADERSHIP SKILLS** that will help participants take a more active role in their centres and their communities (empathy, respect, confidentiality, public speaking, facilitation skills, problem identification and prioritisation)
- 4) To introduce participants to concepts of **COMMUNITY MOBILISATION**.
- 5) To prepare participants for their **ROLE AS NATURAL LEADERS** when they return to their centres and villages.

FACILITATOR NOTES:

- Talk about the qualities of a leader when congratulating the NL's.
- Remind participants that they are special because they were selected by their loan centres to represent them in this training
- Mention that with privilege comes responsibility, and that during the workshop they will discuss how they can share what they learn with others when they return to their centres and their villages.
- When introducing the goals of the training, mention how themes that were covered during Phase One (culture, gender roles, shame about women's bodies, domestic violence) will be revisited during this training, but with a new emphasis on
 - 1) how these issues impact women as leaders
 - 2) how these issues might be addressed collectively through community mobilisation.
- Sharing stories of your own experiences as a SFL facilitator can help create a sense of solidarity and trust (see Box 2). It emphasises that whether we are participants or trainers, "we are all women" who can learn together.

Box 2

Sharing Stories as a Facilitator

"I used to let other people make decisions about my life. I thought that if I do as others want, maybe they'll like me more. My boyfriend was having other girlfriends and I was afraid to tell him how I felt because I thought he would dump me. I thought that no one else would want to be with me because I didn't think that I was beautiful enough. The training taught me to have more confidence in myself. I know now that I need to accept myself and my body as I am, and to love myself first."

ACTIVITY 2: INTRODUCTIONS

- GOALS:**
- 1) To give participants an opportunity to introduce themselves in a fun way.
 - 2) For participants to gain confidence standing in front of their peers for the first time.
 - 3) To practice public speaking skills.

MATERIALS: Nametags

- PROCESS:**
- 1) Facilitators begin by introducing themselves using either "praise poetry" or "who named me" activity. (see Box 3).
 - 2) Ask participants to volunteer to come stand at the front and to introduce themselves using either of the same activities.
 - 3) Emphasise the importance of coming to the front rather than just staying in your chair.
 - 4) As each woman comes to the front, a facilitator should write the participant's name onto a name tag, and give it to her when she is finished. These name tags should then be used throughout the workshop.

Box 3

Praise Poetry

This is a form of poetry that is a part of rural South Africa's rich oral tradition. One recites the names of one's family, and praises who the individuals were, and what they are known or remembered for. It is a source of pride in one's identity. It can be an energizing way for participants to introduce themselves, and to create a bond with each other across different villages.

Who Named Me?

Talk about the following aspects of your name:
What is your full name, including any nicknames?

- Who named you?
- What does the name mean?
- How do you feel about the name?
- What name would you like others to call you?

FACILITATOR NOTES:

- For many women this may be the first time to stand in front of a large group to talk, so give them encouragement. Ask them to not be shy, to stand tall, and to make sure they can be heard.
- Mention that by standing in front when introducing themselves, they are practicing the skill of public speaking. This is a skill that will be useful both at centre meetings, and in broader public meetings they attend as community members.

ACTIVITY 3: ASSIGNING ROLES

- GOALS:**
- 1) To allocate roles and responsibilities for various aspects of the workshop
 - 2) To encourage active participation and give participants a sense of what it is like to be a facilitator.

- PROCESS:**
- 1) Divide the participants into five groups, if possible make sure that each group has equal members.
 - 2) Name the groups: Monday, Tuesday, Wednesday, Thursday and Friday.

PROCESS 3) Write the 3 tasks below, which will be performed each day by members allocated to that day:

CONT...:

- Time keeping:
Ensure that sessions start and end on time by keeping track of time and ensuring that groups leave and return from tea and lunch breaks as scheduled.
- Energisers:
Suggest and lead quick activities to energise and wake up participants
- Prayer-leading:
Leading the opening and closing prayers.

FACILITATOR NOTES:

- When explaining the tasks talk about leadership and how it is linked to the tasks.
- Remind groups that one person should not be allowed to dominate, but that everyone assigned to that day must participate.

ACTIVITY 4: GROUND RULES

- GOALS:**
- 1) To establish guidelines for how participants and trainers will interact during the training.
 - 2) To ensure that the training environment is safe and comfortable for all participants to voice their opinions.

MATERIALS: Flipchart and markers

- PROCESS:**
- 1) Ask participants why we need ground rules for the training.
 - 2) Write all the ground rules as suggested by the participants.
 - 3) Afterwards, add any important ones that may have been missed (see Box 4).

FACILITATOR NOTES:

- Make sure that the ground rules are visible for everyone during the training (tape to wall).
- Refer back to the ground rules when the need arises.
- Read back all the ground rules as some of the participants may not be literate.

Box 4

Examples of key Ground Rules:

1. We have to start on time every day
2. Speak respectfully, listen to each other, avoid interrupting
3. Participants should not be afraid to ask questions, there are no right or wrong answers
4. Even if you disagree, treat others' opinions with respect, do not laugh
5. Cell phones should be switched off.
6. Do not come and go from sessions whenever you feel like it, ask permission
7. All participants are expected to take an active role
8. Confidentiality should be respected both during and after the workshop. What is said here stays here.

SESSION 1: TAKE HOME MESSAGES

- You have been selected for this training because you already have leadership qualities. The goal of this workshop is to help develop and strengthen those qualities so that you can be a better leader in your centre and your community.
- Because you will be expected to take a leadership role when you return, this workshop will deliberately give you opportunities to participate actively - take them!
- Both participants and facilitators are here to learn from one another, therefore no one is the "expert".
- We want to create an environment where everyone feels safe and comfortable enough to learn. The Ground Rules should help us create this environment.

Session 2: Community Mobilisation

OVERALL AIMS OF SESSION

- To introduce the concept of community mobilisation.
- To help participants identify their community.
- To increase awareness of the community mobilisation methods that already exist in their community.
- To develop skills needed for effective community mobilisation.

ACTIVITY SEQUENCE: (2.5 HOURS)

1. What is community mobilisation (40 Minutes)
2. Skills needed to mobilise a community (40 Minutes)
3. Case study and discussion (40 Minutes)
4. Recap (30 Minutes)

ACTIVITY 1: WHAT IS COMMUNITY MOBILISATION?

- GOALS:**
- 1) To help participants think about different groups they know that might be called a “community”.
 - 2) To think about the definition of community and what qualities and characteristics make a group a “community”.

MATERIALS: Flipchart and marker

- PROCESS:**
- 1) First ask the participants: What is a community?
 - 2) What are different kinds of communities (based on your own definitions)?
 - 3) How big is a community supposed to be?
 - 4) What is meant by the word “mobilisation” and what is a person doing when they mobilise?
 - 5) Then bring the two words together: What is “community mobilisation?”

FACILITATOR NOTES:

- If it happens that the participants are struggling to define or identify examples of a community, help them along by mentioning a group such as their church group. They may tell you about soccer teams, stokvels (savings groups) or burial societies etc. The aim at the end is for the participants to realise that communities often have certain principles in common. (See Box 5).
- If they don't mention it, another example you should raise (which they can easily identify with) is SEF. Ask: "What do SEF participants have in common?" "What are there common values and goals?" "What kinds of different roles are there in SEF?" (or, a SEF centre: chairperson, secretary, treasurer, etc.)

