

Engaging Men at the Community Level



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EngenderHealth
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the **ACQUIRE** project



PROMUNDO

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Introduction

Why focus on boys and men?

For many years, we have made assumptions about boys and men when it comes to their health—that they are doing well and have fewer needs than women and girls. In addition, we have assumed that they are difficult to work with, are aggressive, and are unconcerned with their health. We have often seen them as the perpetrators of violence—violence against women, against other men, and against themselves—without stopping to understand how our socialization of boys and men encourages this violence. However, new research and perspectives are calling for a more careful understanding of how men and boys are socialized, what they need in terms of healthy development, and how health educators and others can assist them in more appropriate ways.

Furthermore, in the past 20 years, as numerous initiatives have sought to empower women and redress gender inequities, many women's rights advocates have learned that improving the health and well-being of adult and young women also requires engaging men and boys. The 1994 International Conference on Population and Development (ICPD) and the 1995 Fourth World Conference on Women in Beijing provided a foundation for including men and boys in efforts to improve the status of women and girls. The ICPD Program of Action, for example, seeks to “promote gender equality in all spheres of life, including family and community life, and to encourage and enable men to take responsibility for their sexual and reproductive behavior and their social and family roles.”

There has also been increased recognition, in the past few years, of how dearly men and boys pay for rigid constructions of masculinity—including higher rates of death for men than for women from traffic accidents, suicide, and violence, as well as higher rates of alcohol and substance use. These problems confirm that rigid social norms simultaneously make men and women more vulnerable. In this context, addressing the health and development vulnerabilities of men and women requires applying a gender perspective to programming.^{1, 2}

But, what does it mean to apply a “gender perspective” to working with men? Gender—as opposed to sex—refers to the ways that we are socialized to behave and dress as men and women; it is the way these stereotyped roles are taught, reinforced, and internalized. We sometimes assume that the way that men and boys behave is “natural,” that “boys will be boys.” However, many of men's behaviors—whether it's negotiating with partners about abstinence or condom use, caring for the children they father, or using violence against a partner—are rooted in the way they are raised. In many settings, men and boys may learn that being a “real man” means being strong and aggressive and having multiple sexual partners. They may also be conditioned not to express their emotions and to use violence to resolve conflicts and maintain their “honor.” Changing how we raise and view men and boys is not easy, but it is a necessary part of promoting healthier and more equitable communities.

¹ World Health Organization. 2000. What about boys?: A literature review on the health and development of adolescent boys. Geneva, Switzerland.

² World Health Organization. 2002. World report on violence and health. Geneva, Switzerland.

Thus, applying a gender perspective to working with boys and men implies two major goals:

1) Gender Equity: Engaging men to discuss and reflect about gender inequities, to think about the ways that women have often been at a disadvantage and have often been expected to take sole responsibility for child care, sexual and reproductive health matters, and domestic tasks. Gender equity means fairness and justice in the distribution of benefits and responsibilities between women and men³—that is, it is the process of being fair to men and women. Working with men to be more gender equitable helps achieve gender equality, which means men and women sharing equal status and opportunity to realize their human rights and contribute to, and benefit from, all spheres of society (economic, political, social, cultural). In this way, gender equity leads to gender equality. For example, an affirmative action policy that promotes increased support to female-owned businesses can be considered gender equitable because it leads to ensuring equal rights between men and women.

2) Gender Specificity: Looking at the specific needs that men have in terms of their health and development because of the way they are socialized. This means, for example, engaging men in discussions about substance use or risky behavior and helping them understand why they may feel pressured to behave in those ways.

This manual attempts to incorporate these two perspectives.⁴

Men and HIV and AIDS

Worldwide, the behavior of many adult and adolescent men puts them and their partners at risk for HIV. On average, men have more sexual partners than women. HIV is more easily transmitted sexually from man to woman than from woman to man. An HIV-infected man is likely to infect more persons than an HIV-infected woman. Engaging men more extensively in HIV prevention has a tremendous potential to reduce women's risk for HIV.

In many other parts of the world, it is young and adult men who largely control when and under what circumstances sex will take place and whether a contraceptive method will be used. For many men worldwide, sexual experience is frequently associated with initiation into manhood.⁵ Men may experience peer pressure to be sexually active and have multiple partners in order to prove that they are manly, which increases their risk of exposure to HIV. Recent data indicate that new HIV infections in high-prevalence countries often occur as a result of concurrent or overlapping sexual partnerships.⁶ Research has shown that in both urban and rural areas, young men who choose to abstain may suffer ridicule from their peers.^{7,8} Accordingly, low levels of consistent condom use among sexually active men are associated with a variety of factors, including low self-risk perception, lack of, or limited access to, condoms, and the belief that unprotected sex is more pleasurable and that pregnancy is proof of masculinity and fertility.

³ World Health Organization. 2001. Transforming health systems: Gender and rights in reproductive health. Geneva, Switzerland.

⁴ In this manual, for the sake of brevity, when referring to work with men, we are including all work with boys, young men, and adult men.

⁵ Wight, D., et al. 2005. Contradictory sexual norms and expectations for young people in rural Northern Tanzania. *Social Science & Medicine* 62: 987-997.

⁶ Hayes, R. and H. Weiss. 2006. Understanding HIV epidemic trends in Africa. *Science* Feb3:311(5761):620-17.

⁷ Ijumba, A., et al. 2006. Developing community-based behavior change communications (BCC) interventions for youth: A participatory assessment in Iringa region, Tanzania. Arlington, VA: Family Health International.

⁸ Wight, D., et al. 2005. Contradictory sexual norms and expectations for young people in rural Northern Tanzania. *Social Science & Medicine* 62:987-97.

It is also important to address men's use of violence and coercion in sexual relationships and its association with gender norms and risk behaviors. Research has shown that some men may consider the use of violence against women to be an extension of male authority in the private realm and an acceptable means of control or discipline, particularly in married and long-term relationships.^{9,10} Moreover, research has shown that many men may hold narrow views of what can be defined as "forced sex." That is, they may believe that only coerced intercourse would be categorized as forced sex, and that it is acceptable to use physical violence or gifts to "persuade" partners to have sex.¹¹ All forms of violence and coercion, however, reinforce unequal power dynamics in relationships and limit the likelihood that a couple will negotiate preventive behaviors, such as abstinence or condom use.

In many settings, only a small number of men participate in HIV services (voluntary, counseling and testing, anti-retroviral treatment or preventing parent to child transmission). This is due to a variety of reasons, including limited access to health services and the common perceptions among men that clinics are "female" spaces and that "real men" do not get sick or do not participate in health care. Gender norms also place a disproportionate burden of HIV and AIDS-related care on women. Men generally do not participate as fully as women do in caring for children or for family members with AIDS. A review of studies worldwide concludes that fathers contribute about one-third as much time as mothers in direct child care.¹² Studies from the Dominican Republic and Mexico find that married women with HIV often return to their parents' home because they are unlikely to receive adequate care from their husbands.¹³

Men and Reproductive Health

In the socialization of men, reproduction is not considered as important as sexuality. A good example is the importance attached to menarche, the initiation of menstruation, versus semenarche—the first male ejaculation. Generally speaking, there is a lack of communication between mothers and daughters about the transformation of girls' bodies and their fertility. The silence, however, is often even greater between fathers and their sons on the subject of semenarche. A few studies have shown that boys react to the semenarche experience with surprise, confusion, curiosity, and pleasure. Some boys are unaware of what seminal liquid is and think it is urine. It is important, therefore, that boys receive guidance during puberty, so that they can feel more secure in dealing with body changes, and understand their bodies as being reproductive. Even after semenarche, most young and adult men deal with their sexuality as if fertility did not exist. In many settings, contraception is considered to be a "woman's concern," and although condoms are often the best choice for male contraceptives, serving both to protect against STIs and as contraception, many men feel insecure using a condom, fearing they will lose their erection. With increasing awareness of HIV and AIDS, male condom use among men has increased in many settings, but continues to be inconsistent.

⁹ Heidi, L., et al. 2004. Exploring the association between HIV and violence: Young people's experiences with infidelity, violence and forced sex in Dar es Salaam, Tanzania. *International Family Planning Perspectives* 30(4):200–206.

¹⁰ Barker, G. and Ricardo, C. 2005. Young men and the construction of masculinity in Sub-Saharan Africa: Implications for HIV/AIDS, conflict and violence. Washington, DC: World Bank.

¹¹ Heidi, L., et al. 2004. Exploring the association between HIV and violence: Young people's experiences with infidelity, violence, and forced sex in Dar es Salaam, Tanzania. *International Family Planning Perspectives* 30(4):200–206.

¹² Bruce, J., et al. 1995. *Families in focus: New perspectives on mothers, fathers and children*. New York: Population Council.

¹³ Rivers, K. & Aggleton, P. 1998. *Men and the HIV epidemic, gender and the HIV epidemic*. New York: UNDP HIV and Development Program.

The female condom, another option for HIV prevention and pregnancy prevention, has also been introduced to a limited extent in many settings and has been tested and adopted in various countries.

Increasingly, health educators are focusing on dual protection, that is, emphasizing that condoms are suitable for avoiding unintended pregnancy and for preventing STIs. Furthermore, most sex education programs have also seen the importance of promoting condom use within sexual games, as part of foreplay, and generally presenting condoms as an erotic and seductive stimulus in the sexual relationship. While the frank discussion of condom use has been hindered in some countries, increased condom use has been key in countries that have been able to reduce rates of HIV transmission. Promoting increased use of contraception by men is essential, but not enough. To become more involved in contraceptive use, men should also be sensitized to their role as procreative or reproductive individuals, who, along with the partner, should decide if, when, and how to have children.

Moving Into Action: The Ecological Model

This manual highlights the importance of linking educational activities to action. It introduces the Ecological Model.¹⁴ This tool, often used during action-planning in workshops, allows the participants to take the knowledge and skills gained in the workshop and put them into action for social change. At the end of every activity, participants can make a record of their suggestions for addressing the issues they have raised.

The Ecological Model

Introduction to the Ecological Model

The Ecological Model provides a conceptual framework for a more comprehensive approach to working with men. The model emphasizes that to change individual behavior, programs need to not only work with individuals, but to also address the systems and groups—peers, families, communities, media, policies—that influence individuals. This model encourages men and mixed-gender groups to think about the:

- Changes that are needed across all sectors of society
- Range of different strategies across different levels of action that will be required to bring about these change
- Roles of different social actors during such changes

The Ecological Model underlines the different levels of action that are required to make changes in sexual and reproductive health, gender equality, and violence. These levels are:

The Levels of the Ecological Model¹⁵

1. Strengthening Individual Knowledge and Skills

Helping men to understand how gender and social norms can put them, their partners, and families at risk and how to promote alternate, healthier behaviors.

¹⁴ Adapted from the work of the Prevention Institute, Oakland, CA, USA focusing on violence prevention, including intimate partner violence.

¹⁵ These have been adapted for work related to engaging men in sexual and reproductive health, HIV prevention, care and support, and violence prevention.

2. Creating Supportive Peer and Family Structures

Educating peers and family members about health risks and ways they can support individuals to take actions that promote health and safety.

3. Educating Health Service Providers

Educating providers about male engagement so they can transmit skills and knowledge to others. Teaching providers to encourage and support men to seek healthcare and support their partners' access to health information and services.

4. Mobilizing Community Members

Educating community members and groups about health risks and ways they can support individuals to take actions that promote health and safety. Mobilizing groups and individuals to develop coherent strategies for promoting constructive male involvement.

5. Changing Organizational Practices

Adopting policies, procedures, and organizational practices that support efforts to increase men's involvement.

6. Influencing Policy Legislation at the Societal Level

Developing strategies to change laws and policies to influence outcomes.

Working across levels

When using the Ecological Model, it is important to pay attention to the links between the different levels. In other words, no level should be seen as independent of another. In this way, it becomes clear that policy work affects, and is affected by, community education. This, in turn, affects and impacts the ways individuals in a given community regard a particular issue.

Information to be recorded

For each level, the model can help participants to identify:

- WHAT actions to take
- WHO should take this action
- HOW the success of this action should be assessed. This final column is used to keep a record of group suggestions for indicators of success. These indicators answer the question: How will we know if actions are successful?

If you want to use the Ecological Model in action planning, create the following flipchart (see example below) or create a handout of the Model and pass it out to participants. Remember that you will probably need more than one sheet or handout during a workshop. If a particular training activity helps participants think about ways that they can engage men more in the work they do, ask them to use the Ecological Model to jot down those ideas. They can write them down in the chart according to the different levels of the Ecological Model. This will be useful for them as they develop their action plans after the training.

Example: The Ecological Model

	WHAT Action	WHO Person or organization
1. Strengthening Individual Knowledge and Skills		
2. Creating Supportive Peer and Family Structures		
3. Educating Health Service Providers		
4. Mobilizing Community Members		
5. Changing Organizational Practices		
6. Influencing Policy Legislation at the Societal Level		

Guiding Principles

EngenderHealth is an international reproductive health organization based in New York City. Through its Men As Partners (MAP) Program, it has integrated male involvement approaches and engaged men since 1996. Its groundbreaking program works with men to play constructive roles in promoting gender equity and health in their families and communities. EngenderHealth works with individuals, communities, health care providers, and national health systems to enhance men’s awareness and support for their partners’ reproductive health choices; increase men’s access to comprehensive reproductive health services; and mobilize men to actively take a stand for gender equity and against gender-based violence. To date, EngenderHealth has developed Men As Partners programs in over 15 countries in Africa, Asia, and Latin America, and in the United States.

Promundo is a Brazilian non-governmental organization based in Rio de Janeiro. Since 2000, Promundo has led a global network of NGO and UN partners in developing, testing, implementing, and evaluating a set of interventions to promote gender equality—first focusing on young men (Program H – H for hombres and homens, the words for men in Spanish and Portuguese) and subsequently, incorporating work with young women (Program M - M for mujeres and mulheres, the words for women in Spanish and Portuguese). The Program H initiative, which consists of group educational activities to engage young men and adult men in gender equality, community campaigns, staff training, and an impact evaluation model, is now being implemented in more than 20 countries in Latin America, Asia, and sub-Saharan Africa.

Promundo and EngenderHealth’s work with men recognizes that current gender roles often give men the ability to influence or determine reproductive health choices made by women.

Current gender roles also compromise men's health by encouraging them to equate a range of risky behaviors with being "manly," while encouraging them to view health-seeking behavior as a sign of weakness.

However, we take a positive approach in working with men because we believe that men have a personal investment in challenging the current order, and can be allies in the improvement of their own health, and the health of the women and children who are so often placed at risk by these gender roles. We recognize that men, even those who are sometimes violent or do not show respect toward their partners, have the potential to be respectful and caring partners, to negotiate in their relationships with dialogue and respect, to share responsibilities for reproductive health, HIV prevention and care, and to interact and live in peace and coexistence instead of with violence.

About the Manual

Guide to training participants

Who is this manual for?

This is a manual to help participants develop activities at a community level to create a supportive environment for work related to male engagement and HIV and AIDS. In addition, Chapter 3 of the manual focuses on mobilizing community members to engage men against HIV.

The activities are intended for use with program staff from different organizations interested in working on male engagement and HIV. All of the activities in the manual can be used with groups of men and women.

How was this manual developed?

This manual is a compilation of many of the activities that Promundo and EngenderHealth have used in “community” settings all over the world including, Brazil, Botswana, Ghana, India, Kenya, South Africa, Swaziland, Tanzania, and Uganda.

How should this manual be used?

Before training others, it is important that the facilitator and/or trainer read the entire manual to understand how it is organized and what it contains.

The manual contains the following sections:

An introductory section provides a framework for addressing male engagement in HIV and AIDS.

The rest of the manual provides a range of community engagement activities that organizations and individuals can use to create an enabling environment for male engagement work. It is divided into three sessions, focusing on the following issues:

- 1. Introductory Activities:** Exercises to help groups gain an understanding of male gender norms and their relation to HIV, AIDS, and gender-based violence.
- 2. Engagement:** Activities to help groups engage communities in the struggle for gender equity, which is linked to a reduction in HIV, AIDS, and gender-based violence.
- 3. Community Action Teams:** Activities to help organizations and individuals establish community action teams (CATs) to facilitate male engagement activities.

The manual is written in plain English so that it can be used by a wide range of people.

What information is included for each activity?