Box 5

A Community can be defined as:

- A voluntary gathering of people
 - Who share common values and goals
 - Who meet on a regular basis to work together towards achieving their goals
 - Who can accomplish together what an individual could not accomplish alone (e.g. stokvel- saving to buy a fridge)
 - Who often take up different roles: (e.g. a football team: coach, striker, defense, goalie, etc.)
 - Who develop a sense of group identity that comes from getting to know each other and striving together
- Ask them to identify all the things that are common in communities (geographic setting, language etc).
 - Their explanation is very important for the training, as the aim is to help participants understand that a community does not have to be big. This is relevant for them when they go back to their centre and start to mobilise their community. They should know that even five people can be mobilised to make a difference.

FACILITATOR NOTES CONT...:

- 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?

ACTIVITY 2: SKILLS NEEDED TO MOBILISE A COMMUNITY

- GOALS:**
- 1) To get women to share their experiences of working in groups and mobilising others, even though they may not have thought of these activities as community mobilisation.
 - 2) To identify with them which mobilisation strategies have worked, and which have not.

MATERIALS: Flipcharts and marker

- PROCESS:**
- 1) Ask the participants to raise their hands if they are part of a stokvel or burial society.
 - 2) Ask them if any of them have ever belonged to a group which eventually collapsed.
 - 3) Ask them the cause of the collapse.
 - 4) Ask those whose burial societies are doing well, what do they think is the main reason the society is still functioning.
 - 5) Ask the participants if any of them had started the burial society, and if so, what was good and bad about the experience..
 - 6) Share the skills of mobilising a community. (See Box 6)

Box 6

Skills Needed to Mobilise a Community:

The following 6 points should be considered, as they will be important for successful community mobilisation:

1) IDENTIFY THE ISSUE

Community mobilisation must start with a shared concern among the group, something people see as a problem, and feel strongly about (e.g. for a burial society, their issue is helping each other prepare for the financial and emotional impact of a death in the family)

2) FIND A STARTING POINT

Identify a starting point that is within reach and will give the mobilisation direction and goals.

3) CHOOSE STRONG LEADERS

Identify good leadership from the beginning. It is important to know people's abilities and to utilise them effectively.

4) BUILD CONFIDENCE

Members involved need to believe that they can accomplish the goal. Leadership plays an important role in encouraging people.

5) TAKE RESPONSIBILITY

It is important that community mobilisation is driven and "owned" by those who are themselves affected or concerned by the issue. It will fail if no one takes responsibility and everyone looks to outsiders to make things happen. If possible, use as an example the reasons that a burial society failed.

6) BE RESOURCEFUL

Groups need to realise what they are able to do, and what are their limits. It is often helpful to start small, and then grow after achieving small successes. Avoid tackling issues that are unrealistic and will bring disappointments and loss of confidence. Use existing resources and network with the right people (e.g. community leaders, school principles) who can assist you in what you want to do.

ACTIVITY 3: CASE STUDY

GOALS: To have a case study start is a learning tool so that the women can identify skills learned in Activity Two.

MATERIALS: Story prepared on a flipchart
Different colours of markers

PROCESS:

- 1) Facilitator to tell the participants of the youth group that failed.
- 2) Ask them to identify what was done wrong, in relation to the skills in Activity Two.
- 3) Discuss what they think they can do better for the youth group to work.

Box 7

Case Study

A church committee came together to form a curriculum to educate the church youth about HIV and sexuality. The person who started the committee and had important resources was always away, so he was unable to attend many of the planning meetings. Key people in the committee were also part of other important structures in the church, which meant that they were too busy to give time to the youth committee.

One key member who was very passionate about the whole idea was always working when meetings were called. Another member, whom the group depended on to be an organiser, was not reliable. He made promises he could not keep, and gave many excuses when he did not complete his promises. The person selected to be a chairperson had no initiative.

The members of the church committee became frustrated. They said that the vision bearer was not supportive, and they were unable to continue without him. To make matters worse, the committee refused assistance from the pastor's wife because they did not want her meddling in their commit-

tee.

Box 7 cont...

1) IDENTIFY THE ISSUE

The issue of HIV and sexuality seemed important to the church committee, perhaps because of worries about teen pregnancy or HIV. Was it also an issue for young people in the church?

2) FIND A STARTING POINT

They formed a committee consisting of the best church members who were all passionate about the issue. However, the committee members were also involved in other important issues in the church, so they did not devote enough time to this project.

3) CHOOSE STRONG LEADERS

The chairperson had no initiative and did not attend the entire planning meeting. The other members of the committee made promises that they did not keep.

4) BUILD CONFIDENCE

Because the chairperson was absent at the planning meeting, he did not have a chance to encourage the other members to take a lead in the committee. However, the committee members were already good at the other projects that they were involved in.

5) TAKE RESPONSIBILITY

Members of the committee were assigned to specific roles and were not able to fulfil those responsibilities.

6) BE RESOURCEFUL

The committee had resources that they did not use, such as the

FACILITATOR NOTES:

- Ask the participants what they see as problems that may have caused the committee to fail from the case study.
- Ask them to link the skills to the problems.

SESSION 2: TAKE HOME MESSAGES

- Though the language may be new, community mobilisation is not a new concept in most communities.
- Identify good leadership when starting to work with communities. The “usual” leaders (people already in leadership roles) may not always be the best choice. Often they are too busy, and you can ask for their support rather than their leadership. Remember, other good leaders (natural leaders) can be found.
- Mobilising a community does not always require a very large group - sometimes a small group of committed individuals can accomplish more than a disorganised, larger group.
- Once there is a strong “core group”, find others who can participate and expand the network.
- When choosing a project, it is important to choose an issue that many people feel passionately about.
- Community mobilisation is not a straight road, and you should not be surprised or discouraged when it has its’ ups and downs.



Session 3: Culture and Leadership

OVERALL AIMS OF SESSION

- To identify the messages used in culture that oppose and undermine women leadership.
- To teach women about reporting back skills.

ACTIVITY SEQUENCE: (2.5 HOURS)

1. Women as Leaders vs. Cultural messages

ACTIVITY 1: WOMEN LEADERSHIP VS CULTURAL MESSAGES

- GOALS:**
- 1) To encourage women to think about names used to define women, and how this stands in the way of women in leadership.
 - 2) To show older women why it is important for them to support younger women.
 - 3) To identify the kinds of messages given to young women by the community on their wedding day.
 - 4) To understand the expectations and restrictions placed upon women during childhood.
 - 5) To show ways that women are supportive to women leadership.
 - 6) To learn about public speaking skills through reporting back.

MATERIALS: Flipcharts and markers

PROCESS: 1) Break participants into five groups and give each group one task

Names: derogatory names that are used by the community to describe men and women.

Wedding songs: traditional wedding songs that carry messages for the bride and the groom.

Proverbs that are meant for women.

Girl's do's: cultural expectations of what "good girls" do.

Girl's don'ts: cultural expectations of what "good girls" should not do

- PROCESS** 2) Bring everyone into a bigger group and have them report back.
- CONT...:** 3) Identify skills to use when reporting back.

FACILITATOR NOTES: REPORT BACK SKILLS

- Write the Advice on a flipchart and keep on wall throughout training.
- Use skills in sessions that need reporting back from the participants.

Box 8

Report Back Problems and Advice

- PROBLEM:** People reporting back for the first time may talk softly.
- ADVICE:** Be sure that everyone in the room can hear.
- PROBLEM:** People may stand in front of the flipchart, blocking participants view.
- ADVICE:** Stand next to the flipchart and be sure that everyone can see the flipchart
- PROBLEM:** People may write small texts on the flipchart and that are not be visible to the participants.
- ADVICE:** Be sure that the words are big enough and use a colour marker that is visible.
- PROBLEM:** Participants who are not literate may sometimes be too shy to stand in the front and report their group activity.
- ADVICE:** Two participants can report back together. One person can read and the other can explain.
- PROBLEM:** The participant who is reporting back is often left without a marker.
- ADVICE:** Be ready with another marker if needed.
- ADVICE:** Group members who are sitting may help those reporting . This is important in our theme of women supporting other women. Support starts in this group.

FACILITATOR'S NOTES: DISCUSSION

- **How do names make it difficult for women to be in leadership?**

(*Sebodu* is a derogatory term applied to women by their in-laws in most cases. A woman labelled as *sebodu* will not be given a chance of leadership in a burial society.)

- **Who uses these names?**

Show how it is not only men, but often women who disempower other women by using these names.

Common names

kobaobane (prostitute)

poabogadi (divorcee)

lefetwa (spinster)

sebodu (lazy woman)

- **How are gender roles emphasized in wedding songs?**

Discuss how women raise their daughters be “good marriage material” rather than confident, strong women.

Discuss how women emphasize qualities of tolerance, obedience and submission, rather than self-respect, assertiveness, or independence.

- **How do community ideas impact a woman's chance to participate?**

Discuss how women are discouraged to walk at night because they may be raped. This idea may impact on their involvement of leadership since some of the meetings take place after dark.

Discuss how girls are expected to do more household chores after school. This idea might discourage them from taking part in activities.

- **What happens to girls who wear miniskirts?**

Discuss how even with powerful female public leaders, people tend to emphasize how women look and dress, rather than what they do.

- **How are women impacted by a lack of support by other women?**

Discuss the role of mothers-in-law and sisters-in-law.

Discuss how women are often not supportive to other women. Many women, because of jealousy or mistrust, may actually be more supportive of male leaders, and may gossip about or undermine women leaders.



SESSION 3: TAKE HOME MESSAGES

- Speaking well in front of others is one quality of leadership, and the Report back activities in the workshop are a good way of practicing this skill.
- Derogatory names are one way that society disrespects women.
- Women can show support for women's leadership by refusing to maintain harmful gender stereotypes through use of derogatory names.
- When we say that "girls who go out alone" or "girls who wear short skirts" will be raped, we promote the idea that women belong indoors, and that women rather than men, are responsible for sexual violence.
- The kind of work that is said to be "women's work" (e.g. cooking, cleaning, raising children) is seen as insignificant, and is poorly paid by society. This undermines the important role women play in the household and in society.

Session 4: Our Bodies, Ourselves

OVERALL AIMS OF SESSION

- To help women learn to love and accept their bodies.
- To understand that self acceptance is important for confidence building and leadership.
- To discuss and share about key bodily experiences for women (sexual intercourse and menstruation), and to reflect on how these might influence community mobilisation.

ACTIVITY SEQUENCE: (2.5 HOURS)

1. Discussion of Womanhood (30 Minutes)
2. Body Mapping (20 Minutes)
3. Discussion (40 Minutes)
4. Link Community Mobilisation (30 Minutes)
5. Recap (30 Minutes)

ACTIVITY 1: DISCUSSION OF WOMANHOOD

- GOALS:**
- 1) To identify negative local/slang terms used to describe women's sexual parts and their sexuality.
 - 2) To discuss where negative messages about women's bodies come from.
 - 3) To help women to accept their bodies as they are.
 - 4) To show women how such negative conditioning can contribute to lack of women in leadership.

MATERIALS: Flipcharts and markers

- PROCESS:**
- 1) Ask participants to share with the group about the first time they heard about sex and or menstruation. They should tell the group who told them, and whether the information was helpful.
 - 2) Ask the group: What is a woman? What makes us women? How are we different from men?

- PROCESS** 3) Ask women to list different names/slang terms that are used to describe women's bodies, their sexual organs, and behaviour related to sexuality. Include feelings that these raise.
- (CONT...):**
- 4) Once a list is up, talk about the messages those terms sends to us about our bodies and ourselves. What do they mean? Are the words negative or positive? Do we accept these terms for ourselves?
- 5) Include on the list: the sources of those names (who often uses them or who first said them to you? Draw arrows from names to source.

FACILITATOR NOTES:

- If it is difficult for the participants to share with the group about their first time they heard about sex and menstruation, it can be helpful for facilitators to share their own experience (see Box 7). Let participants know that most parents find it difficult to talk to their kids about sex.

Box 9

Even though I'm a facilitator talking about these issues now, when I was young, no one told me about menstruation. I heard it from my friends at school but they didn't talk about how to use "Sanitary Pads". So when I started menstruating I ended up placing my Pad upside down, and every time I removed it, it hurt because the part that was supposed to stick to my underwear was sticking to my vulva. I thought that this is the way it should be, and since there is blood it is supposed to hurt.

- Names/slang terms may relate to women's overall appearance/weight/sexiness, their breasts (shape, size), their vaginas (size, appearance, smell, dryness or wetness), their hips or buttocks (size, shape, etc). Such terms may be seen as insulting, embarrassing, flattering, sexist - discuss these feelings.
- Ask how these ways of "measuring up" women, and the feelings they raise might impact on women's sense of self confidence and their ability to be taken seriously as leaders.
- Ask women whether they see a contradiction in the fact that they are often seen as sexual objects, yet culturally, they are not permitted the same sexual freedoms or rights as men. Refer back to some of the issues raised during Session 2 of Sisters for Life, such as: women are not allowed to initiate sex; women are expected to be submissive etc.

ACTIVITY 2: BODY MAPPING

- GOALS:**
- 1) To understand and normalise experiences related to womanhood.
 - 2) To explore the language and feelings associated with our bodies.
 - 3) To demonstrate how to use a male and female condom.

MATERIALS: Large construction paper and marker
Female and male condoms and tool to demonstrate male condom (such as a broom stick)

- PROCESS:**
- 1) Break participants into small groups and trace one group member onto a large piece of paper.
 - 2) Ask each group to describe/illustrate on the paper what happens to a woman's body during 1) Menstruation and 2) Sexual intercourse.
 - 3) Each group will have one topic (its okay if more than one group has the same topic) and each group will report back about the group's body map.
 - 4) Ask the group to draw or write down the effects experienced (physical changes, sensations, emotions) on the paper.
 - 5) After the report back and discussion, the facilitator should demonstrate how to use a male and female condom - taking questions from participants, and referring back to issues concerns raised during the activity. (See Appendix

FACILITATOR NOTES:

- Go around to each group and provide guidance through answering questions or giving prompts.
- Encourage women to explore emotional, physical and spiritual changes that are part of these processes.
- Link the discussions of both menstruation and sexual intercourse to community mobilisation by giving examples of how they can mobilise young people to be more knowledgeable (and less ashamed) about their bodies and sexuality, by beginning to speak more openly with their own and others' children.
- To encourage the participants that it is possible to get over the "generation gap" in talking about sex, the facilitator can share stories about her own hesitance and discomfort the first time she had to lead this session with older women - and how this improved over time.

Box 10

Condom Demonstration

- 1) Separate two male condoms.
- 2) Show participants the edge to open the condom. Note that it's important not to use teeth to open it.
- 3) Take out the condom and hold the tip, being sure not put it inside out.
- 4) Using a banana or a wooden broomstick, demonstrate how to put on a condom.
- 5) Mention that when the partner is ready (when his penis is erect), it is often more fun for the women to take part in putting on the condom on their partner.

For a detailed example of demonstrating condom use, see Appendix 2: Condom Demonstration.