The manual presents information for each activity in a standardized format. This includes information on:

- **Objectives** of the activity
- **Time** required for the activity
- **Materials** needed for the activity
- **Advance preparation** needed for the activity
- **Facilitator's notes** on the process of the activity
- **Steps** for implementing the activity
- **Handouts** for the activity
- **Resource** sheets for use during the activity
- **Trainer's options** for the activity

Each element of this standardized format is discussed in more detail below:

Objectives

This describes what participants should expect to learn from the activity. It is a good idea to begin each activity by outlining its learning objectives, so participants understand why they are doing the activity and what they can hope to get out of it. Unless otherwise specified in the directions, sharing the learning objectives with participants also helps in reviewing the activities at the end of each day, which helps you to see if the workshop is making progress in terms of what participants are learning.

Time

This is how long the activity should take, based on past experience, though the time may vary, depending on the number of participants and other factors. The activities in the manual are designed for 45-minute-to-two-hour sessions. It is most important to work at the pace of the participants. In general, sessions should not be longer than two hours. It is also important to remember that any agenda for a workshop is usually a full one. Taking too long with one activity may mean you do not have time for others. Try to stick to the time suggested.

Materials

These are the materials you will need for each activity, which you should prepare before the workshop begins. They generally consist of basic items, such as flipchart paper and markers. If the materials cannot be easily accessed, feel free to improvise. For example, flipchart and markers can be substituted with chalkboard and chalk.

Advance Preparation

These are the preparations that need to be made before the activity is implemented.

Facilitator's Notes

These notes will help you to better facilitate the activity. They point out important aspects of the process, as well as background information and tips to help you prepare. Make sure you have read these notes before you begin.

Steps

These are the steps you should take to perform the activity effectively. The instructions are numbered and should be followed in order. For the most part, the activities can be easily adapted to groups with different reading and writing levels, but be attentive to whether the steps are feasible and appropriate. For example, if the procedure calls for the reading of a text by participants, you can read the text aloud, if necessary.

The steps may include questions to help guide the discussion on the activity topic. Feel free to add to them or to rephrase them to fit the local context. It is not necessary for the group to discuss all of the suggested questions or that you adhere strictly to the order in which they are listed. Instead, focus on encouraging as many participants as possible to express their opinions. It is important to be patient, since some participants may be shy in the beginning or may not feel comfortable discussing these topics with each other. Never force anybody to speak.

Handouts

Some activities include handouts, which are distributed to the participants to take with them or to review together at the end of the activity. The handouts include information for participants to take away with them or for you to review with them. If possible, make enough copies for all participants. Another option is to write the information on the sheets on a flipchart for the participants to refer to during the activity.

Resource Sheets

This is additional information for the facilitator to review when preparing an activity. Not all activities have resource sheets.

Trainer's Options

These are additional ideas of how to conduct the activity. Not all activities have trainer's options.

Sample Agendas

The following are sample training agendas based on the number of days you might have or the number of sessions you want to cover with the participants. (The manual is designed so you can pull out the sessions you will use with the participants.) You should select the sessions based on the needs of your program and the knowledge level of your participants in relation to different topic areas. For example, if your participants are well versed on campaigns, but need more knowledge and skills-building related to forming Community Action Teams (CATs) you can remove the other sessions and add more activities related to CATs to your training agenda. It is also possible that you may want to use only the activities from chapter three on CATs if that is your focus. And the opposite is true. You may decide not to use any activities on CATs if you are not involved in or planning to develop any CATs.

As mentioned earlier, depending on your programmatic context and the time availability of participants and facilitators, these sessions can be held several days in a row, or over time. If you are doing them over time, it is important not to have too much time elapse between sessions or in other words it would be ideal to do approximately one session a week.

THREE DAY TRAINING

DAY 1: Introduction and Gender Issues

8:30 – 9:00	Welcome and Introductions
9:00 – 9:30	Review of Agenda and Workshop Objectives
9:30 – 10:15	Learning About Gender
10:15 – 10:30	TEA BREAK
10:30 – 12:00	Act Like a Man
12:00 – 13:00	Why work with Men on HIV and AIDS?
13:00 – 14:00	LUNCH
14:00 – 14:30	Are Men Interested in Change?
14:30 – 15:30	What does Community Engagement Mean to You?
15:30 – 15:45	TEA BREAK
15:45 – 16:15	What does Community Engagement Mean to You? (cont.)
16:15 – 16:30	Wrap-up

DAY 2: Building Alliances/Campaigns

8:30 – 8:45	Warm-up
8:45 – 10:00	Building Alliances
10:00 – 10:15	TEA BREAK
10:15 – 11:45	Dealing with the Opposition
11:45 – 13:00	Identifying Community Engagement Activities
13:00 – 14:00	LUNCH
14:00 – 15:30	Media Campaigns and Social Marketing
15:30 – 15:45	TEA BREAK
15:45 – 16:45	Media Campaigns Presentations
16:45 – 17:00	Wrap-up

DAY 3: CATs/Action Planning

8:30 – 8:45	Warm-up
8:45 – 10:00	Introduction to Community Action Teams (CATs)
10:00 – 10:15	TEA BREAK
10:15 – 11:30	CATs and the Ecological Model
11:30 – 13:00	Action Planning
13:00 – 14:00	LUNCH
14:00 – 15:00	Presentations
15:00 – 15:30	Wrap Up and Evaluation

FOUR DAY TRAINING

DAY 1: Introduction and Gender Issues

8:30 – 9:00	Welcome and Introductions
9:00 – 9:30	Review of Agenda and Workshop Objectives
9:30 – 10:15	Learning About Gender
10:15 – 10:30	TEA BREAK
10:30 – 12:00	Act Like a Man
12:00 – 13:00	Why work with Men on HIV and AIDS?
13:00 – 14:00	LUNCH
14:00 – 14:30	Are Men Interested in Change?
14:30 – 15:30	What does Community Engagement Mean to You?
15:30 – 15:45	TEA BREAK
15:45 – 16:15	What does Community Engagement Mean to You? (cont.)
16:15 – 16:30	Wrap-up

DAY 2: Building Alliances/Defending/Community Engagement

8:30 – 8:45	Warm-up
8:45 – 10:00	Building Alliances
10:00 – 10:15	TEA BREAK
10:15 – 11:45	Dealing with the Opposition
11:45 – 12:00	Identifying Community Engagement Activities
12:00 – 13:00	Media Campaigns and Social Marketing
13:00 – 14:00	LUNCH
14:00 – 15:00	Media Campaigns Presentations
15:00 – 15:15	TEA BREAK
15:15 – 16:30	Theatre Performance/Talk Show
16:30 – 16:45	Wrap-up

DAY 3: Community Engagement Activities/CATs

8:30 – 8:45	Warm-up
8:45 – 10:15	Community Fairs/Group Discussions/Marches Rallies
10:15 – 10:30	TEA BREAK
10:30 – 11:00	Other Strategies (Engaging Artists; Painting Murals, Sports)
11:00 – 12:30	Door-to-Door Campaigns
12:45 – 13:45	LUNCH
13:45 – 14:45	Introduction to Community Action Teams (CATs)
14:45 – 15:00	TEA BREAK
15:00 – 16:15	CATs and the Ecological Model
16:15 – 16:30	Wrap-up

DAY 4: Action Planning/ Wrap Up

8:30 – 8:45	Warm-up
8:45 – 10:00	Sustaining Volunteer Involvement
10:00 – 10:15	TEA BREAK
10:15 – 12:15	Action Planning
12:15 – 13:30	Presentations
13:30 – 14:00	Wrap Up and Evaluation

1. Introductory Activities

1.1 Looking At Our Attitudes

Objectives

1. To explore attitudes about gender differences, roles, and inequalities

Time

45 minutes

Materials

- Four signs (“Strongly Agree,” “Strongly Disagree,” “Agree,” and “Disagree”)
- Markers
- Tape

Advanced preparation

Before the activity begins, place the four signs around the room. Leave enough space between them to allow a group of participants to stand near each one. Review the statements provided below. Choose five or six that you think will help the discussion most.

Statements

- It is easier to be a man than to be a woman.
- Women make better parents than men.
- Family planning is a woman’s responsibility.
- A man is more of a “man” if he has many sexual partners.
- Sex is more important to men than to women.
- It is okay for a man to have sex outside of relationship if his partner does not know about it.
- A woman who carries a condom in her purse is “easy.”
- Men are more intelligent than women.
- Women who wear revealing clothing are asking to be raped.
- Homosexuality is natural and normal.
- Using a condom means that one partner has been unfaithful.

Facilitator's notes

If all the participants agree on any of the statements, play the role of “devil's advocate” by walking over to the opposite side of the room and asking, “Why would someone be standing on this side of the room?” (i.e., what values would put them here?)

Some participants may say that they don't know whether they agree or disagree and don't want to stand beside any of the four signs. If this happens, ask them to say more about their reactions to the statement. Then encourage them to choose a sign to stand beside. If they still don't want to, let them stand in the middle of the room as a “don't know” group.

Steps

1. Explain to the participants that this activity is designed to give them a general understanding of their and other's attitudes about gender. It is designed to challenge some of their current thinking about gender issues and help them clarify their feelings about certain issues. Remind the participants that everyone has a right to his or her own opinion, and everyone's opinions should be respected.
2. Read aloud the first statement you have chosen. Ask participants to stand near the sign that best reflects what they think about the statement. After they have moved to a sign, ask for one or two participants beside each sign to describe what they feel about the statement and why they are standing there.
3. After a few participants have spoken, ask if anyone wants to change his or her mind and move to another sign. Then bring everyone back together to the middle of the room and read the next statement.
4. Repeat steps 2 and 3. Continue for each of the statements you have chosen.
5. After reading all of the statements, lead a discussion by asking the following questions:
 - ▶ Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think so?
 - ▶ How did it feel to talk about an opinion different from that of other participants?
 - ▶ How might people's attitudes about the statements affect the way they deal with men and women in their lives?
 - ▶ How might people's attitudes about the statements help or not help to improve gender equality, reduce violence against women, or reduce the spread of HIV and AIDS?
6. End the activity by reminding participants of the importance of thinking about their own attitudes towards gender. Encourage them to continue to challenge their own values and beliefs throughout this workshop, and beyond.

1.2 Learning About Gender

Objectives

1. To understand the difference between the terms “sex” and “gender”
2. To understand the terms “gender equity” and “gender equality”

Time

45 minutes

Materials

- Flipchart
- Markers
- Tape
- Enough copies of Handout 1: [The Gender Game](#) for all participants
- Resource Sheet 1: [Answers to the Gender Game](#)

Steps

1. Explain that before you start working on developing strategies to reach the community, it is important for all the participants to be clear about key issues that will be addressed in the activities. Therefore, in this activity you will focus on the issue of gender.
2. Ask participants if they can explain the difference between “sex” and “gender.” After getting feedback from the group, provide the following definitions:
 - **Sex** refers to physiological attributes that identify a person as male or female.
 - **Gender** refers to widely-shared ideas and expectations concerning women and men. These include ideas about typically feminine/female and masculine/male characteristics and abilities, as well as common expectations about how women and men should behave in various situations.
3. Distribute the handout and ask the participants to indicate if the statements refer to “sex” or “gender.” After allowing the participants to read and answer the statements on their own, discuss each answer with the entire group.
4. Explain that there are several terms related to the word “gender” that also need to be defined. Ask the group if they have ever heard the term “gender equality.” Ask them what they think it means. Allow plenty of time for discussion.
5. After getting their feedback, provide the following definition:
 - **Gender Equality** means that men and women enjoy the same status. They both share the same opportunities for realizing their human rights and potential to contribute to, and benefit from, all spheres of society (economic, political, social, cultural).
6. Ask the group if the definition makes sense. Allow them to ask any questions about it.

7. Ask the group to discuss whether or not gender equality actually exists in their country. During this discussion, write down any statements that explain why women do not share equal status with men in all spheres of society. Be sure to include some of the following points, if they are not mentioned by the group:
 - Women in many countries are more likely to experience sexual and domestic violence than men.
 - Men are paid more than women for the same work (in most cases).
 - Men are in greater positions of power within the business sector.
 - Women bear the brunt of the AIDS epidemic, both in terms of total infections and in having to care and support those living with HIV.
8. Ask the group if they have ever heard the term “gender equity.” Ask them what they think it means and how it is different from “gender equality.” Allow plenty of time for discussion. After getting their feedback provide the following definition:
9. Gender Equity is the act of being fair to men and women. Gender equity leads to gender equality. For example, an affirmative action policy that supports female-owned businesses may be gender equitable because it leads to equal rights between men and women. After defining “gender equality” and “gender equity,” ask the group the following questions:
 - ▶ Why should men work towards achieving gender equality?
 - ▶ What benefits does gender equality bring to men’s lives?
10. Ask the group to identify gender-equitable actions that men can take to help create gender equality.

Handout 1:

The Gender Game

The Gender Game:

Identify if the statement refers to gender or sex.

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

Resource Sheet 1: Answers to the Gender Game

1. Sex

2. Gender

3. Gender

4. Sex

5. Gender

6. Sex

7. Gender

8. Gender

1.3 Act Like a Man/Act Like a Woman

Objectives

1. To identify the differences between how men and women are expected to behave
2. To understand how these gender rules affect the lives of women and men

Time

45 to 90 minutes

Materials

- Flipchart
- Markers
- Tape
- Resource Sheet 2: [Example of Flipcharts for Act Like a Man Activity](#)

Facilitator's notes

This activity is a good way to understand gender norms. But remember that gender norms may also be affected by class, race, ethnicity, and other factors.

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

Steps

1. Ask the male participants if they have ever been told to "Act Like a Man." Ask them to share their experiences of having someone say this, or something similar, to them. Ask: Why do you think they said this? How did it make you feel?
2. Next, ask the female participants if they have ever been told to "Act Like a Woman." Ask them to share their experiences of having someone say this, or something similar, to them. Ask: Why do you think they said this? How did it make you feel?
3. Tell the participants that you want to look more closely at these two phrases, and that by doing so, you can begin to see how society creates very different rules for how men and how women are supposed to behave. Explain that these rules are sometimes called "gender norms." This is because they dictate what is "normal" for men to think, feel, and act and what is "normal" for women to think, feel, and act. Explain that these rules restrict the lives of both women and men by keeping men in their "Act Like a Man" box and women in their "Act Like a Woman" box.
4. In large letters, print the phrase, "Act Like a Man" on a flipchart. Ask participants what men are told in their community about how they should behave. Write their responses on the sheet. Check the examples to see how they match with the sample answers in Resource Sheet 2 and include some examples from the Resource Sheet if needed.

5. When the group has no more to add to the list, ask the following questions:
 - ▶ Which of these messages are potentially harmful? Why? (Place a star next to each potentially harmful message and discuss, one by one.)
 - ▶ How does living in the box impact a man's health and the health of others, especially in terms of HIV?
 - ▶ How does living in the box limit men's lives and the lives of those around them?
 - ▶ What happens to men who try not to follow the gender rules (those who "live outside the box")? What do people say about them? How are they treated?
6. On another sheet of flipchart, print the phrase, "Act Like a Woman." Ask participants what women are told in their community about how they should behave. Write their responses on the sheet.
 - Check the examples in Resource Sheet 2 to see the kinds of messages that are often listed. Feed these in to the discussion if they have not been mentioned.
7. When the group has no more to add to the list, ask the following questions:
 - ▶ Which of these messages are potentially harmful? Why? (Place a star next to each potentially harmful message and discuss, one by one.)
 - ▶ How does living in the box impact a woman's health and the health of others?
 - ▶ How does living in the box limit women's lives and the lives of those around them?
 - ▶ What happens to women who try to live outside the box? What do people say about them? How are they treated?

Draw another table, with one column for transformed men and another for transformed women. Ask the participants to list characteristics of men who are "living outside the box." Record their answers. When you get between seven and nine responses, ask the same about women who are "living outside the box." Point out that, in the end, characteristics of gender-equitable men and women are actually similar. Even though there is a list for transformed men/women, it should not be presented as another box but just a list of some common characteristics of men and women who are "outside the box."

8. Ask participants the following questions:
 - ▶ Are our perceptions of the roles of men and women affected by what your family and friends think? How?
 - ▶ Does the media have an effect on gender norms? If so, in what way(s)? How does the media portray women? How does the media portray men?
 - ▶ How can you, in your own lives, challenge some of the non-equitable ways men are expected to act? How can you challenge some of the non-equitable ways that women are expected to act?

Training Options

The following can be added to the session, but will require more time.

- Role-plays to begin session:

Divide the participants into three small groups and ask them to develop a short performance (one or two minutes) that portrays someone telling another person to “Act like a Man” or to “Act like a Woman.”

Resource Sheet 2: Example of Flipcharts for Act Like a Man Activity

Act Like a Man	Act Like a Woman
• Be tough	• Be passive and quiet
• Do not cry	• Be the caretaker and homemaker
• Be the breadwinner	• Act sexy, but not too sexy
• Stay in control and do not back down	• Be smart, but not too smart
• Have sex when you want it	• Follow men's lead
• Have sex with many partners	• Keep your man—provide him with sexual pleasure
• Get sexual pleasure from women	• Don't complain
• Produce children	• Don't discuss sex
• Get married	• Get married
• Take risks	• Produce children
• Don't ask for help	• Be pretty
• Use violence to resolve conflicts	• Be seen, not heard
• Drink	
• Smoke	
• Ignore pain	
• Don't talk about problems	
• Be brave	
• Be courageous	
• Make decisions for others	
Transformed Men	Transformed Women
• Be loving	• Be loving
• Be caring	• Be caring
• Communicate assertively	• Communicate assertively
• Express emotions constructively and when appropriate	• Express emotions constructively and when appropriate
• Be faithful to one partner	• Be faithful to one partner
• Get tested for HIV regularly	• Get tested for HIV regularly
• Use condoms regularly	• Use condoms regularly
• Delay sexual activities until both partners are ready	• Delay sexual activities until both partners are ready
• Speak out in favor of gender equality	• Speak out in favor of gender equality
• Challenge others to recognize their harmful gender norms and change themselves	• Challenge others to recognize their harmful gender norms and change themselves

1.4 Why Work With Men on HIV and AIDS?

Objectives

1. To develop a better understanding of the reasons for, and benefits of, working with men on HIV and AIDS

Time

90 minutes

Materials

- Flipchart
- Markers

Facilitator's notes

When doing work in the community, participants may encounter resistance from people who think that HIV and AIDS or gender equity are not important issues for men to be involved with. This exercise helps to break down some of those ideas and prepares participants so they can respond positively to gender stereotypes and resistance they may encounter in the community.

Steps

1. Ask participants the following questions:
 - ▶ Why work with men?
 - ▶ Why should men care about HIV and AIDS?

2. Small Group Work (20 minutes)

After the large-group brainstorm, divide the participants into smaller groups. Ask them to continue exploring the reasons for working with men, including some of the stereotypes or resistance that the participants might encounter in the community. Ask each group to create a performance that illustrates how to deal with the resistance and stresses the positive reasons for male engagement. (If necessary, use some of the reasons listed under Step 5.)

3. Performances (30 minutes)

Ask each small group to present their performance.

4. Debrief/Discussion (30 minutes)

After the performances, ask participants the following questions:

- ▶ What feelings came up while watching the performances? Could you relate to the performances?
- ▶ What themes related to gender did you notice?
- ▶ What themes about men and male engagement did you notice?
- ▶ How does it benefit men to change?

5. When closing, be sure that the key points listed below were covered in this session.

Some of the reasons to work with men might include:

- Men need to be aware of HIV and AIDS, safe sex, and reproductive health in order to maintain their own health and protect their families.
- Men are often leaders and role models in their families and the community; they have the responsibility and the opportunity to make a difference on these issues.
- We can begin to change stereotypes of men as perpetrators, and create images of strong, gender-conscious men working for community safety and services.
- Men listen to other men.
- Men are affected by HIV. It can affect them, their partners and their children.
- Men can play an active role in the care and support of people with HIV and AIDS.

The performances will likely generate a lot of discussion. Themes that come up might include:

- Change occurs through interactions with others, especially with other men.
- Men may have a hard time listening to women—culturally and socially it is seen as a weakness.
- Men and women CAN choose to defy gender stereotypes.
- The behavior of some men sometimes leads to the perception that “all men are bad,” rather than “there are a few bad apples.”
- Men are important potential role models and shapers of norms and ideologies—they can make a difference.
- We need to challenge the idea that men believe they are entitled to sex and women's bodies.
- There is a sense that men have to give up some power (and maybe they do). Men are often threatened by women's rights.

1.5 Are Men Interested in Change?

Objectives

1. To identify reasons why men might be interested in changing gender norms

Time

60 minutes

Materials

- Flipchart Paper
- Markers

Optional

Prepare the following information on flipchart paper:

Men's Reasons for Promoting Positive Gender Norms

- Self-respect
- Greater responsibility
- Spirit of belonging and a chance to promote brotherhood
- A way to contribute to the community
- Knowledge of social issues
- A chance to learn how to treat other people (especially women)
- To clearly define roles in the family and the community
- A chance to talk about fears and to know that men can be victims
- A chance to discuss our roles as fathers, as well as our emotions
- An opportunity to challenge men and question traditional values, especially those that support abuse
- To help men become equal partners in society and in marriage

Elements of the Ecological Framework

- Strengthening Individual Knowledge and Skills
- Creating Supportive Peer and Family Structures
- Educating Health Service Providers
- Mobilizing Community Members
- Changing Organizational Practices
- Influencing Policy Legislation at the Societal Level

Steps

1. Ask participants to give some examples of men who have become involved in groups or organizations to prevent HIV and reduce gender inequality.
2. Ask: What are some reasons those men became involved? What are benefits for men promoting positive gender norms? Make a list.

- Go over the participant list of benefits to promoting positive gender norms, especially in relationship to HIV, making sure to add items from the list below:

Men's Reasons for Promoting Positive Gender Norms

- Self-respect
 - Greater responsibility
 - Spirit of belonging and a chance to promote brotherhood
 - A way to contribute to the community
 - Knowledge of social issues
 - A chance to learn how to treat other people (especially women)
 - To clearly define roles in the family and the community
 - A chance to talk about fears and to know that men can be victims
 - A chance to discuss our roles as fathers, as well as our emotions
 - An opportunity to challenge men and question traditional values, especially those that support abuse
 - To help men become equal partners in society and marriage
3. Discuss the following questions with the participants:
 - ▶ Do you think men are really interested in changing harmful gender norms or are we forcing change on them?
 - ▶ From your experience, what are some of the issues men like discussing with each other?
 - ▶ What motivates them to discuss these things? (Make sure the following relational issues come out or add them if they are not suggested - They want to understand their sisters/wives/daughters better.)
 - ▶ What motivates young men to discuss and learn about gender and HIV?
 - ▶ Why is it important for men to discuss these issues?
 - ▶ How can men get involved in addressing gender and HIV?

- ▶ How do they benefit from promoting positive gender norms, especially in relationship to HIV?
 - ▶ What difficulties/challenges might men face when they try to work around gender and HIV in their community?
 - ▶ What positive changes can occur for men who discuss gender and HIV?
 - ▶ What other groups in the community (apart from peers) is it important to reach in order to reinforce positive perceptions about gender and gender equity? (Be sure the following are mentioned: men's partners, religious leaders, service providers, government leaders.)
4. Also be sure, upon closing, that the following points have been covered in this session:
- Community activities can be a powerful vehicle for reinforcing messages about gender equity. Men need to know they will be supported as “change agents” in their community—embracing roles that may not traditionally be seen as male, such as caring for people with HIV and AIDS or preventing gender-based violence. As more and more men become involved and are supported in these activities, positive gender-role socialization begins to happen.
- It is important, therefore, to reach out to individuals and/or groups that can create a supportive environment for men. This includes their partners, peer groups, community leaders, service providers, government leaders, etc. That is why community activities are only one part of a comprehensive strategy to engage men in HIV prevention and gender equity. Programs that seek to address some or all of these different elements will be stronger. A simple framework called an Ecological Model highlights other important elements of engaging men in HIV prevention and gender equity. These include:
- Strengthening Individual Knowledge and Skills
 - Creating Supportive Peer and Family Structures
 - Educating Health Service Providers
 - Mobilizing Community Members
 - Changing Organizational Practices
 - Influencing Policy Legislation at the Societal Level

1.6 What Does Community Engagement Mean to You?¹⁶

Objectives

1. To discuss key concepts related to community engagement

Time

75 minutes

Materials

- Ten colored strips, each with one of the following words written in large letters on it: Community, Empowerment, Action, Team, Allies, Stakeholders, Male Engagement, Strategy, Tactic, and Leadership. Cut each strip into two to three jigsaw pieces, and mix them up if you are following option A that has been outlined below.
- Flipchart papers and markers for each small group
- Enough copies of Handout 2: Definitions of Community Engagement for all participants

Steps

1. Explain to participants that this activity introduces key concepts that will come up in community mobilization activities and is a fun way to start a discussion about what they mean. The purpose is to draw out the knowledge and experience of individuals who will be working on community activities.

There are two training options you can use with the participants. Use either option A or B with the participants.

Option A:

2. Matching Jigsaws (5 minutes)
Provide an overview of the activity, and then distribute the jigsaw pieces among the participants. Ask them to form a group with those that hold the other pieces to their word.
3. Group Analysis of Key Words (10 minutes)
Ask each small group to discuss the meaning of their word and to record their ideas on flipchart paper.
4. Presentations (30 minutes)
Ask each group to briefly summarize its definitions to the large group, using the flipchart. After all the presentations, ask the other participants to add any points they believe are missing. Once they have done so, distribute Handout 2: Definitions of Community Engagement. Skip to step 5.

Option B:

2. Pair Work (5 minutes)
Distribute one complete term to each pair in the group.

¹⁶ This exercise was adapted from Nadeau, Denise. 1996. Counting Our Victories: Popular Education and Organizing: A Training Guide on Popular Education and Organizing. Repeal the Deal Productions. New Westminster, British Columbia, Canada.

3. Analysis (10 minutes)

Ask each pair to discuss the meaning of the term and record the ideas they will report back to the larger group.

4. Report Back (30 minutes)

Each pair reports back on what it discussed and provides a definition for the word. Ask the rest of the group if they agree or if they want to add something else to the definition. Distribute Handout 2 and compare the group definitions to those in the handout. See if there is a need to change the group definition.

5. Experiences of Community Action (30 minutes)

Once you have completed the definitions, ask all the participants if they have any experience with community action. Ask them the following questions:

- ▶ What actions were effective in creating change?
- ▶ What group(s) did you work with?
- ▶ Reflecting on all the experiences discussed, how would you define community engagement?

Handout 2: Definitions of Community Engagement

Community Engagement is the mobilization of all sectors/stakeholders within a certain community to actively participate in the process of solving a specific challenge or problem (e.g., HIV and AIDS).

It is about getting the community on board to address differences among themselves. It is the entire community working together to address the issues/challenges.

Community: A group of people living in the same area or sharing the same interest (e.g., culture, religion, resources, social amenities)

Empowerment: Equipping a person or group of people with knowledge and skills in order to maximize their well-being

Action: Putting ideas into practice in order to address the specific challenges/issues of the community

Team: A group of people who share an interest and work toward a common goal

Allies: Different organizations within a community that join together to combat a problem or problems (e.g., violence against women and children)

Stakeholders: Those involved in resolving or identifying the problem

Male engagement: Engaging men in “activities” (such as HIV prevention or preventing gender-based violence)

Strategy: Method used to achieve a goal

Tactic: Specific activities/approach used to implement the strategy

Leadership: Being able to lead; support; be in control of the activities/intervention

1.7 Conducting a Community Assessment

Objectives

1. To identify human and financial resources for community engagement
2. To identify key group(s) in the community and how to reach them
3. To identify the primary message(s) that should be conveyed in community activities on male engagement and gender

Time

90 minutes

Materials

- Enough copies of Handout 3: Elements of a Community Activity Assessment for all participants;
- Enough copies of Handout 4: Identifying Priority Groups for all participants;
- Enough copies of Handout 5: Evaluation Criteria for Prioritizing Groups for all participants;
- Enough copies of Handout 6: Community Activity Assessment Chart for all participants;

Advance Preparation

Develop the following chart on flipchart paper.

Identifying Priority Groups

Type of Group	Work around HIV	Supportive Environment	Feasibility	Openness	Total
Military	5	5	5	3	18

Steps

1. Explain to participants that before they identify the specific community activities they want to implement to reach individuals/groups in the community, they need to determine who they might want to reach, what resources they have, who will “lead” these activities and what messages they might want to focus on. Therefore, in this activity, they will conduct a simple needs assessment that will help them determine what community engagement activities they might want to implement.

Pass out copies of Handout 3: Elements of A Community Activity Assessment. Review the handout with participants and see if they have any questions.

2. Identifying Key Group(s) to Reach—30 minutes

Explain that the first thing to do in their community assessments is to identify the group(s) with whom they'd like to raise issues regarding gender, male engagement, and HIV. Ask the participants to brainstorm a list of such group(s). This could be anyone—young men, older men, partners, community leaders, etc. Pass out Handout 4: Identifying Priority Groups, and ask participants to list the groups they've come up with in the first column.

3. Since it may not be possible to work with all the groups right away, due to resource constraints ask participants to prioritize the groups with whom they want to work.

To help them do this, they will evaluate each group, based on the following criteria (pass out Handout 5: Evaluation Criteria for Prioritizing Groups):

- Importance of Reaching Group for HIV Work: How important is it for the organization to reach this particular group when working on issues related to HIV?
- Importance of Reaching Group for Gender and Male Engagement Work: How important is it for the organization to reach this particular group in order to create a supportive environment for changed gender norms around HIV, including male engagement? Participants need to think about how much this group influences men and young boys in the community.
- Feasibility of Reaching Group: How feasible is it for the organization to reach this group? Is it already working with this group? If not, does it have close connections or access to the group?
- Openness of Group: How open will this group be to messages related to male engagement, gender, and HIV? Will significant work be required to reach and/or persuade them?

Participants should rate each group from 1 to 5, based on each criterion. For example, if the group is really important to reach when it comes to work with HIV, it should get a 5. Once every group has been scored based on all the criteria, participants should total the numbers. Show the Identifying Priority Groups chart you prepared earlier.

Once all the participants have completed their key groups chart, ask them to identify the five groups that have received the highest scores. At this point in the community engagement process, these are the five groups that they will work with.

4. Community Assessment (30 minutes)

Once the groups have been determined, ask participants to identify the following for each of the groups:

- ▶ Where will they be reached?
- ▶ Who will be responsible in the organization (staff, volunteers, etc) for reaching them? In answering this question, participants should think not just about staff but other groups they work with who could be trained to reach other groups.

For example, if an organization works with peer educators, then they could reach people.

- ▶ What financial resource(s) are available to reach them?
- ▶ What key messages do they want to focus on?
- ▶ What challenges might they have in reaching this group?

Distribute Handout 6: Community Activity Assessment Chart and ask participants to put all this information into a community assessment chart, one for each group. Participants should receive as many community assessment sheets as they need.

Ask participants if there is any group(s), based on the information gathered, that should be removed from their list. For example, their organization might want to reach police in their community, but the police may never be available. If the group is too difficult for the organization to reach, they should focus on the other groups—at least for the time being. If participants remove one group, ask if there is another they want to put in its place.

Handout 3: Elements of a Community Assessment

Community Activity Assessment	
Who will be reached?	<p>Your community organization needs to identify the main groups it wants to reach. To do so, ask the following questions:</p> <ul style="list-style-type: none"> ▶ What group(s) or individuals is it essential for your organization to reach to promote issues around gender, male engagement, and HIV? Does it include young men, older men, spouses, community leaders, etc.? ▶ How important is it for the organization to reach this group, in order to create a supportive environment for changed gender norms around HIV, including male engagement? Participants need to think about how much this group influences men and young boys in the community. ▶ How feasible is it for the organization to reach this group? Is it already working with the group? If not, do they have close connections or access to the group? ▶ How open will this group be to messages related to male engagement, gender, and HIV? Will significant work be required to get through to them?
Where will they be reached?	<ul style="list-style-type: none"> ▶ Where is your audience most likely to be found? Once you have identified the audience you are targeting, it is important to identify the places where this audience can be reached. ▶ For example, if you are targeting young male factory workers, then you would need to identify where and when you will be able to reach them. Does your target audience take a lunch break every day at the same time? Do they meet at a certain social spot after work? If the workday does not provide an opportunity to reach them, perhaps they can be found in a certain location on the weekends, such as in a marketplace? ▶ It is important that all of these issues are discussed and determined during the initial planning stages.