DISCUSSION NOTES

- What are the myths about wet vaginas, size of vagina and dry sex? Link with words/names used in Activity One.
- Explain effects of using vaginal drying agents (herbs, snuff, household cleansing agents, rags). Whose pleasure is this for (the man)? How might it increase women's risk of HIV? (abrasions, loss of natural protective lubricants).
- Discuss issues of shame connected to menstrual blood.
- What is said about women who are open about their desire for sex (explore shame and judgemental attitudes towards women's sexuality, and contrast with acceptance or exaggeration of men as sexual "machines").
- How are these names connected with gender roles?
- Link with names, do's and don'ts, wedding songs, and women leadership.
- Bring in traditional historical explanations about menstruation and sexual intercourse.
- Encourage discussion of personal experiences, build on the knowledge that women have already.

DISCUSSION NOTES (COMMUNITY MOBILISATION)

- When talking about myths, emphasise how ignorance may endanger young people, and the importance of talking to kids about sex and sexuality.
- Highlight teenage pregnancy, and that research has shown that a lot of teenage girls' first sexual experience was forced. Use this to illustrate the importance of sex education.
- Use the myths emerging from the menstruation discussion to show the importance of mother- daughter relationships and good communication .
- Discuss the importance of breaking the chain of bad information given from adult female to female child.
- Brainstorm ways they can mobilise their community around the topics covered in this session. If there is time, share ideas on how to do it when going back in their villages. Talk about possible questions and challenges they might come across when talking these issues with young people.

SESSION 4: TAKE HOME MESSAGES

- We receive negative messages about our bodies and about sex from an early age. This is why it is important to share with our daughters that there is nothing wrong with the way women are made.
- No matter what our shape or size, we need to be proud of our bodies. When we are proud of our bodies, we become more confident about ourselves. Confidence is, in turn, important for leadership
- Menstruation and sexual intercourse are both natural parts of life that we should not be ashamed of.
- It is important for us to understand how our bodies work to keep healthy and to share the information with other women
- Drying agents and unprotected sex put us at risk of HIV. Link this with next session on domestic violence (Session Five).

Session 5: Domestic Violence

OVERALL AIMS OF SESSION

- To learn empathy and confidentiality skills.
- To explore how to mobilise communities around domestic violence.
- To discuss myths and misunderstandings about rape and what to do after sexual assault
- To encourage women to share personal stories and lend emotional support through a process of debriefing.

ACTIVITY SEQUENCE: (2 HOURS)

- 1) What is Domestic Violence? (40 Minutes)
Empathy role plays (20 Minutes)
- 2) Debriefing Session (Evening Session: 60 Minutes)

ACTIVITY 1: WHAT IS DOMESTIC VIOLENCE?

- GOALS:**
- 1) To open a discussion on forms of violence experienced by women.
 - 2) To identify ways in which women are not supportive of other women.
 - 3) To discuss how domestic violence increases women's risk of HIV infection
 - 4) To talk about domestic violence and community mobilisation.
 - 5) To learn empathy and confidentiality skills.

MATERIALS: Flip charts and markers

PROCESS**(CONT):**

- 1) Ask women to share forms of violence against women that they have experienced, witnessed or heard of which was subjected to women.
- 2) Who were the offenders and what sort of weapons were used?
- 3) Group the different behaviours/acts into the types of violence by placing P (physical), E (emotional), S (sexual) and T (threat).
- 4) Demonstrate empathy and confidentiality skills by doing two role-plays with a co-facilitator.

Box 11

Empathy and Confidentiality Skills

Ask the women to take part in two role-plays to demonstrate how empathy and confidentiality influence the communication around rape.

First role-play:

An abused woman visits a friend. She tells her friend what her husband did to her the night before. The friend blames the victimised woman for the abuse. Immediately after the abused woman leaves, the friend goes to a neighbour to gossip.

Second role-play:

An abused woman visits a friend. She tells her friend what her husband did to her the night before. The friend listens and shows em-

FACILITATOR NOTES:

- Thank the women who have shared their personal stories.
- Discuss how and why abused women stay in abusive relationships (financial dependence, emotional dependence, lack of confidence, stigma of leaving, children, etc.). Explore some of the issues from the culture session (Session 2) in SFL training..
- Discuss how domestic violence put women at risk of being infected with HIV.
- Brainstorm some ideas of how women can support other women who are in abusive relationships. Explore some of the ideas that

ACTIVITY 3: DEBRIEFING SESSION

- GOALS:**
- 1) To practice listening skills with women.
 - 2) To teach the participants about confidentiality and empathy.

- PROCESS:**
- 1) Facilitator opens up the session by sharing a general story about domestic violence or something from her own experience, if possible.
 - 2) Ask women who are comfortable to share their own stories or stories they know about domestic violence.
 - 3) Discuss about how to be a good listener., Make sure that you give the participants enough room for them to come up with their way of offering help but make it clear that the aim is to listen, offer emotional support and help the woman find her own solutions - but not necessarily to “solve” the woman’s problems for her.

SESSION 5: TAKE HOME MESSAGES

- It is important for women to talk about their experiences of domestic violence in order to break the silence and realise that they are not alone.
- Rape is something that can happen to any woman - women who get raped do not “ask for it.”
- Whenever we blame women for being raped, we give men the power to continue abusing women.
- Women need to involve their communities (including men) in fighting rape.
- Women should try to build a supportive environment to speak about rape even though there a lot of shame around rape.
- For those who have experienced abuse, sharing your experiences with someone you trust can be an important part of healing emotionally.

Session 6: Gender and HIV

OVERALL AIMS OF SESSION

- To refresh the knowledge about HIV and HIV testing.
- To increase participants' confidence in mobilising their communities around HIV.
- To prepare answers to commonly asked questions asked about HIV.
- To introduce the idea of a support group as a way to mobilise a community .

ACTIVITY SEQUENCE: (3 HOURS)

- 1) Basic HIV Information (20 Minutes)
- 2) Women and HIV; Standing Exercise (30 Minutes)
- 3) Who is in Danger? Stories (60 Minutes)
- 4) Voluntary Counselling and Testing (30 Minutes)
 - Demo
 - Advantages
- 5) Support Groups (40 Minutes)

ACTIVITY 1: BASIC HIV INFORMATION

- GOALS:**
- 1) To find out what women know about HIV.
 - 2) To make sure participants understand the basics of HIV transmission and prevention.
 - 3) To explore myth about HIV/AIDS.

MATERIALS: Flipchart and marker

- PROCESS:**
- 1) Remind participants to look for ways to mobilise their community during this session.
 - 2) Open the discussion by asking an open-ended question: "What do you know about HIV?"
 - 3) Discuss transmission, prevention and myths.
 - 4) Discuss the difficulty that women have when they negotiate condom use with their partners.

Commonly asked questions about HIV

Box 12

Responses

1) How does an HIV+ person look?

1) Like every one of us. Many people with HIV look healthy for a long time

2) What is the difference between HIV and AIDS?

2) HIV is a virus – being HIV positive means you are infected with the virus, but you may not yet have developed AIDS. AIDS is the disease (Acquired Immune Deficiency Syndrome) caused by the HIV virus. It is when you start to get sick because the virus weakens your body's defenses (immune system)

3) How long will you live if you are HIV+?

3) You can live longer if you take care of your physical, emotional, and spiritual health (eating nutritious food, getting enough rest, joining a support group). ARVs (anti-retroviral drugs) can also help prolong life.

4) Can you get pregnant if you are HIV+?

4) Yes, you can become pregnant, and can avoid passing HIV to your child through a PMTCT programme.

5) Is it possible for other STI's to become AIDS?

5) No. Other STIs (e.g. Gonorrhoea, syphilis, Chlamydia) are separate diseases and different from HIV, though all are transmitted sexually. Therefore you can have other STIs at the same time as HIV. In fact having other STIs makes it easier to be infected with HIV.