<p>Who is available to reach them?</p>	<ul style="list-style-type: none"> ▶ Who will be available to participate in the activity? ▶ For example, if you are implementing a market day theatrical sketch, who can help set up, perform in the sketch, moderate the event, and answer audience questions? ▶ Identify others who will be available to work on the activity.
<p>What financial resources are available to you?</p>	<ul style="list-style-type: none"> ▶ Do you have any financial resources to help implement the activity? ▶ How can you obtain financial resources to help with implementation? ▶ Resources may be needed for such things as transport to the event or snacks at the event. ▶ If you have no resources, how can you creatively seek resources from community members? For example, are there any business owners who like to support community organizations and might want to provide financial support for the event? Or is there an interested NGO that might provide financial support? ▶ In assessing the financial resources available, you will have to think creatively about how to work within existing financial constraints and also how to seek financial support from others within your community.
<p>What messages do you want to communicate?</p>	<ul style="list-style-type: none"> ▶ You will need to identify the key messages you want participants to take away from the event. ▶ Identifying these messages will help keep the activity focused and will help you to identify information and strategies that will be needed to support these messages.
<p>What other groups may be able to work with you?</p>	<ul style="list-style-type: none"> ▶ In order to maximize resources and activity impact, it is good to link with other community groups, if possible. ▶ Identify other FBOs or NGOs in your area that might be interested in the same work.
<p>Possible challenges or obstacles that require attention in the planning stages.</p>	<ul style="list-style-type: none"> ▶ Thinking about potential challenges during the planning stages will help you to be a proactive problem solver, allowing you to address problems early and even revise your plans. ▶ For example, if you want to speak to people about HIV or GBV after church, but know the church leader will not support that type of conversation, think about ways to gain that leader's support before trying to implement the activity. You may want to invite the leader to a community session, for example.

Handout 4: Identifying Priority Groups

Type of Group	Work around HIV	Supportive Environment	Feasibility	Openness	Total

Handout 5:

Evaluation Criteria for Prioritizing Groups

- **Importance of Reaching Group for HIV Work:** How important is it for the organization to reach this group in order to do its work related to HIV in the community? Does this group face any constraints to accessing HIV-related services?
- **Importance of Reaching Group on Gender and Male Engagement:** How important is it for the organization to reach this group, in order to create a supportive environment for changed gender norms around HIV, including male engagement? Participants need to think about how much this group influences men and young boys in the community.
- **Feasibility of Reaching Group:** How feasible is it for the organization to reach this group? Is the organization already working with the group? If not, does it have close connections or access to the group?
- **Openness of Group:** How open will this group be to messages related to male engagement, gender, and HIV? Will significant work be required to reach and/or persuade them?

Handout 6: Community Activity Assessment Chart

Community Activity Assessment	
Who will be reached?	
Where will they be reached?	
Who is available to reach them?	
What financial resources are available to you?	
What messages do you want to communicate?	
What other groups may be able to work with you?	
Possible challenges or obstacles that require attention in the planning stages.	

1.8 Building Alliances¹⁷

Objectives

1. To examine the possibilities, advantages, and challenges of building new alliances
2. To increase the effectiveness and reach of efforts to engage men in HIV prevention

Time

90 minutes

Materials

- Flipchart and markers
- Resource Sheet 3: [Management of Partners/Alliances](#)

Steps

1. General Reflections on Establishing New Partnerships (20 to 25 minutes):

The questions below are designed to help groups reflect on their expectations and the perceived benefits and obstacles of new partnerships. It might be interesting for the group to consider organizations or individuals with whom they think it might be particularly challenging to work, but with whom they'd still like to establish partnerships. It is important to keep in mind that these questions are only the first step in a longer process. They should focus only on exploring feelings about possible new partnerships. More specific discussions about potential partners and next steps will come later. After the discussion questions, review Resource Sheet 3: [Management of Partners/Alliances](#) quickly with the group.

Discussion Questions

- ▶ How do you feel about working with other organizations in partnerships and alliances?
- ▶ What might be the benefits? What might be the challenges?
- ▶ Imagine working closely with people you haven't previously seen as allies. How do you feel about working with them?
- ▶ How do other organizations perceive our organization (or its constituent parts)?
- ▶ How do these perceptions act as obstacles to collaborations?

2. Success Stories (10 minutes):

The questions below invite the group to reflect on past examples of successful partnerships and how they can learn from these examples to build new partnerships.

¹⁷ Adapted from Kaufman, M. Expanding Alliances, Family Violence Prevention Fund's Toolkit for Working with Men and Boys. It is intended to be used with staff and volunteers of organizations at the beginning of planning or discussing new partnerships and alliances.

Discussion Questions

- ▶ How have you worked in the past to break down barriers in building new alliances and involving men and boys? What are some of the successes you have had?
- ▶ What resources, approaches, or past successes open up possibilities for expanding alliances? What can you offer?
- ▶ What can you learn?

3. Identify Potential Partners (20 to 25 minutes):

The goal of this step is to brainstorm potential partners. Prior to the session, the facilitator should create a chart with the column headings below on several sheets of flipchart paper and invite the group to brainstorm one column at a time. The explanation of headings can help identify what fits into each column. The group should keep in mind that this is not the time to evaluate or debate the pros and cons of the potential partners. This will be done in the next step.

Column headings:

- Potential partners
- Benefits/reasons for working together
- Barriers to working together
- Resources and ideas for overcoming barriers
- How working with the partner fits (or doesn't fit) with our priorities and strengths

Potential partners:

This can include a wide range of institutions and organizations, (e.g., men's organizations and service clubs dominated by men; women's organizations and service clubs dominated by women; faith-based institutions; community groups; corporations; trade unions and professional associations; schools; scouts, sports clubs, and other youth organizations; high-profile individuals; different levels of government and the military; and nongovernmental organizations).

Reasons for/benefits of/ working together:

This includes the reasons for, and benefits of, forming a partnership with a particular organization or group. For example, you may wish to work with an organization in order to make contact with another organization with which it's affiliated. In other cases, you might want to take advantage of the organization's weight in the community; perhaps it's the largest corporation in the area, the only university, etc.

Barriers to working together:

These are the potential obstacles to building a partnership with the specific organization or group.

Resources and ideas to overcome barriers:

These include practical resources and ideas for overcoming such barriers (e.g., personal connections, physical proximity).

4. Prioritizing (15 to 30 minutes):

The facilitator should review the chart developed in Step 3 and invite the group to categorize the potential partners, according to the criteria below.

The A List:

High potential for partnership. An organization or institution on this list is very important, and there are many benefits to working together. Any barriers are surmountable, and a partnership would fit into your mandate and priorities.

The B List:

An organization on this list has some potential, but it's not solid in as many categories, or one category may seem daunting.

The C List:

Working with these organizations may offer few benefits, or perhaps there are far too many insurmountable barriers.

5. An Action Plan (25 to 60 minutes): The questions below are designed to help the group develop an action plan. Initially, the group should focus on the organizations in the A List. These same questions can then be repeated with organizations on the B List.

- ▶ Are there specific initiatives, campaigns, issues in the community, or events with which you can approach this organization?
- ▶ Do you want to start with one group or approach several groups? In the latter case, do you want to develop separate initiatives or try to form a coalition? (Keep in mind that your organization will need to meet separately with each group.)
- ▶ How can you involve some of your traditional allies and partners in this initiative and what information do you need to share with them about what you are doing?
- ▶ Who will take responsibility for drafting a proposal or making the first contact?

Resource Sheet 3: **Management of Partners/ Alliances**

Building alliances are a cornerstone to effective and sustainable community engagement. The collective voices of diverse organizations and stakeholders can help to draw greater attention from government, media, and the general public to the importance of working with men and contribute to a supportive environment for changing gender norms related to HIV vulnerability. Alliances can be local, national, regional, or international and can include diverse organizations, from civil society groups and religious institutions to private sector and government. The first step to building an alliance is to identify organizations which would be particularly strategic to include in program, community, and advocacy efforts related to men and prevention, including: organizations which have access to men who are generally hard to reach (e.g., out-of-school or migrants groups); organizations which offer services which are particularly attractive to men (e.g., athletic associations); and organizations which have reach and influence with large numbers of men (e.g., labor unions, military).

1.9 Dealing With the Opposition

Objectives

1. To develop the skills necessary to deal effectively with opposition

Time

60 minutes

Materials

- Flipchart paper and markers
- Resource Sheet 4: [Responding to Opposition and Criticism: Dealing With Disagreement](#)
- Enough copies of Handout 7: [Responding to the Opposition](#) for all participants

Advance Preparation

Before the session begins, write the following statements on note cards:

- The Bible says the man must be head of the household.
- In the old days, women knew their place and homes were peaceful places. I think we should return to the old days!
- Women are not as strong or intelligent as men; how can they be trusted to make decisions?
- As a man, my culture says that I can have as many wives as I can afford.
- A woman walking alone and wearing a miniskirt is asking to be raped!
- Our culture has roles for men and women—and men are supposed to be decision-makers. Why are you trying to upset our culture?
- Men and boys cannot show weakness. Men who cry are cowards. Why are you trying to turn our boys and men into sissies?
- This woman's liberation stuff and feminism is wrong! Africa is once again being controlled by outsiders.
- We don't have the financial resources for such programs.

Steps

1. Open the session by asking participants how they think people in their community will respond to the premise of the male engagement (ME) programs, which is that gender equality and gender norm transformation are needed for better health outcomes? Then ask if they think people in their community support gender equality? Ask what kind of barriers they encounter when they work with gender or sexuality?

2. Ask them what arguments they encounter in their own work with gender and HIV prevention? Now ask them what the arguments would be against the ME program? Have a few participants share their thoughts with the large group, and record their responses on a flipchart.
3. Explain that, not everyone will be supportive, but it is important to gain as much support from as many community members as possible to ensure the impact and sustainability of community-engagement efforts. Explain that this session will help participants build their skills for responding to possible community opposition to the ME program.
4. Start by emphasizing that advocacy efforts depend on convincing people to support a course, then review the first two paragraphs of the Resource Sheet 4: Responding to Opposition and Criticism: Dealing With Disagreement.
 - ▶ Ask the participants to identify some of the sources of opposition (i.e., why will people oppose and criticize the program?). Make sure that the reasons on the resource sheet are included here, as you make a list on a flipchart.
 - ▶ Highlight the strategies of dealing with opposition, using a PowerPoint or flipchart prepared earlier. As you mention each strategy, ask participants to explain what each one entails.
 - ▶ Explain how a program is defended, making sure to use KISS – Keep It Short and Simple.
5. Ask for nine volunteers who would like to practice defending the ME program. Line up two rows of nine chairs across from each other. Ask for volunteers to sit in one row of chairs. Then ask for another nine volunteers to sit in the row facing them, to serve as “members of the opposition to ME.” Every member of the opposition should be facing one of the supporters, thus forming pairs. Hand out the note cards with statements to the “opposition.” Be sure they do not share what is written on their cards with anyone. If there are fewer than 18 people, ask for fewer volunteers for each side and distribute fewer cards.
6. Alternative option:

If there are not so many participants, you can ask some volunteers (the ones to defend the program) to sit in front in a row as per the number of questions you will distribute while the rest of the participants remain seated to form the opposition (the ones to ask the questions). Distribute the questions to the opposition members randomly. After each volunteer has answered their question and the question has been discussed by the audience, the volunteer should join the audience to become part of it. This continues until the last question is asked.
7. Next, explain that you will role-play a community meeting to discuss the ME program. The object is to learn to defend the program when community members argue against it. Each member of the “opposition” will take a turn reading a statement to his or her partner and the “supporter” will immediately respond. Review the strategies on the last page of the resource page before beginning.

Once the supporter in each pair has responded, ask all the participants if they can think of any other strategies or responses to help counter the statement. Once a few participants have shared their thoughts, move on to the next pair. Use the examples from Handout 7: Responding to the Opposition if they were not used in the role-play or discussion.

8. Keep moving down the row until all the volunteer “opposition” and “supporters” have read their statements and defended the ME program. Distribute Handout 7: Responding to the Opposition, explaining that the responses in the handout were either used by the group or introduced by the facilitator during the activity.
9. Ask all participants to return to their previous seats and close this session with the following questions:
 - ▶ What did you notice happening in this session?
 - ▶ How did it feel to be a “supporter” or an “opposition member”?
 - ▶ What strategies are important when defending the ME program?
 - ▶ What skills, if any, did you develop from this exercise?

Resource Sheet 4:

Responding to Opposition and Criticism: Dealing With Disagreement

Every program has critics. Advocates for gender-norm transformative programs must be prepared to address disagreement from people who do not share their views. This may not be easy, but it provides an opportunity to educate and communicate with the public. Some critics will not be confrontational about their beliefs. It is important to anticipate what they may say and respond accurately. Open discussion allows everyone to be heard and different ideas to be considered. Open communication may lead to a compromise that is acceptable to all sides.

Almost all advocacy efforts depend on convincing people to support a cause. So, advocates must successfully argue their position. Many people who support gender-norm transformative programs will not say so publicly unless they think it's important to speak out. Even some perceived opponents of gender equality can be made supporters if they receive information, have their questions answered, and are invited to contribute to the debate. Providing information, listening to others, answering questions, and responding to concerns provide the best chance of building support in a community.

Sources of Opposition

It is very important to know who opposes the program or proposal under consideration. It is also important to know why they oppose it, and what arguments and strategies these critics will use. Opposition can arise from many sources.

Some people object because they feel they have been left out of the process. Advocates should make every effort to involve representatives of all areas of the community. Everyone must be involved from the earliest discussions about a desired policy. It is particularly important not to leave out traditional or religious leaders. Spending the time to win support from these important people ensures that the entire community is involved in the campaign.

Some people may oppose a policy because they have questions about its necessity, what is being proposed, or how the plan will be put into practice. Listening to their concerns, providing more information, and working to incorporate their thoughts into the plan can transform these critics into supporters.

Some people oppose gender-norm transformative programs because they believe the programs undermine their culture. They may see these programs as a sign of outside influence. Take the time to hear these individuals' concerns. Then, show them how the program reflects the values of the community and culture—and is focused on health, including HIV and AIDS. This may help convince them to support it.

Earning support from a respected traditional leader may show others that the program is needed and appropriate, in order to reduce HIV risk.

Some people believe that teaching gender equality is religiously and morally wrong. As in the above example, listening to these critics' concerns, showing how the program reflects the morals of the community, and finding common ground may win their support. The endorsement of a respected religious leader may help convince these people that the program is consistent with their religious beliefs.

Other critics may think gender norm transformative programs are unnecessary. A focused public education campaign is an effective way to build public awareness about how gender inequality leads to negative health outcomes. Share some HIV and gender-based violence indicators with the public and describe how both men's and women's health will be improved by the proposed program. This can persuade many people to support it.

Some people may not be supportive for personal reasons. They may not wish to support a program or policy that a particular person is backing. One benefit of working in a network is that others can step forward to show that the idea is not the property of any one person or group.

How to Deal with Opposition and Criticism

The first step in dealing with uncertain or unsupportive people is to listen to their concerns. Listening to the other side of the issue and understanding what causes another person to disagree demonstrates respect for his or her beliefs and permits an effective and appropriate response.

The most important tool in convincing critics is clear and accurate information. People form opinions based on the information they have. Giving them more information may help them reevaluate their opinions. Others may want to talk about morality, or whether a gender activity is supported by cultural values or religious beliefs. A gender and health advocate must learn to listen for the underlying reasons for criticism and be prepared to respond to those underlying reasons as well.

Strategies

Form networks with other organizations. Working as a group makes each member stronger.

Think strategically. One influential leader can help persuade other people. Before seeking to convince people who may disagree, concentrate on an opinion leader who is likely to be supportive. Use his or her support to convince others.

Be prepared. Look ahead at who might object to the program and what he or she may say. Consider whether past statements give a sense of what kind of information he or she may listen to. Prepare the message before meeting with the person.

Pick a persuasive message. Different kinds of information convince different people. For example, a leader may be concerned that a new gender education program will provide too much information about sexuality to youth, but will agree that youth need more help understanding and preventing AIDS. In this case, emphasizing that the program will prevent AIDS is more effective than giving general information.

Focusing on the areas where people agree with the goals will help build common ground.

Speak in terms the audience understands. People working on gender and health programs sometimes speak to the public using technical terms. Remember to use language that will be understandable to the audience.

Know when (and when NOT) to be defensive. Sometimes, ignoring the statements of critics makes their opinions sound valid. When opponents use inaccurate information, prepare to answer them with statistics, anecdotes, and other information. Providing this information can give people a better basis for making up their own minds. It is equally important, however, to know when to back down. When advocates seem to be attacking a popular person or institution, the perception can seriously damage an advocacy agenda. Having a public “war of words” with a policy maker or a religious or traditional leader might attract attention to the cause, or it might ruin the effort. Think carefully about possible reactions before responding.

Encourage open and civilized debate. Communication is essential to addressing the concerns of the public and the objections of the opposition. Participate in programs where the program or policy is being discussed. Ensure that all public meetings adhere to rules that encourage order.