6) If you are HIV positive and you cut yourself while preparing Beetroot or other food, can you infect other people?

6) No, the HIV virus can only survive inside living blood cells. It cannot survive in food or on other objects (e.g. razors) even if blood has touched it.

ACTIVITY 2: WOMEN AND HIV

- GOALS:**
- 1) To show why women are more vulnerable to HIV than men.
 - 2) To highlight that women's increase vulnerability to HIV is due to social factors more than biological ones.
 - 3) To discuss how women are often not supportive of each other.

MATERIALS: Prepared HIV statistics on flipchart and marker.

- PROCESS:**
- 1) Facilitator uses flip chart and exercises to stimulate discussion.
 - 2) Discuss South Africa HIV/AIDS Facts on the flipchart:

Box 13

South Africa HIV/AIDS Facts :

- 5 million South Africans are HIV positive– the highest number of HIV infections of any country in the world.
- 30% of married women in South Africa are HIV positive.
- 1 in 4 pregnant women in South Africa are HIV positive.
- More than 5,000 HIV positive babies are born in South Africa every month.
- 9 out of 10 HIV infections in South Africa are caused by unprotected sex.

*Sources: SA Government, Business Day, Treatment Action Campaign

FACILITATOR NOTES:

- Discuss the danger that young people face. **Fact:** data shows that half of the people who test positive world-wide are young people.
- **Fact:** Girls start sex early because of pressure from society; they often have sex with older men.
- **Fact:** Older men offer things that younger women might want, like cell phones, school fees, or clothes. When these are offered in exchange for sex, young women have less power to ask for condom use.
- Discuss the myth that prostitutes are more in danger of being infected with HIV than married women.
- When discussing the statistics, show that women are at such risk in South Africa. Ask women why this might be.

Box 14

Women at higher risk of HIV? Biological Factors

Our bodies are more vulnerable to HIV than men's bodies. Why?

- Surface area: there is more exposed surface area for virus to enter body in women, than in men (i.e. whole lining of vagina for women, versus tip of penis for men).
- Rape, violence: tearing and bleeding during intercourse multiplies the risk of HIV infection
- Dry sex: women use herbs or drying agents. This may also increase the risk of tearing and bleeding during intercourse.
- Untreated STDs: this can multiply the risk of HIV transmission by times ten. Most STD cases in women go unrecognised – unlike men, the sores or other signs are absent or hard to see, and they do not suspect they are at risk

Symptoms of STDs:

- Itching
- Burning Urine
- Discharge: change in colour, smell, amount

ACTIVITY 3: WHO IS IN DANGER? STORIES

- GOALS:**
- 1) To stimulate discussion based upon examples and stories that the participants can easily relate to.
 - 2) To use the stories to show how social problems increase women's vulnerability to HIV.

MATERIALS: Flipcharts with three scenarios in pictures.

- PROCESS:**
- 1) Tell the larger group the story of Dimakatso in two different flipcharts:
 - First flipchart: has only picture of Tumi in Dimakatso's life.
 - Second flipchart: shows Dimakatso with both Tumi and Vusi in her life .
 - 2) Tell the story of Sibongile.

Box 15

Dimakatso, Age 16

Dimakatso is 16 years old and currently in school. Her mother is unemployed and her father never returned from Johannesburg, where he went to find work four years ago.

Dimakatso has a boyfriend. His name is Tumi and he is 18 years old. He is still a student and is studying hard to finish matric.

Dimakatso has a cell phone, and pocket money. She buys herself expensive clothes and sometimes brings food home for her family.

.....

Vusi is 33 years old and he is a taxi driver in the town where Dimakatso lives. Vusi is married and has two children. He is Dimakatso's "sugar daddy" and often gives her gifts. Vusi buys her clothes, pays her school fees, and gives her free rides around the town.

Dimakatso likes the things that Vusi can give her. She likes school and knows that she may have to drop out if she does not get the school fees from Vusi. However, she knows that sometimes her relationship with Vusi hurts Tumi's feelings. Also, she is worried because Vusi does not like using a condom.

KEY QUESTIONS, DIMAKATSO:

First do not tell the participants about Vusi. Show the chart of Dimakatso with Tumi, ask them if an 18 year-old would be able to provide those kinds of gifts for Dimakatso?

2) Ask them where they think Dimakatso is getting all these things since her mother is unemployed?

3) Now bring out the chart that includes Vusi, ask them what they think about a 16 year old having two boyfriends, and one as old as Vusi?

4) Ask them if they think Dimakatso is able to ask Vusi to use a condom?

5) Do you think that Tumi is aware that Dimakatso is involved with another man?

6) Ask if Tumi would think about using a condom to protect himself if he knew about Dimakatso and Vusi?

7) Vusi's wife is faithful to him. Is she safe in this relationship?

8) What would the participants do if they were Tumi's mother? Then ask what they would do if they were Dimakatso's mother (unemployed and no one to help her support her kids)

9) Would they act differently now that they are involved in microfinance, and earning money?

Box 16

Sibongile, Age 35

Sibongile is 35 years old. She is married and has four children. Sibongile is faithful to her husband, Mandla.

Mandla is 39 years old and is a mine worker in Rustenburg, a four-hour bus ride from from the town where Sibongile lives. Mandla has been working there for 17 years to earn money for his family.

Mandla comes home at the end of every month to give money to his wife. This money pays for the family's food, his children's school fees, and money for Sibongile to run the household.

Mandla sometimes drinks when he is working on the mines. He drinks because at the end of the day he is tired and lonely from working in the mines. He misses his family, but he knows that if he stops working, his family will have no money.

KEY QUESTIONS, SIBONGILE:

- 1) Why is Sibongile not staying with her husband?
- 2) Is it right for a husband and wife to stay so far away from each other for so many years?
- 3) Over the years, do you think the couple have been able to communicate intimately or share an equal relationship?
- 4) Is the couple in danger of being infected with HIV? If yes, why, and if no, why not?

FACILITATOR NOTES:

- Who is in danger and why? Ask participants this question to see if they think that age and marital status can protect one from being infected with HIV.
- When discussing Dimakatso's story, facilitator should explain that lack of sex education and information among teenagers increases their vulnerability to HIV
- **Poverty:** women sometimes exchange sex for money. Discuss how financial dependency increases women's vulnerability because they feel unable to assert themselves with their partner (e.g. unable to expect fidelity or demand condom use)
- **Gender issues:** (girls' do's and don'ts) gender norms that women should be submissive, tolerant and innocent about sex. When discussing Sibongile's story, ask participants why mothers-in-law want their sons to be separated from their family. Ask if it is wrong for children to be away from their parents' house or home town. Is this culture? Were there mines during our fore fathers time?
- **Domestic violence:** If a man forces his wife to have sex, is it likely she can use a condom? If women stigmatise and isolate other women who are in abusive relationships, do they make it easy for them to leave? Refer to the role-play from the previous session on domestic violence and ask them if the woman in the role-play would be able to negotiate for condom use.
- Finish the discussion by pointing out that truck drivers or mine workers are not the only people who are at risk. Women also infected the men who are HIV positive. Migrant labour increases both men and women's vulnerability. Now, the apartheid law forbidding men to bring their wives to a work place is finished. Maybe its time for our corporations and communities to change too.

ACTIVITY 4: VCT

- GOALS:**
- 1) To introduce the HIV test to the participants
 - 2) To emphasise the importance of testing
 - 3) To introduce the concept of support groups so the participants can use it in community mobilisation.

MATERIALS: Prepared chart about the rapid HIV test
Samples of HIV tests

- PROCESS:**
- 1) Since the women have gone through the SFL gender and HIV training, testing is not something new. Open the discussion by asking them if anyone of them has been tested or encouraged someone to test.
 - 2) Ask the participants, “what are the advantages of testing?”
 - 3) “Why are people sometimes afraid of testing?”
 - 4) Pass the sample tests to each participant. Quickly remind them what VCT means.

Box 17

VCT

<u>V= VOLUNTARY</u>	Testing is always voluntary. No one is ever forced to get tested.
<u>C= COUNSELLING</u>	All nurses have been trained and certified to give pre- and post-test counselling. Results are strictly confidential.
<u>T= TESTING</u>	Tests are free and give results in only 15 minutes.

- 4) Use the chart to explain positive and negative results.

FACILITATOR NOTES:

Advantages of Testing:

The results can be negative, and encourage one to stay negative

- If one's test positive, they are able to get medical care early.
- Access to ARV.
- Treatment for opportunistic diseases like TB, diarrhea.
- General care like diet, excises, reducing stress in one's life.
- Care and support (support groups).
- Avoiding infecting others sexually
- For women, avoiding infecting their child (PMTCT)
- Avoiding reinfection by having protected sex.
- Planning for the future, e.g. start saving for your children's education.

If testing is so good then why are people still afraid of doing it?

- Scared of stigmatisation and isolation.
- Lack of emotional support, fear of partner's and family's response
- The belief that knowing they are positive will mean they will die sooner.

ACTIVITY 5: SUPPORT GROUPS

- GOALS:**
- 1) To introduce to the participants to a way to forming a circle of support.
 - 2) To teach the participants ways of using support groups in community mobilisation.
 - 3) If possible, invite people who belong to a local HIV support group to talk about their experiences.

- MATERIALS:** Flipchart and marker
- If possible, a person who belongs to a support group.

PROCESS

1) Themes to discuss include:

(CONT.):

- What is a support group?
 - Why start one?
 - How does someone benefit from it?
 - What to look for when starting one?
 - What are the difficulties of starting a support group?
-
- Give a simple explanation of what a support group is: it is the coming together of people who have something in common, in order to give each other mutual support. They may share in common a problem, such as an illness, or they may have lost someone special or experienced some other traumatic event, such as rape.
 - Give examples of different support groups that might be relevant to them, e.g. widows, soccer teams, loan groups etc. Emphasise the fact that size does not count - a support group can have two members.

Box 18

How can a Loan Group become a Support Group?

- They meet a day before centre meeting.
- They advise each other on what kind of business to start.
- Help each other when there is a repayment problem.
- Personal issues E.g. trouble with partners and children
- Moral support (Weddings, Funerals, etc)

Session 7: Empowering Change

OVERALL AIMS OF SESSION

- To share ideas about how women can talk to teenagers about sensitive issues.
- To give advice on how and when is a good time to negotiate condom use.
- To learn how to mobilise a community to begin speaking with young people about sex and sexuality.

ACTIVITY SEQUENCE: (1.5 HOURS)

- 1) Obstacles in talking to kids about sex: role-play (30 Minutes)
- 2) Obstacles in condom negotiation and role-play (30 Minutes)
- 3) Community Mobilisation: role-plays (30 Minutes)

ACTIVITY 1: OBSTACLES IN TALKING TO KIDS ABOUT SEX: ROLE PLAY

- GOALS:**
- 1) To explore why it is difficult to talk to kids about sex and HIV.
 - 2) To share ways in which parents can communicate with their children.
 - 3) To explore ways of mobilising the community around this topic.

PROCESS: **Key Questions**

- 1) What are some obstacles to talking to kids about sex?
- 2) Is it different when you talk to girls and boys?
- 3) Why is it that parents tend to give instructions (“do this”, “don’t do that”) instead of having a discussion?
- 4) What kinds of influences affect young people today?

SESSION 6: TAKE HOME MESSAGES

- This session is to encourage women to think about their danger of being infected with HIV.
- At the end of this session they should also understand that there are biological and social factors that increase a woman's risk of being infected.
- The stories of Dimakatso and Sibongile are suppose to help women reflect on their lives.
- Women need to talk to their children about HIV and related topics because it will help them to make better decisions in their lives.
- HIV does not discriminate and the only way we can know our status is to test (VCT).
- Testing is meant to help us take better care of ourselves.
- Being HIV+ does not necessarily mean death; it is possible to live long with the virus.
- People who are HIV+ need support from every one of us. It is therefore important to start support groups to strengthen the circle of support around people living with HIV and their families.

- PROCESS** 5) Ask participants to share with you how they would approach such a discussion with a young person
- (CONT...):** 6) End the discussion with a role-play that will give them some ideas on how to start talking to their children about sex and HIV.

Box 19

Talking to Kids about Sex Role-play

You are a mother and your 14-year-old son has started to come home late at night and his school-work is suffering. You know that he is keeping company with boys who have a bad reputation, so you are concerned as a parent. How would you talk to him about this?

- 7) Discuss the role-play afterwards. Ask participants the following questions:
- How was the role-play?
 - Did it create ideas for ways that a mother can talk to her son about sex?
 - Do you think the mother in the role-play made an impact on her son?
 - Did the mother introduce the topic well?
 - Have you ever had a serious discussion with your child about the issues from the role-play (i.e. coming home late, keeping bad company, poor school work, involvement with girls) or general issues (i.e. money, responsibility, respect etc)?
 - Is there anything to add to the role-play?
- 8) Ask new volunteers to come to the front and do another role-play.



FACILITATOR NOTES:

- Explain that a reason for this particular role-play is that the workshop has many discussions about daughters, but very few about mothers and sons.
- The role-play should be negative in order to stimulate discussion.
- Refer participants to the next session on Leadership. Emphasise that parenting is also a form of leadership. Therefore it is important to lead by example. It will be difficult to teach your children about respect if you do not respect them.
- It is important for mothers to choose a good time to talk to their children (E.g. they can help their girl to do household work like washing dishes and talk to them during that time).
- Emphasise that mothers should not wait for a problem to surface to start talking about it. Just like leadership, parenting requires initiative.
- Parents who are illiterate may lack the confidence to talk to their children about difficult issues. Remind them that they do not have to be highly educated - that the information from the training is enough.

ACTIVITY 2: OBSTACLES IN NEGOTIATING CONDOM USE

- GOALS:**
- 1) To give one another advice on how to negotiate condom use with their partners
 - 2) To show women how to use both a male and a female condom

MATERIALS: Condoms
Wooden demonstration penis

- PROCESS:**
- 1) Open the discussion by talking about the data that shows women are more at risk of being infected with HIV than men.
 - 2) Discuss the social reasons quickly to make a point that women need to be assertive to ensure their safety.
 - 3) Ask for volunteers to participate in the role-play.

Box 20

Negotiating Condom Use Role-play

A woman has been to a Gender and HIV workshop. Her husband who works in Johannesburg comes home after been away for six months. She wants to tell him about the workshop and to suggest that they start using condoms..

- 4) Key Questions:
 - How did the woman do? What would you do differently?
 - Why might women find it difficult to ask for condom use?
 - Have you ever tried to negotiate using a condom with your partner?
- 5) Do a condom demonstration.

FACILITATOR NOTES:

- Encourage women to consider how to introduce the use of a condom by asking them:
- “Do you think that a woman should ask her partner to use a condom when they are both naked and ready to have sex?”
- “Do you think that a woman should start a conversation about condoms by accusing her husband of having an affairs with other women?”