Look for other ways of reaching goals. Sometimes, despite everyone’s best efforts, advocates are unable to convince a policy maker whose support is critical to the success of the advocacy campaign. One influential opponent may be able to block a plan for a long time so alternative strategies to carry the program forward need to be considered. For example, if a school headmaster refuses to allow a gender-focused peer education program to run at school, advocates for the program might ask another institution, like the local youth center, to permit the gender program to be based there instead.

Compromise

When an opinion leader or policy maker will not be completely persuaded, advocates may be faced with the decision of whether or not to compromise. Compromise is often difficult and may cause disagreement among members of an organization or network. The questions below may help groups come to agreement regarding compromise.

Is the compromise acceptable?

There are probably some points where no one will agree to compromise. These issues should be clearly recognized and stated. Advocates must sometimes set priorities and decide what they can give up to achieve the greatest good.

The possibility of compromise may lead to difficult discussions, especially if some members feel their priorities are being ignored. Compromise can breed disagreement among allies. Strong leadership is key to reaching consensus.

What are the guiding principles for compromise?

Once compromise has been agreed on, advocates must determine the shape and extent of the compromise they can accept. Advocates should consider both the best possible and other acceptable outcomes.

Advancing in small steps is not compromising when it is clear that this is the best strategy to advance the issue. For example, if the goal is to introduce gender-focused life skills programs in a workplace setting for all workers, a steering committee of management and workers might be formed first to get buy-in from all parties.

What about failure?

Advocates must know how to continue when it becomes clear that their efforts may fail. They must think about when to quit, what they learned from the failure, and what to do next. The network should try to determine whether a different strategy might achieve the original objective.

Defending Your Program

Here are some strategies for when you are in a debate to defend your program:

1. Make your responses as short and simple as possible (Keep It Short and Simple – KISS).
2. Agree with the opposition when you can.
3. Use facts to support your statements.
4. Remain calm/neutral. You are trying to persuade others and getting “out of control” makes you look crazy.
5. Research religion and culture and use it in your favor. Religious texts such as the Bible and Koran often contradict themselves—know these issues and use them to defend your program.

Handout 7:

Responding to the Opposition

The following are possible responses to the opposition's arguments:

- **The Bible says the man must be head of the household.**
The Bible makes several references to this subject that can be interpreted in various ways. However, it also teaches us to respect one another and defend each other's human rights. In today's society, it is necessary for both men and women to earn income and make decisions.
- **In the old days, women knew their place and homes were peaceful places. I think we should return to the old days!**
We cannot go back to the old days and I'm not sure how peaceful things really were. When everyone is treated fairly and given equal opportunity, then life will be peaceful. When one group (women, for example) is oppressed, we are all oppressed. As Martin Luther King, the African-American civil rights leader, said: "Injustice anywhere is a threat to justice everywhere." Gender Equality is as good for men as it is for women because women can help men carry the burden of providing for the family.
- **Women are not as strong or intelligent as men. How can they be trusted to make decisions?**
Men and women are equally strong and intelligent, but throughout history, men have not allowed women to make decisions. It is time we changed our ways, for the health of our communities. Educate a woman and you educate a society!
- **My culture says that I can have as many wives as I can afford.**
Culture can be changed to suit the times. In the age of HIV and AIDS, a tradition like having multiple partners is dangerous! We must challenge our culture and make it healthier!
- **A woman walking alone and wearing a miniskirt is asking to be raped!**
No woman asks to be raped. Rape is when one person uses force to have sex with someone. No one asks for that. We have no idea why a woman is walking alone or wearing what she is wearing. Why do we judge people so quickly? Why do we not say the same things about men?
- **Our culture has roles for men and women—and men are supposed to be decision-makers. Why are you trying to upset our culture?**
I am not trying to upset culture; I am just trying to make our communities and families healthier. It has been proven that gender equality will lead to better health outcomes.
- **Men and boys cannot show weakness. Men who cry are cowards. Why are you trying to turn our boys and men into women?**
When people hold in their emotions, they can explode at some point and become violent. This is one reason there are so many passion killings. It is very unhealthy for men and boys to hold in their emotions, yet our culture tells them they must do so.

I am advocating for healthy men, and that means they should be able to express their emotions.

- **This woman's liberation stuff and feminism is wrong! Africa is once again being controlled by outsiders.**

Women's liberation is a human right that transcends national boundaries. Women worldwide, including those in Europe and North America, suffer from gender inequality. It is time for equal rights for men and women!

- **We don't have the financial resources for such programs.**

These interventions are not expensive! I am asking to integrate gender consciousness into our programming—that is all. The health of our families and communities depends on it!

2. Different Community Engagement Activities

2.1 Identifying Community Engagement Activities

Objectives

1. To identify different types of community engagement activities

Time

15 minutes

Materials

- Flipchart paper and markers

Steps

1. Ask participants to identify the various activities that can be implemented at the community level. Ask them to draw from their own experiences or from those of others in their communities. Write down all of the participants' suggested activities on flipchart paper. If the following activities have not been mentioned after 10 minutes, add them to the list:
 - Street Drama/Theatrical Performance
 - Media Campaigns
 - Health Fairs
 - Murals
 - Talk Shows
 - Facilitated Group Discussions/Community Meetings/Mobile Seminars
 - Door-to-Door Visits
 - Music Competitions
 - Sports Events
 - Marches
2. Point out which of the activities identified by participants will be covered in the training. There will be time set aside at the end of the training to discuss those not covered.

2.2 Working With Theater Practitioners

Objectives

1. To help community members or groups plan a theatrical performance about gender, HIV, and male engagement

Time

90 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 8: Theatrical Performances/Street Drama for all participants
- Enough copies of Handout 9: South African Street Theatre for all participants

Steps

1. Ask if any participants have ever conducted a theatrical performance/street drama to reach communities or groups. Ask them to share that experience, including what worked and did not work. (Five minutes)
2. Ask participants to discuss the benefits and challenges of theatrical performance/street dramas. If the following benefits and challenges have not been mentioned after five minutes, add them to the list:

Benefits

- Can reach large numbers of people
- Can be very interactive
- May require few resources (depending on props used)

Challenges

- Chance of unclear or diffuse messages, if performance is not focused
- Cannot always control your “audience,” if performance is in public place

3. Pass out Handout 8 to the participants. Review the key points.

Optional step: Review the case study, Handout 9: South African Street Theatre, and discuss the example.

4. Divide the participants into four groups and assign one of the topics below to each group. Ask two of the groups to use ambush theater (see definition below) and have the other two incorporate audience feedback into their performances.

- Encouraging men to take an active role in home-based care and support
- Raising awareness about the dangers of transactional sex among community members

- Raising awareness about preventing parent-to-child transmission
- Importance of couples communication around HIV

Before presenting their performances, each group should explain who their target audience is to the other participants.

5. Debrief by asking the following questions:

- ▶ What did participants find difficult when performing the dramas?
- ▶ What did they enjoy about putting on the performances?
- ▶ Is this a technique that they could see using in their programs? In what way?

Handout 8:

Theatrical Performances/Street Drama

When designing the performance, keep the following in mind:

Audience

Identifying your audience is the first step toward ensuring that the performance and its messages reach the right people. While you may consider targeting only one particular audience, you might find that the performances are appropriate for a variety of audiences. Ask yourself these questions:

- ▶ Who do you want to reach (e.g., church groups, young men, young women, local political forums or community leaders, ladies groups, etc.)?
- ▶ When and where can this audience be reached?
- ▶ How will the audience be reached? What will you use to draw your audience to the play or performance?
- ▶ How will you entertain your audience?
- ▶ What interesting elements can your play employ to engage the audience? Some ideas include:
 - Interrupting the play at various points to ask the audience what should happen next
 - Using Ambush Theater, which means staging the play in a “public” place so that the audience is not aware that this is actually a performance (See example below.)

Theme/Key Message

When planning your performance, it is important to determine its central theme. You will then need to identify three key messages you want the performance to communicate. This will help keep the performance focused. Too many messages may confuse the audience.

Production/Human Resources

You'll need a variety of people to carry out and develop a performance.

- One or more people to coordinate and retain overall responsibility for the event. This person or persons should be motivated and able to work well with others to ensure that the plans for the performance remain on track.
- One or more people to develop the performance. This person or persons needs to be creative and to understand what will appeal to the audience.
- People who can serve as actors. You may want to pick multiple people to learn each role, in case someone isn't available on the day of a performance.

Financial Resources

When planning your performance, you will need to identify your financial needs. For example, the actor(s) may require loud speakers, or if they are traveling to different communities, they will need funds for transportation.

Handout 9:

South African Street Theater¹⁸

South African Street Theater Challenges Men's Perceptions of Violence, HIV and AIDS, and Gender Equality

It's evening rush hour at the railway station in Tembisa and a train from Johannesburg has just deposited hundreds of commuters onto the platform. The sound of raised voices and signs of an impending scuffle persuade many of them to linger for a few moments.

A circle forms around the drama unfolding in this most public of public places. The voices belong to a man and his wife and two other men. The man is accusing his wife of having an affair with a colleague accompanying her on the train. He knows this to be true, he yells, because last night she asked him to use a condom. The man moves threateningly toward his wife, but her friend blocks him and the two men start shoving each other and exchanging insults. The crowd starts to look uncomfortable; some laugh nervously, others mumble disapproval, but no one steps forward to intervene. Finally, some spectators become irritated by the commotion and break up the crowd. There is no time to inform them that the scene they just witnessed was a performance and the participants were actors.

The young performers belong to EngenderHealth's partner, the Youth Channel Group (YCG), a Tembisa-based nongovernmental organization that uses "ambush theater" to educate and mobilize their local community on issues revolving around HIV and AIDS, domestic violence, and gender inequities.

The goal of the performance was to spark a discussion with the onlookers about condoms and gender-based violence. But part of the nature of ambush theater is its unpredictability.

"It went well, except we didn't have a chance to distribute the condoms," commented one of the performers.

Undeterred, the troupe of actors and facilitators moved down the road and re-enacted the scene in front of an all-male hostel. This time, the actors had time to freeze the action and reveal that the scene was fictional. Some of the onlookers felt deceived and moved on, but others lingered to engage in debate with the YCG group and to accept the free condoms they handed out.

Another performer asked some of the male onlookers how they would react if their wife asked them to wear a condom.

"I would think that she has a disease," responded one man.

"I can't satisfy my wife while I'm using a condom," said another.

¹⁸ Adapted from a case study prepared for MAP by Kristy Siegfried, December 2004.

When asked whether the performances had any impact on them, one man replied: “It gives me some knowledge and it makes me think about it.”

YCG’s founder, Dan Sebatha, has had plenty of opportunity to see how effective this type of performance art can be, especially in reaching young people. He started the group with four others in 1996, with the goal of using drama to address crime. The focus shifted to HIV and AIDS and gender equality in 2001, when the group partnered with EngenderHealth.

Sebatha came up with the idea of using drama as an educational tool by observing how preachers hold the attention of passengers on long train rides.

“As artists, we wanted to entertain people while educating them, so after we saw the preachers on the trains, we would imitate them.... And believe me, it’s working,” he said.

YCG added ambush theater to its outreach activities when several members of the group, including the current director, George Chauke, attended a community mobilization workshop organized by EngenderHealth. Given the chance during the workshop to practice the “ambush” approach at a Soweto taxi stand, Chauke found it to be “a powerful tool.”

“Sometimes it’s not easy to draw people’s attention to come listen to you,” he explained, “but when we hit the street with ambush, we get their attention.”

YCG recruits actors, as well as dancers, poets, and rap artists, mainly from local high schools. The 10-to-20-minute scene usually follows a basic script, but off-the-cuff adaptations are often used, depending on the audience and their likely response.

The young actors also receive training and information on the issues they are depicting. Part of their training involves attending Men As Partners (MAP) workshops conducted by EngenderHealth. The workshops are designed to help men understand how gender stereotypes and inequities can lead to unhealthy relationships, domestic violence, and even the spread of HIV and AIDS.

Themba Skosana began attending YCG MAP workshops after he dropped out of school in 2003.

“At the time, I didn’t have much self-esteem or confidence,” he acknowledged, “but I saw how positive and confident the MAP facilitators were. Now I embrace equality and I always help with chores at home, I don’t think it’s my mother’s job only.”

Sebatha was an HIV and AIDS educator for several years before learning about gender and domestic violence.

“MAP has changed my life,” he admitted. “I was abusive before. After attending workshops, I realized that was wrong. The woman I was with, we separated, but now we’re back together. At first she wasn’t sure I’d really changed, but now she’s happy.”

2.3 Working With Visual Artists

Objectives

1. To use art to reinforce message(s) around gender, HIV, and male engagement

Time

45 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 10: [Painting Murals to Engage Young Men](#) for all participants

Steps

1. Pass out Handout 10 and ask the participants to review it.
2. Follow up with the these questions:
 - ▶ What were the strategies and goals of the team designing the murals? What might be their next steps for action?
 - ▶ How could the team members have used the mural to generate discussion?
 - ▶ What kinds of questions might a team ask in the community to help them develop a strong message for a mural or other visual arts appropriate to their target audience?
 - ▶ What other visual or performing arts can be used to achieve what the team was trying to do with the mural?
 - ▶ What opportunities are available in your community to work with artists or performers on creative community engagement activities concerning male engagement?

Handout 10: Painting Murals to Engage Young Men¹⁹

Every day, thousands of people leave and enter Soweto, Johannesburg from the taxi rank²⁰ opposite Chris Hani Baragwanath Hospital. Now, if they glance up as they board a mini-bus, they will see a colorful mural with a clear message. The bright, cartoon-like images show men in positive roles: as an involved and loving father, as a caregiver to those sick with HIV and AIDS, as a visitor choosing to get tested for HIV at a clinic, and as a man taking a stand against domestic violence. If the mural's message resonates with just a fraction of the people who pass it, the collaboration between MAP and a group of artists will have achieved its goal.

As one young male volunteer who participated in the design of the mural put it: “This mural, it's life-changing, it carries more than you could ever think it does, it shows exactly what's happening in our society. We're at war with a lot of things and these are very personal issues for me.”

The mural was a product of a group of young male artists involved with the Artists Proof Studios (APS) who had been to MAP workshops, along with peer educators and participants from the MAP Network. Together this group of young people, mostly men, took the initiative to create a visual message to the community, advocating constructive male engagement. The project was timed to coincide with “16 Days of Activism Against Gender Violence,” an awareness-raising campaign in its seventh year in South Africa.

Standing back to admire his handiwork on the mural, APS student Cyprian Bekwaphi described his experience of attending a MAP workshop. Around him, other team members filled in the sketches with bright colors, bringing the MAP messages to life. “It was eye-opening. It made us realize a lot of things about taking care of people and not just corny ‘use a condom’ phrases. It got into why you should respect women and respect yourself.”

The “MAP Mural CAT” chose this action based on what they knew of their community. The location for the mural was strategic—it is one that nearly everyone in Soweto sees. The message for the mural grew out of their experience with workshops, meetings, “ambush theater” at taxi stands, and community residents and leaders. By portraying positive images of male engagement, the team felt confident of sparking conversation and re-evaluation of men's role in the family and community. The campaign also provided opportunities for individuals to get involved, to develop leadership, and to reach out to a range of “stakeholders” in the community.

¹⁹ Adapted from a case study prepared for MAP by Kristy Siegfried, December 2004.

²⁰ This taxi rank, or bus station, is the largest transportation hub in all of Africa.

2.4 Media Campaigns and Social Marketing

Objectives

1. To understand the principles of social marketing and practice the steps for developing a community-based or mass media campaign

Time

120 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 11: Media Campaigns and Social Marketing and Handout 12: Creating Campaigns: Step By Step for all participants
- Resource Sheet 5: Examples of Social-Marketing Media and Community-Based Campaigns

Facilitator's Notes

Campaigns are coordinated sets of activities that aim to promote changes in individual behaviors and/or promote the socio-cultural and political norms necessary to support these changes. Campaigns often include some form of media and target large numbers of people.

Community-based media, such as street theatre, often provides more depth and interaction, whereas mass media may offer less depth and interaction, but often provides wider reach of messages. The decision to use community-based or mass media, or a combination of both types, will depend on available resources, the intended audience, and depth of contact expected.

PART 1: Principles of Campaigns (30 minutes)

1. Ask the participants to brainstorm examples of good TV/radio commercials and/or print advertisements.
2. Ask the participants to identify the messages or strategies that made those commercials and advertisements successful.
3. Ask participants for a definition of a campaign. Explain that public health campaigns are increasingly using principles from commercial marketing to successfully “sell” healthy behaviors and lifestyles. Review Handout 11: Media Campaigns and Social Marketing with the participants and ask them for examples of social marketing campaigns they have seen, if those campaigns were successful, and why. Ask participants to volunteer a definition for social marketing, BCC (Behavior Change Communication), and IEC (Information, Education and Communication).
4. Explain to the participants that behavior and lifestyle is often influenced by people's perceptions of what is “normal” or “typical,” that is, what they believe most of their peers do. However, many individuals often misperceive the typical behaviors or attitudes of their peers.

For example, young men may believe that a majority of their peers engage in certain risk behaviors, such as excessive drinking, when in most settings, the majority of young men do not.

5. Use the following questions to engage the participants in a discussion about how social norms and the media influence young men's behaviors and lifestyles:

- ▶ Does the media influence our behavior? How?
- ▶ What are some misperceptions or rigid ideas that men and others (partners, families, etc.) may have about typical behaviors of men? Does the media perpetuate these misperceptions? How?
- ▶ What kind of behaviors can these misperceptions promote?
- ▶ How can campaigns change these misperceptions?

Training Option:

Bring magazines and ask pairs of participants to flip through a magazine and select some advertisements that are gender sensitive, neutral, or exploitative.

PART 2: Developing a Campaign (One hour and 30 minutes)

1. Divide participants into groups and explain that they will spend the session simulating the steps for developing a campaign. Emphasize that the actual length of time necessary for developing a campaign will vary, depending on resources available, and can range from weeks to months.
2. Give each group 15 minutes to brainstorm men's gender-related attitudes, knowledge about HIV and AIDS, and behaviors and practices related to prevention, as well as media and social networks that could be used to reach them. The facilitator can encourage the groups to think about the men with whom they will primarily be working OR assign them different target groups, e.g., young men in school, married adult men, men living in refugee camps.
3. Distribute Resource Sheet 5: Examples of Social-Marketing Media and Community-Based Campaigns to the participants and briefly go over the two examples in the resource sheet.
4. Go over Handout 12: Creating Campaigns: Step By Step, focusing on developing the profile of a "typical" man.
5. Ask each group to create a profile of a "typical" man in their target group, thinking about such factors as socio-demographics, hobbies, attitudes about gender roles, sexual behaviors (including condom use and number and type of partners), access to and use of social services and programs, knowledge about HIV and AIDS transmission, HIV and AIDS risk perception, and general aspirations. It can be helpful to give a name to this man and to create a physical appearance for him. Allow the groups 10 minutes to develop the profiles.

6. Ask the groups to identify the sub-theme for their campaign, e.g., communication with partners about abstinence or condom use, engagement of men in caregiving for people living with HIV and AIDS. The sub-theme should be identified based on the identified behaviors and needs of the target group.
7. Once the groups have identified their sub-themes, give them 25 minutes to develop basic campaign messages. Explain that this is the step which often requires the most creativity and time and that they should keep in mind that campaigns messages which are positive and action-oriented are often more attractive and inspiring than those which demean men and/or focus only on negative consequences. Tell the groups that they should also identify the kind of media (e.g., radio, magazines, billboards) and social channels (e.g., peer educators, local celebrities) that would most effectively convey the campaign messages to their target man. They should keep in mind what kind of access this man will have to these channels, as well as the technical and financial feasibility of utilizing them. Remind participants to define their target audience's language/dialect preference and literacy levels, which may vary.
8. Invite the groups to present the profiles of their target men, their campaign messages, and dissemination strategies. Encourage the participants in other groups to ask questions and give feedback.
9. In closing ask the group:
 - ▶ What did you find challenging about developing the campaign message?
 - ▶ What steps/ideas for developing a campaign did they find most useful?
 - ▶ Do they feel they can begin to develop a media or community campaign after this activity?

Handout 11:

Media Campaigns and Social Marketing

Campaigns are coordinated sets of activities that aim to promote changes in individual behaviors and/or promote the socio-cultural and political norms necessary to support these changes. In terms of HIV, they seek to raise risk perception around HIV and to change social norms and behaviors. Campaigns often include some form of media and target large numbers of people. There are two key features to successful campaigns: 1) they move beyond simple information provision and address underlying norms and perceptions related to behaviors. 2) they are linked to interpersonal activities that allow for individual reflection and skills-building and promote access to services.

MEDIA-BASED CAMPAIGNS AND SOCIAL MARKETING

In the last few decades, there have been rapid developments in communication technologies, multiplying the available media channels for reaching audiences, particularly youth.²¹ From billboards and radio to internet and mobile phones, people are constantly exposed to a large amount of information and messages. These can have a powerful influence (both positive and negative) on social norms about what it means to be a man and how a man should behave or aspire to behave. To be effective in this crowded media environment, it is necessary to package campaigns in ways that can easily catch the attention of men and other stakeholders, and most importantly, persuade them to adopt and promote healthy and more-equitable attitudes and behaviors.

Traditional public health campaigns have focused solely on “informing” people of unhealthy behaviors and their consequences and have often employed dictating or moralizing tones to do so. Experience has shown however that these types of campaigns are rarely adequate for effectively engaging audiences and motivating behavior change. To this end, public health campaigns are increasingly using principles from commercial marketing to “sell” healthy behaviors and lifestyles. Social marketing, as this approach is called, entails making specific behaviors and lifestyles more attractive to a given audience through an emphasis on benefits and advantages.

To develop a social marketing campaign, it is important to first understand the underlying socio-cultural norms which contribute to and support particular behaviors.²² Much of people’s behavior is influenced by their perceptions of what is “normal” or “typical,” that is, what they believe most of their peers do. However, many individuals, including youth, often misperceive the typical behaviors or attitudes of their peers. For example, young men may believe that a majority of their peers engage in certain risk behaviors, such as excessive drinking, when in most settings the majority of young men do not. Often, these misperceptions are fueled by the media or social norms of what is considered a “real” man.

²¹ Macdowall W, Mitchell (2006). “Sexual health communication: letting young people have their say.” In *Promoting Young People’s Sexual Health: International perspectives*. Edited by Ingham R, Aggleton P. Routledge.

²² There is a specific form of social marketing known as social norms marketing which is based on applying social marketing techniques to social norms theory. The central concept of social norms theory is that much of people’s behavior is influenced by their perceptions of what is “normal” or “typical.” To this end, the premise of social norms marketing is that informing people that the majority of their peers are acting in a positive or healthy way can create an environment in which people actively strive to emulate what they believe is typical of their peers. This approach has proven effective in areas such as preventing tobacco use and drinking and driving, among other issues. For more information visit the Most of Us website at www.mostofus.org.

These misperceptions, in turn, may make young men more likely to engage in these behaviors themselves. In this sense, it is important that campaigns address misperceptions or rigid ideas men and others (partners, families, etc.) may have about typical behaviors for men and promote more positive norms around what it means to be a man.

Social marketing campaigns can be carried out at local levels through the use of community-based media or at broader levels through the use of mass media. Community-based media, such as street theater, often provides more depth and interaction, whereas, mass media, such as TV dramas produced by commercial studios with professional actors and technicians, may offer less depth and interaction, but often provides wider reach of messages. The decision to use community-based or mass media or a combination of both will depend on available resources and the intended audience and depth of contact expected.

What is condom social marketing?

In the mid-1980s condom social marketing emerged as a popular HIV and AIDS prevention strategy.²³ It is a specific form of social marketing that promotes the availability, affordability, and acceptability of condoms. In Latin America and the Caribbean, and other settings, a variety of condom social-marketing programs have demonstrated success in raising general awareness of HIV and AIDS transmission and prevention, increasing sales of marketed condom brands, as well as affecting attitude change towards condom use in targeted groups, including young men—see example of Hora H below.^{24, 25, 26, 27}

Regardless of whether a campaign is a local or mass media effort, men should be involved throughout its development, implementation, and evaluation. Often, they and other beneficiaries or stakeholders, are only involved as respondents in the data collection for a needs assessment or to give feedback during the testing of final messages and images. It is, however, more effective to involve men throughout all stages, from the design of the formative research questions to the actual development of messages and images. It is also important to involve strategic secondary audiences, including families, community leaders, women, and policymakers, in these stages. Given the sensitive nature of many topics related to gender and HIV and AIDS prevention, the involvement of secondary stakeholders can help to minimize possible backlash.

Campaigns Spokespersons: Celebrity or Everyday Men?

A common question about campaigns is whether it is more effective to use celebrity or everyday men as spokespersons. Big-name musicians, athletes, and other celebrities often have the attention and respect of large numbers of men and can be powerful spokespersons for drawing attention to a campaign and the positive attitudes and behaviors it aims to promote. On the other hand, coaches, fathers, religious leaders, co-workers, supervisors, and other everyday men who play a role in men's lives, can also be very engaging and effective spokespersons.

²³ UNAIDS. 2000. Men and AIDS – a gendered approach. World AIDS Campaign. Geneva, Switzerland.

²⁴ Boswell D, Baggaley R. 2002. Voluntary Counseling and Testing (VCT) and Young People: A Summary Overview. Research Triangle, NC. Family Health International.

²⁵ Horizons. 2004. Promoting Healthy Relationships and HIV/STI Prevention for Young Men: Positive Findings from an Intervention Study in Brazil. Washington DC: Population Council/Horizons.

²⁶ JHUCCP. 1997. Reaching Men Worldwide: Lessons Learned from Family Planning and Communication Projects, 1986-1996. Working Paper Series No. 3, Baltimore, MD.

²⁷ UNAIDS. 2000. Men and AIDS – a gendered approach. World AIDS Campaign. Geneva, Switzerland.

The peer modeling of certain attitudes and behaviors can help to make them more credible and tangible to men than those perhaps promoted by celebrities who may live different realities and face different pressures. As part of the formative research process, it is important to work with men to identify the appeal and influence of different spokespersons and determine who would be most effective in positively influencing men in a given context.

Handout 12: Creating Campaigns: Step by Step

Below are steps to creating an HIV and AIDS media campaign that incorporates a gender perspective. As mentioned before, the goal of an HIV prevention HIV campaign is to raise risk perception around HIV and to change social norms and behaviors. It is important that men and other stakeholders be involved in all steps. Often they are only involved as respondents in the data collection for a needs assessment or during the testing of campaign images and messages. However, campaigns are more likely to be engaging and effective when men and other stakeholders are involved throughout the process.

- **Carry out a needs assessment.** This should include information about men's gender-related attitudes, knowledge about HIV and AIDS, and behaviors and practices related to prevention. It should also include a mapping of media and social networks that could be tapped into as part of campaign strategies.
- **Develop a profile of a "typical" man.** A useful technique for laying out the characteristics of the target group is to create a character profile. This involves developing a profile of a "typical" man from the target group, thinking about such factors as socio-demographics, hobbies, attitudes about gender roles, sexual behaviors (including condom use and number and type of partners), access to and use of social services and programs, knowledge about HIV and AIDS transmission, HIV and AIDS risk perception, and general aspirations. It can be helpful to give a name to this man and to create a physical appearance for him. For example, for the development of the Hora H campaign in Brazil, peer promoters created a fictional character called Calixto, a man, aged 19, from their community (see below).

Character Sketch for Calixto: Calixto is 19 and likes to play football, go to funk dances, and hang out in the local plaza. He is a young man who takes care of himself and keeps his hair short. At 13, he had sex for the first time with his cousin Suzi. He does not use condoms often. He once gave his girlfriend a slap because she asked if he would use a condom. He got a bit nervous, thinking that she was not being faithful or that she thought he was not being faithful. He talks to his friends about his sexual conquests. Some of his friends use condoms from time to time, often just the first time they have sex in a night, but not the second time. Calixto has the basic information, but he does not worry too much about STIs or HIV and AIDS.

Although this technique requires a degree of generalization about the target group, it is not intended to diminish the diversity that exists among men, but rather, assist in the process of developing messages and strategies that would be attractive to, and appropriate for, the target group as a whole.

- **Define sub-themes for the campaign.** Within the themes of gender-equity and HIV and AIDS prevention, it is necessary to identify sub-themes, such as communication with partners about condom use, concurrent partners, transactional sex and HIV and AIDS testing, which will be the basis for the campaign. Establish these sub-themes based on what the needs assessment identifies as necessary to and/or appropriate for the target group.
- **Develop basic messages for each of the campaign themes.** This often requires the most creativity and time. As discussed in this activity, campaign messages that are positive and action-oriented are often more attractive and inspiring than those that demean men and/or focus only on negative consequences. Constructive examples include the Hora H campaign in Brazil, which promotes a “cool” and hip lifestyle for young men based on caring and equitable attitudes, and the Strength Campaign in the U.S.A., which emphasizes that a man’s real strength is demonstrated through respect and compassion, not force or dominance.
- **Map sources of influence and information.** This involves identifying and understanding the different sources of influence and information that shape men’s attitudes and behaviors related to gender, relationships, and HIV and AIDS prevention. These can be groups of people, like peers and family, such institutions as schools and health services, or media vehicles like newspapers or TV. Again, this should come from information collected during the needs assessment, as well as from the input of men and other stakeholders involved in the process (see other Campaign Tool).
- **Identify the most strategic media and social channels, based on the profile and the mapping of influence and information.** Using the profile and mapping results, the next step is to identify the kind of media (e.g., radio, magazines, billboards) and social channels (e.g., peer educators, local celebrities) channels that would best convey the messages about positive models of masculinity and HIV and AIDS prevention to the men and/or secondary audiences. It is important to also keep in mind what kind of access the men have to these channels, as well as the technical and financial feasibility of utilizing them for the campaign.
- **Pre-test with men and secondary audiences.** This is the process of confirming that campaign messages are clear and relevant and inform and/or mobilize men as intended. Involving men and secondary audiences in the campaign-development process helps to ensure the relevance and impact of messages, however, it is also necessary to conduct extensive pre-testing to make certain that messages are widely understood. Pre-testing can be done through one-on-one interviews and/or focus groups with selected men from the target group. It is also important to pre-test messages with secondary stakeholders, to verify that they are acceptable and appropriate and will not generate backlash.

Resource Sheet 5: Examples of Social-Marketing Media and Community-Based Campaigns

The Strength Campaign, USA

Developed by Men Can Stop Rape (MCSR), the Strength Campaign employs different media and community outreach and mobilization strategies to engage young men in more positive and equitable behaviors, including as allies in the prevention of dating violence. The campaign's media initiative is organized around the slogan "My Strength Is Not for Hurting," and strives to refocus the traditional perception of male strength as respect and communication, not force and domination. In addition to the media initiative, the Strength Campaign also includes an educational component called the Men of Strength (MOST) Club. Young men in MOST Clubs participate in a series of sessions intended to raise their awareness of the importance of male engagement in rape prevention and mobilize them as active allies in preventing men's violence against women and girls.

Originally started in Washington DC, an important piece to the success of the Strength Campaign has been building connections with school staff and other school-based initiatives. School administrators, teachers, and other staff participate in awareness-building workshops and are invited to serve as members of the campaign's advisory committee and participate in the design and management of in-school activities. In this way, campaign efforts are not isolated from other school-based efforts, but rather "owned" and implemented locally.

The campaign focus on promoting positive gender norms allows for it to also be adapted to engage men in other social and health problems. Since the campaign's launch, more than two hundred local, regional, and national organizations have used the campaign posters and materials, creating a nationwide presence. The materials have also been used in other countries.

The Strength Campaign messages present the common male norm of strength as respect and communication, not force and domination. One of the most salient concerns which emerged from the formative research and testing was that young men feared that if they spoke out about violence against women, or changed their ways, they would be alone. For this reason, the campaign images show young men with partners and/or with other young men in order to emphasize the benefits and solidarity related to taking a stand against men's violence and speaking openly about respecting women.

For more information visit the Men Can Stop Rape website:
www.mencanstoprape.org



Hora H, Brazil

Developed by Promundo and JohnSnowBrasil, with financial support from SSL International, the Hora H Campaign, which translates into “In the heat of the moment,” builds upon social-marketing principles to promote an attractive and more gender-equitable lifestyle for young men. Campaign messages describe a “real” man as one who demonstrates more gender-equitable attitudes in his relationships, particularly in the more challenging moments. The name of the campaign was developed by young men themselves, who frequently heard their peers say: “Everybody knows you shouldn’t hit your girlfriend, but in the heat of the moment you lose control” or, “Everybody knows that you should use a condom, but in the heat of the moment....” In this context, the Hora H campaign emphasizes that a “real” man is respectful and caring in his relationship with his partner, or more specifically, he does not use violence, he discusses condom use, and he shares parenting responsibilities.