ACTIVITY 3: COMMUNITY MOBILISATION ROLE-PLAY

- GOALS:**
- 1) To empower participants to share the information they have gained with their community
 - 2) To remind participants that community mobilisation is not easy and that they will come across obstacles.

MATERIALS: Flipchart and markers

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

Box 21

Community Mobilisation Role-play

Two women come back from a gender and HIV training session. They were inspired, and are now planning a workshop with young people in their village. One is very motivated to work hard on the planning of the workshop. The other woman is not supportive and she says very

- 2) Key Questions:
 - Is lack of support a problem in your community?
 - Why do women decide not to support women leadership?
 - What can the other woman do to gain support?
- 3) Ask participants to do another role-play that is positive.

Box 22

Ideas for Mobilising Young People

- Ask a woman who feels confident, to start a discussion with her children while they are spending time with a group of their friends.
- Women can exchange groups of children to have a conversation about sex; e.g. one woman speaks to the other woman's children
- Plan a small workshop to involve other children in the conversation.

SESSION 7: TAKE HOME MESSAGES

- It is important for parents to have a good relationship with their children, so that hopefully they will go to them for advice.
- Though it is difficult for parents to talk to their kids about sex, it has become a necessity in the face of HIV.
- To be a good parent is a challenge we all have to face.
- Even though women are expected to be innocent about sex, HIV forces us as women to think about our safety.
- Women need to remember that they are in partnership with their husbands. Women's needs need to be communicated in order to have a good partnership.

Session 8: Donkey Cart

OVERALL AIMS OF SESSION

- To introduce the idea of prioritisation and community mobilisation.
- To introduce the donkey cart activity as tool to identify potential negative and positive aspects of any project.
- To use two case studies to brainstorm the strengths and weaknesses.
- To encourage creativity among the NL's.

ACTIVITY SEQUENCE: (2.5 HOURS)

- 1) Donkey Cart exercise (30 Minutes)
- 2) Group Work (40 Minutes)
- 3) Report Back and discussions (80 Minutes)

ACTIVITY 1: DONKEY CART EXERCISE

- GOALS:**
- 1) To introduce problem identification skills, problem analysis and planning.
 - 2) To discuss how to use these skills while doing community mobilisation.
 - 3) 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)
- Flipchart
- Markers

PROCESS: 1) Explain how a donkey cart works:

CART: a project or issue they identify in the community

DONKEYS: pull the cart, so they represent the positive things that can help the issue to be solved

ROCKS: weigh the cart down, so they represent the negative things that can make the project fail

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.

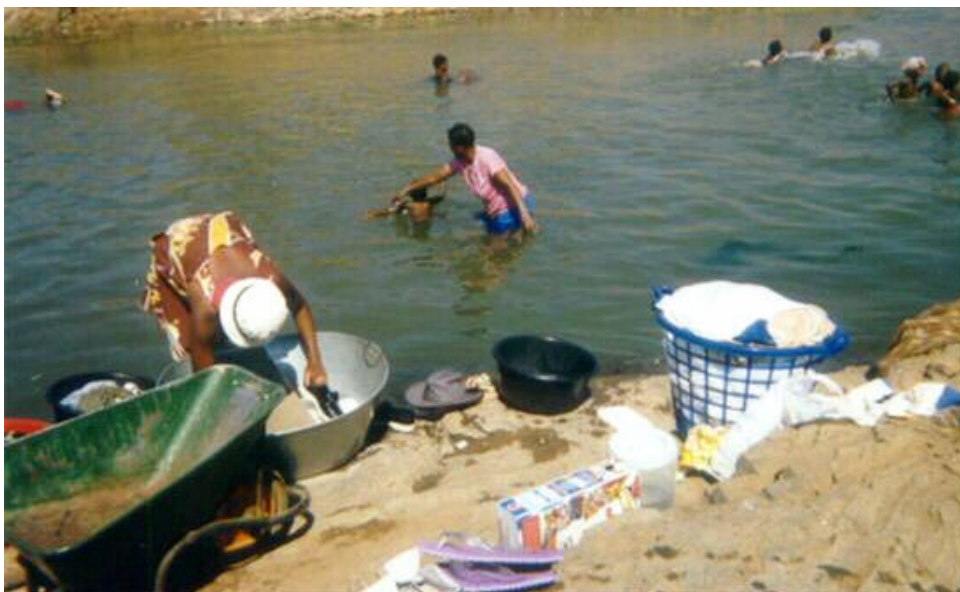
3) Choose a picture and formulate a story as an example of what each group will do once they choose their own pictures. Facilitator probes to create details for the story and stresses the importance of the story being as real as possible.

- give the subjects names
- explain the context and circumstances of their life
- describe some of the major challenges that the family or community faces

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

Box 23

Sample Photo



- PROCESS** 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.)
- CONT...:**
- 6) Ask the participants if the donkeys will be able to pull the cart with such rocks. Discuss the problem and try to come up with solutions if possible.
- 7) After story telling, Facilitator highlights common themes running through the stories. (circle similarities using different colour marker for the problems identified)

ACTIVITY 2: PRACTICE SESSION

- GOALS:**
- 1) To help the participants to practice the skills they learned from activity one by identifying problems in their own village
 - 2) To help them to analyse the problem and plan how they might address it. Encourage the participants to be creative and find objects to represent the rocks and donkeys in their problem.

MATERIALS: Encourage the participants to be creative and find what materials will be rocks and donkeys in their problem.

- PROCESS:**
- 1) Break the group into smaller groups and tell them to identify a problem from their community.
 - 2) Ask participants to use the donkey cart exercise to help analyse the problem or issue.
 - 3) Encourage participants to go outside the room to find objects for the exercise.
 - 4) Participants should choose someone to report back. Ask this person to use the public speaking skills learned in the third session.
 - 5) Walk around room to help groups complete the activity.

SESSION 8: TAKE HOME MESSAGES

- Participants should understand how to prioritise issues.
- It is important to identify both potential successes and failures.
- It is helpful to work with encouraging people.
- Choose an issue that your group feels it can handle.

Session 9: Principles of Leadership

OVERALL AIMS OF SESSION

- To learn basic leadership skills.
- To guide them to understand what kind of a leader they are.
- To show the link between leadership and parenting.

ACTIVITY SEQUENCE: (2.5 HOURS)

- 1) Ways of leading (40 Minutes)
- 2) Qualities of a leader (40 Minutes)
- 3) Role-plays and discussions (40 Minutes)

ACTIVITY 1: WAYS OF LEADING

- GOALS:**
- 1) To help participants to think of the kind of leadership they would like to see in their community
 - 2) To guide them to develop conflict resolution skills.

MATERIALS: Flipchart and markers

- PROCESS:**
- 1) Open the discussion by asking the participants to define what is a leader.
 - 2) Ask them to mention the types of leadership they know, and to rate them.
 - 3) Ask them to list the qualities of a good leader. They should give examples or explanations of each quality.

Box 24

Types of leadership:

- One who leads from the front (a chair-person).
- One who leads while he/she is amongst other people (one who assists leadership by giving them advice or making a meaningful contribution).
- One who leads from behind (someone who quietly contributes by action, the person who always makes sure that things get done).
- You can use one of the political leaders like Nelson Mandela as an example. Show the different leadership positions he held through out his life (Madiba as a prisoner, as president of RSA and as a citizen supporting the leadership by leading the fight against HIV/AIDS). Or use people they all know who live in the community.

Qualities of a leader:

- Consults others before making decisions.
- Always leads by example.
- Is patient and able to work with all kinds of people
- Respects others, is a good listener and is humble.
- Deals with conflict and does not run away from problems.
- Maintains confidentiality.
- Does not abuse power.
- A leader is a leader everywhere she goes.
- Every person is a leader and has a responsibility to practice the above qualities.