The Hora Campaign also includes an associated condom brand, and although the campaign messages promote condom use as an important behavior in and of itself, the emphasis of the campaign is on the lifestyle symbolized by condom use. The link between the Hora H condom (a product) and a lifestyle draws from principles of commercial marketing, in which advertisements for cars, shoes, and other products focus on the lifestyle associated with ownership of the product, rather than the qualities of the product itself. In the case of Hora H, this strategy is used to market healthy and equitable behaviors, such as condom use, as part of a cool and hip lifestyle for young men.

The campaign models, or spokespersons, are the same young men who were involved in the design and implementation of the campaign activities, including the distribution of the media materials and running of information and condom sales booths at community dances. These young men were from the same communities in which the campaign was active and became references in the community, in some ways, local celebrities. They provided “proof” to other young men in the community that these kinds of attitudes and behaviors were indeed possible.



(Translation: Man with a capital M.
He listens. He accepts. He cares.
In the heat of the moment:
The attitude makes the difference.)



(Translation: Man with a capital M.
He accepts responsibility.
He shares. He cares.
In the heat of the moment:
The attitude makes the difference.)

At the same time, the campaign also engaged rap musicians who presented messages during their concerts. The endorsement of the campaign by these celebrities helped to bring more mainstream coverage to the campaign and reinforce its appeal among young men.

The Hora H Campaign posters shown here present messages about gender-equity and relationships through two specific issues: condom use and fatherhood. The first emphasizes the importance of listening and accepting a partner's decision to use a condom, and the second describes the need for young men who are fathers to assume and share responsibility and care.

The campaign logo of the green letter H (for homem, the Portuguese word for man) became a powerful marker of the campaign and the "cool" and gender-equitable lifestyle it promoted. The T-shirt that sported the logo became a popular commodity among young men in the community, highlighting the effect of commercial-marketing strategies to catch young men's attention and mobilize them.

For more information visit the Promundo website at: www.promundo.org.br

2.5 Health Fairs on HIV and Gender

Objectives

1. To help community members or community groups plan a health fair on gender, HIV and male engagement

Time

60 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 13: Community Health Fairs for all participants

Steps

1. Ask if any participants have ever set up a health fair to reach communities or groups. Explain that a health fair is an event at which people can gather information on various topics. Ask them to share that experience, including what worked and did not work. (Five minutes)
2. Ask participants to discuss the benefits and challenges of health fairs. Note the following benefits and challenges if they haven't been mentioned after five minutes:

Benefits

- Can reach large numbers of people
- Can be very interactive
- Can be low resource (depending on props used)
- Can focus on many broad topics

Challenges

- May need to provide refreshment, food, chairs, prizes, which can be costly
- Need to be interactive and “fun” to hold the attention of the audience

3. Pass out Handout 13: Community Health Fairs to participants. Review the key points.
4. Divide the participants into two groups and ask them to develop a health fair with \$300 in resources (amount can change based on country context). Each group should focus on one of the topics below.
 - Increase men's use of VCT (Voluntary Counseling and Testing) and ARV (Anti-Retroviral) treatment and support of PPTCT (Prevention of Parent to Child Transmission).
 - Increase knowledge about GBV (Gender-Based Violence) and HIV

5. Once they have developed their ideas, ask them the following:
 - ▶ Who was the audience?
 - ▶ How was the health fair structured?
 - ▶ What resource people did they invite or use?
 - ▶ What other resources did they need?
 - ▶ How did they spend the funds they were given?
 - ▶ How did they ensure that the audience participated in the health fair and continued to stay interested?
6. Debrief by asking the following questions:
 - ▶ What was difficult about designing the health fairs?
 - ▶ What did they enjoy about it?
 - ▶ Is this a tool they could see using in their programs? In what way? How would it be helpful?

Handout 13:

Community Health Fairs

When designing the health fair, keep in mind the following:

1. Audience

Identifying your audience is the first step toward ensuring the performance's messages are well-targeted. Some topics may be appropriate for many audiences, while others may be relevant for only a few. For example, focusing on Preventing Parent to Child Transmission of HIV (PPTCT) may not be appropriate for very young children; if they are part of your audience, be sure there are other activities with messages that are more relevant for them. It's important to ask questions like:

- ▶ Who do you want to reach? (church groups, young men, young women, local political forums, ladies groups, etc.)?
- ▶ How will you provide the information—through booths, activities, resource people, etc.?
- ▶ How will you draw your audience to the fair?
- ▶ How will you entertain your audience?
- ▶ What interesting elements can your health fair employ to engage the audience (include as many interactive activities as possible)? Didactic presentations, for example, may not keep your audience interested. Try fun, interactive activities, such as debates, quizzes, and musical competitions. These can all relate to the key issues you want to present. Alternatively, you can include interactive activities that are unrelated to your messages, like sports competitions and performances by local artists, but that get the audience interested and willing to participate in the health fair.

2. Theme/Key Message

It is important to identify the theme(s) on which you would like to focus when planning your health fair. Limit it to just a few key messages, so that people do not get overloaded. A theme may be involving men in preventing HIV and the key messages may be: 1. Ending violence against women. 2. Joint decision-making about sexual and reproductive health.

3. Preparation/Human Resources

Several types of people are needed to mount a health fair:

- One or more people to coordinate and retain overall responsibility for the event: This person or persons should be motivated and able to work well with others to ensure that the plans for the health fair remain on track.

- One or more resource people at the health fair to either sit at the “booths” and answer questions or provide information to the whole audience. For example, you can have a teacher talk about HIV prevention or a doctor talk about ARV treatment. Be sure their presentations are dynamic or the audience may lose interest.
 - ▶ Food vendors: Who will provide food and refreshments, if you choose to serve them?
 - ▶ What entertainers, if any, would you like to perform at the fair?

4. Financial Resources

When planning your fair, you will need to identify your financial needs. For example, you may need funding for food, drinks, booths, posters, signboards, prizes, etc.

2.6 Group Discussions

Objectives

1. To develop the skills necessary to conduct group discussions around gender and HIV

Time

60 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 14: The Facilitator's Role in Group Discussions for all participants

Steps

1. Explain that many programs have used participatory group discussions to generate an exchange of ideas about gender and HIV. Group discussions are a useful tool because they are low-cost and can take place in different venues and with different groups of people.
2. Ask participants to share any experiences they have had either facilitating or participating in group discussions. What did they like or not like about it?
3. Explain that in this activity, participants will use various tools to implement group discussions. Ask them how they have started group discussions. If they are not mentioned, add the ideas below:
 - Show a video or movie clip focusing on issues related to gender.
 - Ask participants to develop a “collage” from magazines illustrating what it means to be a man and/or a woman.
 - Share IEC materials on HIV prevention with the group and then ask them for their thoughts.
 - Invite a resource person to speak about issues related to HIV.
4. Divide the participants into groups of three. Ask each group to choose a facilitator. Rotate facilitators every 10 minutes to give more participants a chance to practice. The rest of the group will serve as the participants. The facilitators can lead a discussion on any topic related to HIV. Ask them to be as creative as possible.
5. After 30 minutes, bring the participants together and discuss the following:
 - ▶ What did the facilitators do well? What was difficult for them?
 - ▶ What creative elements did they use?
 - ▶ What are important skills for facilitators to possess?

- ▶ What is important to keep in mind when planning group discussions? Add the following, if it has not been mentioned by the participants:
 - ▶ Size and composition of the audience—does it encourage participation?
 - ▶ The discussion's location—is it comfortable and secure enough for participants to share their views?
 - ▶ Knowledge and skill level of the facilitator—is the facilitator able to keep the discussion focused? If the discussion is technical, does s/he have enough knowledge? Can the facilitator draw in different participants or does s/he allow some to dominate the conversation?
 - ▶ Interest of the group—are they engaged?
6. Pass out Handout 14: The Facilitator's Role in Group Discussions. Review it with participants, and ask if they have any questions.
 7. Ask participants for suggestions on how group discussions can be incorporated into their program. Encourage them to be as specific as possible.

Handout 14:

The Facilitator's Role in Group Discussions

Plans the meeting ahead of time and creates an agenda

- Consults stakeholders to plan the meeting and make sure the goals and agenda are clear
- Prepares materials and distributes them ahead of time (if appropriate)

Guides the process

- Helps with creating the process so that participants can create the content. Asks participants to make choices about the process they will use for the group discussions (such as how they want to make decisions)
- In general, the facilitator should not be the resource person for content. In other words, the content should come from the participants or from other resources identified by them.
- Has an awareness of where the group is energetically and what process will lead them to the next phase of their work

Encourages participation

- Makes eye contact (where culturally appropriate) with all
- Creates a safe environment, especially for those who tend to participate less or have less power in the group
- Varies the ways that people work (individual reflection, pairs, small groups, whole group)

Helps the group reach conclusions

- Guides each discussion to an eventual close
- Checks for agreement (consensus or vote)
- Keeps track of action items and “parking lot” items to look at later
- Celebrates the meeting's achievements
- Distributes meeting notes or decisions as appropriate

Pays attention to gender and other group dynamics

- Can step outside of the agenda and have the group deal with social attitudes that are contrary to gender equality and respectful relationships that may emerge during the discussions
- At other times, it might be more beneficial to discuss the problematic comment or action outside of the meeting itself
- Should be assertive in dealing with disruptive or disrespectful behavior, or else other participants may feel reluctant to participate

2.7 Talk Shows

Objectives

1. To engage the participants and their community guests in an activity and a discussion that includes proposed solutions for issues and themes appearing in this manual

Time

140 minutes. (This activity can take place in one long session, but two or more sessions are recommended so that other community members, including family and friends of the participants, can also be engaged.)

Materials

- Flip-chart and markers.
- Enough copies of Handout 15: [Case Studies for Talk Shows](#) for all participants
- Optional: poster boards, crayons/colored pencils, tape, presentation props.

Advance Preparation

For this activity, the participants will dramatize a talk show focusing on a problem in their community. In addition to casting the participants in the roles of talk show participants, the facilitator might want to bring in a real “specialist”—doctor, lawyer, psychologist, or other expert who can offer advice and and/or counseling on the show. It is essential that the specialist be briefed on the objectives of the workshops and “talk show” prior to the session(s).

Steps

Part 1: Preparation for the Talk Show (90 minutes)

1. Ask the audience if they have ever seen a talk show and to discuss the positives and negatives of dramatizing a talk show.
2. Explain that the participants will produce a talk show, during which a community issue is addressed and possible solutions are proposed.
3. Review the various issues that have been discussed in the workshops.
4. Pass out Handout 15: [Case Studies for Talk Shows](#) and ask a few participants to read aloud the case studies from the handout.
5. Ask participants if they want to vote on which of the handout’s case studies to use as the theme of the talk show, if they would prefer to use a case study from a previous workshop, or if they want to create a case study of their own.
6. Once a case study has been selected, brainstorm all its issues and potential solutions.
7. Review the general format of talk shows, using examples from television.

8. Make a list of the possible “characters” to appear on the talk show. For example, if the group selects Case Study No. 1, they might include: Maria, John, one of Maria’s friends, one of John’s friends, another young woman and/or young man who has experienced a similar situation, a nurse or a doctor, and a family member. There should be between three and six characters.
9. Divide the participants into the same number of groups as there are characters and assign each group one of the characters. Have them discuss their character’s perspective on the issue as well as their relationship to the other characters.
10. Allow 20 minutes for them to discuss the following questions:
 - ▶ How is the character affected by the issue?
 - ▶ How does the character feel about the other characters on the talk show?
 - ▶ How does the character think the issue should be resolved?
11. Invite the groups to present what they have discussed.
12. Assign the roles of the characters and talk show host or hostess (see Text Box below— Tips for Being a Talk Show Host or Hostess) to the participants. The remaining participants will play the audience members. The facilitator may also suggest secondary characters, such as the in-studio camera crew or producer for participants who are apprehensive about appearing in the production, or if the size of the group is large.
13. Allow 15 minutes for the participants to prepare for their roles and recommend a performance time of 20 to 30 minutes. Those participants playing the audience members should prepare possible questions for the characters. **NOTE:** If the talk show is to be presented in a separate session, the facilitator can extend this time and encourage the participants to “rehearse” the talk show in its entirety. The facilitator and participants should also brainstorm what “specialist” they should invite to the talk show.

Part 2: Presenting the Talk Show (50 minutes)

1. Allow groups to present the talk show and the rest of the participants to pretend to be audience members (or the community in which the talk show would be presented).
2. Following the presentation of the talk show, the facilitator should lead a discussion about how the experience of organizing and presenting the talk show might help participants make changes in their lives and communities. Explain some of the following tips for being a talk show host:

Tips for Being a Talk Show Host or Hostess

- Welcome the audience and briefly introduce the show’s theme.
- Introduce the guests (characters), and ask each one to give his or her perspective.
- Focus on the points of disagreement and tension between the guests.

- Involve the other guests (friends, family members, etc.) by asking for their opinions of the situation.
- Solicit questions from the audience.
- Involve the “specialist” in the discussion.
- Attempt to seek some kind of resolution, perhaps with the aid of the specialist.

3. (OPTIONAL) Engage members of the larger community to participate in the talk show. This may require additional rehearsal sessions. Students should tell family and friends about the upcoming performance, and post signs in the community announcing the topic, date, and place. Before the actual talk show, the facilitator will explain to the audience how the theme was selected and why. It is also important to make clear that this is an “open class” performance and that participants may not have acted before.
4. Afterwards, engage the participants (or the community) by asking the following questions:
 - ▶ What do you think of the various characters?
 - ▶ Do you agree that this problem exists in the community? What are the causes?
 - ▶ Has this presentation helped you think about the problem in a new way? If yes, how?
 - ▶ What are some solutions to this problem?
 - ▶ How can people in the community participate in these solutions?
5. In closing, emphasize that there are many issues not often discussed in a community-wide forum. This talk show helps participants get involved by encouraging them to raise awareness about an important theme. The group can decide if there are follow-up steps they want to take, and how they will proceed to do that.

Handout 15:

Case Studies for Talk Shows

Case Study No. 1

Mary and John are both 17, and have dated for one month. They talk about getting married one day. Last week, they went to a party together, and ended up having sex without using protection against STIs or pregnancy. Mary regrets that they didn't use protection and feels like John talked her out of it. She wonders what she could have done differently. John doesn't know why Mary won't return his phone calls.

Case Study No. 2

Julie just got a job as a saleswoman at a clothing store. Her female supervisor has made comments about her needing to straighten her hair and lose a couple of pounds because their clients prefer to be helped by "stylish and pretty" women. Julie ignored her at first, but then her supervisor threatened to fire her if she didn't comply. Some of her friends agree with her supervisor, but others think her suggestion is outrageous. Julie thinks she already is stylish and pretty, but doesn't want to lose her job.

Case Study No. 3

Anne is 21 years old and comes from a small town. Last year, she met a boy from the capitol of her country who became her boyfriend during his three-week visit. She didn't tell her family about him. Although he was a bit older than her, she enjoyed going out with him, particularly because his extravagant lifestyle meant he took her on outings to nice places and bought her expensive things. At the end of his visit, he convinced her to come back and live with him in his hometown. Once they arrived there, he immediately became very controlling, and sometimes verbally and physically abusive. She felt very isolated, with no friends or family, and out of place in the big city.

2.8 Marches/Rallies Linked to Gender and HIV

Objectives

1. To develop the skills needed to organize a march or rally to mobilize communities to take action on gender, HIV, and male engagement

Time

30 minutes

Materials

- Flipchart paper and markers
- Enough copies of Handout 16: Marches/Rallies for all participants

Steps

1. Ask participants if any of them have ever organized a march or rally to mobilize communities or groups. Explain that a march or rally is an event at which organizers can inform and motivate entire communities to take action on various issues. Ask them to share their experiences, including what worked and did not work. (Five minutes)

Ask participants to discuss the strengths and challenges of marches or rallies. If the following hasn't been mentioned after five minutes, add it to the list:

Benefits

- Can reach large numbers of people
- Can motivate participants
- Can be low-resource—if staffed by volunteers or the march is tied in with another event
- Can help a community "respond" to a crisis (e.g., by giving people a place to vent their anger or show their support)

Challenges

- Often requires permits from local authorities, which can take time
 - Is dependent on weather
 - Can be high resource—if expensive sound systems are needed
2. Pass out Handout 16: Marches/Rallies to participants. Review its key points.
 3. Divide the participants into three groups, each in charge of planning a part of the march or rally.

Group 1: Theme and messages of the march or rally

Group 2: Preparations needed to ensure a successful event

Group 3: Resources required for a successful event

4. Once the groups have developed their ideas, ask each to share its findings. Ask the other groups for additional ideas.
5. Debrief, by asking the following questions:
 - ▶ What was difficult about designing the rallies or marches?
 - ▶ What did they enjoy about designing the rallies or marches?
 - ▶ Is this a tool they can see using in their programs? In what way?