ACTIVITY 2: ROLE-PLAYS AND DISCUSSIONS

GOALS: 1) To put leadership qualities into practice.

MATERIALS: Markers and flipchart

PROCESS: 1) Facilitators do a role-play to open up the discussion:

Box 25

Leadership Role-play

One woman has a personal problem; she goes to her neighbour to ask for advice. The neighbour is not listening and is doing other things while she is explaining her problem. The neighbour keeps interrupting and asking things that are not related to the problem. When the woman with a problem finally leaves, the neighbour quickly goes to another neighbour to gossip.

- 2) Ask the participants to tell you what is wrong with way the neighbour is helping the woman with a problem.
- 3) Ask them to identify what kind of a leader this neighbour is.
- 4) Ask the participants to do their own role-play that illustrates a problem or conflict and show what a leader would do in such a scenario.
- 5) Tell the participants that good leadership is also important as part of parenting (link to what was said in the Empowering Change session). This is why everyone is a leader.

SESSION 9: TAKE HOME MESSAGES

- Good leadership is important in community mobilisation.
- To be a good leader one must also be prepared to be lead, because being a good leader does not mean that you know everything.
- As a leader one must always be open to learning new things
- You will know that you have lead people well when they do better than you.

Session 10: Facilitation Skills

OVERALL AIMS OF SESSION

- To share with the participants skills they will need when facilitating
- To help to gain confidence in practicing their facilitation skills before using them at the centre meeting
- To incorporate the report-back skills learned in Session Three.

ACTIVITY SEQUENCE: (2.5 HOURS)

- 1) Roles and responsibilities (45 Minutes)
- 2) Facilitation Skills (45 Minutes)
- 3) Practice Session (60 Minutes)

ACTIVITY 1: ROLES AND RESPONSIBILITIES

GOALS: 1) To explain to the participants what is expected of them as future facilitators.

MATERIALS: Flipcharts and markers

PROCESS:

- 1) Explain the aim of Phase One and how Phase Two is supposed to build on this.
- 2) Discuss the role of NL in Phase Two:
 - NL's will be expected to attend preparation meetings, which will be a day before the centre meeting.
 - NL's will be expected to take the role of running all session as discussed in the preparation meeting.
 - NL's will be expected to work with the leadership of the centre in solving centre problems.
 - NL's will also be require to work with centre members to initiate projects in the community
- 3) Explain to the NL's that they are leaders and are expected to adopt leadership qualities.

FACILITATOR NOTES:

- Remind the participants about the report-back skills from Session Three.
- Remind the NL's about some of the key qualities of a good leader, e.g. confidentiality, respect and being humble. Explain that being humble does not mean being passive.
- Explain that the NL's are expected to run the sessions even when the Facilitators are not at the meeting.
- Bring back the flipcharts that were used at the community mobilisation session and explain that NL's will take the role of strong leadership that is needed for community mobilisation to succeed.
- Encourage them by telling them that they should be like a light in their community, and that they have the knowledge and skills to start sharing the light.

ACTIVITY 2: FACILITATION SKILLS

GOALS: 1) To give Participants basic facilitation skills

MATERIALS: Flipchart prepared of facilitation skills and marker.

PROCESS: 1) Share with the participants what it was like for you, starting as a facilitator - your fears, joys, down and up moments, what you learned while facilitating.
2) Explain basic facilitation skills and give examples to make them relevant to participants.

Box 26

Facilitation Skills:

- Review what you will do before you start facilitating. This gives you confidence in what you are doing.
- Arrive at the venue earlier than everyone so you can set up the seating arrangement. Prepare in advance what you will need for the duration of your session.
- Remember to pay attention to all participants. Do not interrupt while people are talking and always check group participation.
- A facilitator is not a teacher, which means that in a lot of situations there is no wrong or right answer. A facilitator “facilitates” or helps others to discover what they know, and to help them find their own solutions
- Use summarising and reflecting to make sure that all participants understand what is being discussed.
- When dividing people into groups for group work do the following:
 - 1) Give instructions of what participants need to do,
 - 2) Ask them to choose someone to report back
 - 3) Tell them how much time they have to complete the exercise.
- Remember that it is fine to say “I don’t know” to a question.
- Use reporting skills learned in Session Three.
- Remember co-operation, patience and leadership skills while working with fellow facilitators.

ACTIVITY 3: PRACTICE SESSION

GOALS: 1) To practice the facilitation skills

MATERIALS: Flipcharts and markers

PROCESS:

- 1) Divide the participants into small groups and give each group a topic from the sessions that were done during the week.
- 2) Explain that the aim of the exercise is to practice their facilitation skills, not to check how much they remember.
- 3) Give them flexibility to make the presentation interesting and creative.



SESSION 10: TAKE HOME MESSAGES

- A facilitator does not have to know everything about the topic they are facilitating; however as a facilitator one needs to ask the right questions to probe deeply into issues.
- It is very important for a person who is facilitating to have self-confidence.
- It is very important for a facilitator to prepare before facilitating.

Recap of Training

- GOALS:**
- 1) To go through the main points of each session.
 - 2) To give participants take home messages from the entire training.

MATERIALS: Flipcharts with take home messages from all the sessions

- PROCESS:**
- 1) Write the take home messages from each session in a way that participants will understand before starting the session.
 - 2) Go through the take home messages and ask the participants to give you as many examples as possible.
 - 3) Ask participants to tell you what each point means to them.

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 village, or even a few people.
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 Two of Sisters for Life in collaboration with facilitators.
SEF	Small Enterprise Foundation. Organisation responsible for administering the Tshomishano Credit Programme
shebeen	Local bar
SFL	Sisters for Life

Appendix 2: Condom Demonstration

ACTIVITY SEQUENCE: (20 MINUTES)

- 1) Six Steps for Using a Condom

GOALS: To demonstrate how to use a condom properly.

MATERIALS: Condoms
Penis model (or the condom can be unrolled onto the index and middle fingers of one hand)

PROCESS:

- 1) Remind participants that latex condoms are necessary to prevent transmission of STI/HIV.
- 2) Explain that using a condom properly requires 6 steps. You can ask one participant to draw the 6 steps on a sheet of paper as you talk.

Box 27

Six Steps for Using a Condom

STEP 1: **The expiration date should be checked.** Condoms must be stored where they won't be damaged by heat (e.g. a drawer, coat pocket, wallet).

STEP 2: **Condom package must be torn open carefully, so as not to damage the condom.** Fingernails and jewellery can also damage condoms.

STEP 3: **Unroll the condom a little (about ½ inch) and then hold it by pinching the receptacle tip with the fingers of one hand.** This is an easy way to hold a slippery condom, and doing this squeezes the air out of the tip at the same time. (Air trapped at the end of a condom can cause pressure to build up, and the condom can break.)

Box 27 cont...

Six Steps for Using a Condom (cont...)

STEP 4: Hold the condom onto the tip of the erect penis (still pinching the end), and with the other hand, roll the condom all the way down the shaft of the penis to the base. Either partner can do this.

STEP 5: Pull the penis out immediately after ejaculation by holding onto the base of the condom first. If the penis begins to return to its normally flaccid (limp) state, the condom may slide off and semen may leak out.

STEP 6: The condom should be removed away from one's partner, and the used condom thrown away (preferably into a garbage can lined with a plastic bag). Condoms should never be used more than once.

(Adapted from: Planned Parenthood Federation of Canada (2001) Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education)

Appendix 3: 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 28

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 29

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 30

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 31

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.