Handout 16:

Marches/Rallies

When organizing a march or rally, keep in mind the following:

1. Theme/Key Message

It is important to identify the theme(s) of your rally or march and to focus on just a few key messages so people do not get overwhelmed. Rallies or Marches work best when planned for a particular day (e.g., Father's Day; National VCT Day; World AIDS Day) and can help individuals and communities respond to a horrific event. For example, if a violent act is committed in a community, a march or rally can help residents "reclaim" the negative space. Remember that themes are best when you keep it short and simple (KISS).

2. Preparation/Human Resources

You'll need a variety of people to plan and carry out a rally or march:

- One or more people to coordinate and retain overall responsibility for the event. This person or persons should be motivated and able to work well with others, to ensure that the plans for the rally/march remain on track.
- One or more "motivational" resource people to get the crowd "warmed up" before the march or rally and to champion the issue at the end. People well known to the community are best, but dynamic, motivating people are all that is needed.
- Entertainment at the rally. A good public address (PA) system is needed to attract a crowd. Hiring live musicians is best, but playing recorded music may be enough.
- You will need to check with local authorities, such as the police about the permits necessary to stage a march or rally. Involving the police can result in support on the day, which can be helpful in attracting a crowd as well.
- The support and participation of community members is needed to make the event successful. There is nothing worse than calling a rally or march and having only five people show up.
- Media is also important to assist in publicizing the event before it happens and reporting on it after the fact, for greater impact.

3. Financial Resources

When planning your rally or march, you will need to identify your financial needs and resources. For example, you may need funding for a PA system, a stage, food, drinks, posters, signboards, or prizes.

2.9 Reaching Men Through Sports

Objectives

1. To identify methods of using sports to reach men and the community

Time

90 minutes

Materials

- Paper
- Pens
- Markers
- Flipchart paper
- Enough copies of Handout 17: Prevention and Gender Through Sports for all participants

Steps

1. Explain to the participants that sports can be used in a variety of ways to communicate messages and involve persons in educational or informational activities. Sports' wide reach, especially when it comes to male and youth audiences, makes it a powerful vehicle for advocacy and social change related to gender and HIV and AIDS.

Discussion:

- ▶ Are there projects in your country/community that use sports to promote health or social development?
 - ▶ What do you think of those projects?
 - ▶ What do you think of sports as a way to effect social change?
2. Facilitate a discussion about sports and gender. Ask the participants to name sports figures who are role models for men in their community/country. In what ways are these role models positive or negative? Brainstorm how these sports role models and how sports, in general, can reinforce negative gender norms. Ask participants to list ways in which sports can be used to reinforce positive values, including positive gender roles.
 3. Divide participants into groups and ask them to review Handout 17: Prevention and Gender Through Sports. Give the groups 10 minutes to brainstorm some examples of how to use sports activities for the promotion of gender equity, HIV and AIDS prevention, and violence prevention. Ask them to list some of their ideas on the flipchart.
 4. Ask the groups to select an idea from the flipchart, consider its pros and cons, resources needed, and what sport activity they will use. Allow 20 minutes.

5. Allow the groups 40 minutes to develop a plan for the activity selected. This should include identifying the beneficiaries—both direct, such as the players, and indirect, such as the spectators or peers. They should also think about who will be involved in the implementation of the activities (e.g., coaches, peers, staff trainers, or facilitators), and how male engagement will be included within the sporting event or activity.
6. Invite the groups to present their plan for a sports activity for male engagement. After the presentations, the facilitator can lead a discussion about the usefulness of this approach and summarize the difficulties and benefits the groups encountered in working with sports.

Handout 17:

Prevention and Gender Through Sports

Throughout the world, sports are popular among men and can serve as a powerful and far-reaching medium for engaging men in activities and messages related to gender equity and HIV and AIDS prevention. At the same time, using sports as a form of communication requires careful handling.²⁸ Many sports emphasize aggressiveness or competitive masculinity; it is important that campaigns or other communication strategies do not reinforce these qualities, but rather emphasize cooperation and respect.

There are a variety of ways in which sports can be utilized for male engagement—from using sports to attract young men to participate in educational workshops or services to integrating HIV and AIDS prevention information and related messages about gender into sports activities. The latter may include enlisting influential sports role models to speak during half-time about HIV and AIDS prevention and positive and equitable ways of being men, distributing materials about gender-equity and HIV and AIDS at sporting events, and recruiting coaches and/or sports figures to serve as peer educators for other team members and/or the community. Coaches can be powerful allies when it comes to instructing young men about HIV and AIDS prevention and making them reflect on gender, whether through formal lessons or informal communications.²⁹

A Violence Prevention Guide for Football Coaches

The Family Violence Prevention Fund has created a guide for working with football coaches to prevent violence among men. Part of the work includes a strategy called Teachable Moments, opportunities on the field and off when coaches can intervene and teach principles of non-violence and respect for others. This might happen when a fight breaks out between opposing team members, players make lewd comments about a woman on the sidelines or in the stands, or a famous sports figure is charged with a violent act. The guide provides discussion points and strategies for intervening and dealing with these different issues.

The full guide is available at: http://www.unicef.org/southafrica/SAF_resources_boysllmen.pdf

Sports and Gender: Mainstreaming Gender in Sports Project

This document by the Swiss Agency for Development Cooperation gives some recommendations for working with gender using sports. It also looks at how gender influences and is influenced by sports.

<http://www.sportanddev.org/data/document/document/210.pdf>

²⁸ Cohen, S, Burger, M. 2000. Partnering: a new approach to sexual and reproductive health. New York: UNFPA.

²⁹ Interagency Gender Working Group IGWG. 2003. Reaching Men to Improve Reproductive Health for All Implementation Guide.

Sports for Social Change Network (SSCN)

The SSCN is a four-year global initiative using sports for social change. The overall goal of the SSCN is to promote the use of sports as the entry point into local communities to address the underlying causes of poverty, and as a vehicle to effect lasting social change. The SSCN will achieve this by building the capacity of local organizations; increasing the number of sports-based community-development programs; contributing to the growing body of evidence that shows how sports can be used effectively in development; and finally, by providing funding to the sports-for-development sector, which demonstrates the value of sports in development.

<http://www.sportanddev.org/en/initiatives-and-networks/sport-for-social-change-network-sscn/index.htm>

Kicking AIDS Out!

Kicking AIDS Out! promotes the use of sports as a tool for development.

The program builds awareness about HIV and AIDS through educational sports games and physical activities that encourage young men to discuss issues affecting their lives and communities. Programs implemented by member organizations integrate sport skills and life skills through movement, games, role-plays, drama and other cultural and recreational activities. Central to success and sustainability is capacity building. Kicking AIDS Out! develops programs to train coaches, trainers and leaders, building capacity at the individual, organizational, and community level.

<http://www.kickingaidsout.net/>

Right to Play

Right To Play is an international humanitarian organization that uses sport and play programs to improve health, develop life skills, and foster peace for children and communities in some of the most disadvantaged areas of the world. Working in both the humanitarian and development context, Right To Play trains local community leaders as Coaches to deliver our programs in more than 20 countries affected by war, poverty, and disease in Africa, Asia and the Middle East.

<http://www.righttoplay.com>

2.10 Door-to-Door Visits

Objectives

1. To provide participants with the skills to make door-to-door visits in their communities

Time

60 minutes

Materials

- Flipchart and markers

Steps

1. Ask if anyone in the group has experience making door-to-door visits (to sell a product, collect signatures, etc.), Ask them what that experience was like and how they prepared for it.
2. Ask participants to discuss the strengths and challenges of door to door visits. If the following hasn't been mentioned after five minutes, add it to the list:

Benefits

- Comfortable and familiar environment for the participant
- Convenient for the participant
- An opportunity to talk to a man and his partner

Challenges

- Participants may be distracted by others at home (i.e. children, telephone, television)
 - Participants may be wary of inviting someone into their home
 - Peer educators must have some training before going out into the community
3. Door-to-door visits can be a low-cost way of reaching people in the community. Discuss the positive effects of interpersonal communication on behavior change and how talking about gender or HIV prevention with someone visiting the home may provide community members with information they might otherwise be unable to access. Also, some community members may feel more comfortable talking about these issues in their homes than in a public setting.
 4. It is important for group and peer educators to determine what areas and people in their communities would be most receptive to the information delivered in a door-to-door visit. It is also important to consider the best time of day for the visits. For example, if targeting young men, a peer educator must identify when young men are most likely to be at home. The educator needs to also think about whether the door-to-door visits are best made alone or with a partner. Finally, educators should discuss strategies for dealing with hostile community members who do not want to listen or who disagree with the messages; it is best to address a possibly negative situation before encountering it.

5. Ask for two pairs of volunteers and two groups of four to five volunteers. Take the two pairs out of the room and tell them that they will each role-play a door-to-door visit. The two groups of four to five volunteers will play the families: one group will be a friendly family that will listen and the other will be an unfriendly family with little time. One pair will be assigned to the friendly family and another to the unfriendly family. Ask the volunteers to make it as realistic as possible. Give the two groups of 4-5 volunteers, and the two pairs, 10 minutes to prepare and five minutes for each role-play.
6. After both groups have completed the role-plays, ask them what it was like to conduct the door-to-door visits. What were the opportunities and the challenges?
7. Come back together as a large group. Ask the group for ideas on dealing with households that are receptive and unreceptive. Go over what they think they need to do to prepare for a door-to-door visit and list their ideas on a flipchart. If no one mentions it, be sure to suggest creating door-to-door visit scripts with ideas for dealing with receptive and unreceptive households. Stress the importance of practicing for both scenarios. Other strategies include: rescheduling another time for a visit and asking for a commitment to attend an event linked to your organization.

2.11 One-on-One Discussions/Peer Outreach

Objectives

1. To discuss strategies for reaching men through peer outreach

Time

30 minutes

Materials

- Flipchart and markers

Facilitator's Note

When doing this activity, it is important to emphasize the following to participants: male gender norm transformation involves deep cultural changes, focusing on questioning current and/or harmful gender norms. Indeed, such transformation takes time. However, one-on-one discussions among friends and relatives are often part of the most successful intervention in reaching men. Thus, it is vital to have community change agents work with men via informal social settings. For example, talking to men at weddings, funerals, bars, and sports fields has been a very effective strategy and is gaining momentum for a community movement. This is how social change happens.

Steps

1. Begin by asking the group to brainstorm the places men gather in their community. List the locations and add the following, if not mentioned:
 - Workplaces
 - Schools
 - Youth Clubs
 - Sports Clubs/Groups
 - Weddings/Funerals/Family Events
 - Faith Communities
 - Bars/Clubs/Tea Circles
 - Markets
2. Once the list has been generated, ask if any of the group has had experience conducting peer outreach programs to men/boys in such settings. Ask those who have conducted peer outreach to share their experiences, highlighting some strategies they used to reach men.

3. Next, ask participants to find a partner and brainstorm strategies that would be effective in reaching men in such settings.
4. After 10 minutes, go from one team to the next, asking each for a strategy they developed that hasn't yet been mentioned. Once you list all the strategies, ask the group the following questions:
 - ▶ Do you think peer outreach is an effective way to reach men? Why?
 - ▶ What did you learn from this exercise?

2.12 Action Planning

Objectives

1. To develop an action plan for reaching men through group education
2. To identify organizations with which to link in order to leverage work with men

Time

90 minutes

Materials

- Flipchart and markers
- Enough copies of Handout 18: [The Ecological Model](#) for all participants and Handout 19: [Detailed Activity Information](#) (You should make at least two copies of Handout 19 for each participant.)

Steps

1. Explain that you would like to focus on how the tools and key lessons from the training can be turned into concrete action.
2. Distribute Handout 18: [The Ecological Model](#). If there is more than one participant from the same organization, ask them to work together. Since many of the organizations attending the training are already working with men, ask them to note such work on the Ecological Model, in the column listing existing activities. To the extent possible, they should separate the activities according to the different levels of the Ecological Model. If any activity or program fits into more than one level, they can add it to either one of the levels or to all the levels in which it fits. Remind them that it is fine if they don't have activities for all the levels. Ask any participants not currently carrying out activities with men to think about the kinds of activities with men they would like to pursue. Allow 20 minutes for this.
3. Pass out the handout titled Handout 19: [Detailed Activity Information](#). For each level of the Ecological Model they are focusing on, they should fill out Handout 19. Some participants may only fill out one Handout 19 because they are only focusing on one level. Others may fill out several handouts 19 because they are focusing on several different levels of the Ecological Model. Allow 30 to 40 minutes to do this.
4. Call all the participants back to the larger group and ask each to present the Ecological Model focusing on their planned activities.

Handout 18: The Ecological Model

	EXISTING ACTIVITIES	NEW ACTIVITIES	WHO? Person or organization	WHAT WILL BE NEEDED? (technical, human, and financial)
1. Strengthening <u>Individual</u> Knowledge and Skills				
2. Creating Supportive <u>Peer and Family</u> Structures				
3. Educating <u>Health Service Providers</u>				
4. Mobilizing <u>Community Members</u>				
5. Changing <u>Organizational Practices</u>				
6. Influencing Policy Legislation at the <u>Societal Level</u>				

Handout 19: Detailed Activity Information

Level: Strengthening Individual Knowledge and Skills

Activity	Target Group (e.g., age, geographic location)	Step(s)	By Whom	By When	TA/ Resources Needed	Linkages with Other Organizations

3. Community Action Teams

This section is designed for individuals interested in helping to form a “community action team” or CAT. It is designed to help facilitators organize individuals to take action in their communities. Once a group of people has shown interest, the facilitator should call them together and begin the process of organizing a CAT. This can take time. The following sessions can help get the CAT off the ground:

3.1 Community Action Teams

Objectives

1. To develop the skills to identify and mobilize community action teams

Time

60 minutes

Materials

- Enough copies of Handout 20: A Way of Getting Started and Handout 21: Frequently Asked Questions About CATs for all participants

Steps

1. Pass out Handout 20: A Way of Getting Started. Ask participants to read the case study aloud.
2. Discuss the following questions with the participants:
 - ▶ What do you think motivated the men in this story to join a community action team (CAT)?
 - ▶ What might motivate people in your community to join a CAT?
 - ▶ In this story, the men discuss the tension between an inclusive, empowering approach to planning a CAT, versus an approach that might be quicker. What are the pros and cons of each approach? How would you handle this in your CAT?
3. Explain that when participants start engaging and reaching out to community members—including men—on issues related to male engagement and HIV, many express an interest in getting more involved. One way of getting people involved is through community action teams. Ask participants the following questions:
 - ▶ What might be some of the benefits of pursuing a CAT strategy?
 - ▶ What can a CAT do?
4. Pass out Handout 21: Frequently Asked Questions about CATs.

Handout 20:

A Way Of Getting Started

Thabo and Mfa ran into their friends Alexander and Prince at the Men As Partners (MAP) celebration of International Women's Day. Sitting outside the Community Center at the lunch break, the four of them started to talk about one of the speakers, who described inadequacies in the police and legal system response to sexual violence.

Mfa: "She really gave it to the police, didn't she?"

Prince: "Oh yes, she did. The police really have to do more than pay lip service to the new laws about rape. There was a girl in my neighborhood who was raped by three men, and the police did nothing more than write down her complaint. No investigation, no assistance in reaching a clinic, nothing. They just listened like she was saying someone stole her radio, like, 'What do you expect me to do about it?'"

Alexander: "What I want to know is, what can we do about it? Couldn't we have a march of men to the police station or something?"

Thabo: "Actually, Mfa and I are starting a Community Action Team, like what you are saying. You both have been to a MAP Workshop right? We want to organize some men to do something about rape and sexual assault. You know, we have these new laws now that the Parliament has passed, but as far as I can see, not much has changed in the townships."

Alexander: "That is too true, my friend. My sister tells me that many of her friends have been raped. They are afraid to go out even to community dances and things like that, unless there are many girls together who can look out for one another."

Prince: "You know, we are now the vanguard. We have the training. We should just get some other young men together and tell them, we are going to do a march to the Police Station."

Alexander: "Yes! We could put it together very quickly. We need some learners from the school to make flyers and hand them out for us. And the police would be very surprised to see a big march of men coming up the street, talking about gender and rape and that kind of thing!"

Mfa: “I like what you are saying, but I think we need to go about organizing the CAT a little differently. The CAT is not about us telling other people what they need to do, even though that might get quick results. The CAT is about a group of people deciding together how to respond to the situation.”

Prince: “Maybe so—but the situation is very urgent. I don’t know that we can wait for a lot of people to plan it together. Wouldn’t it be faster if we just told people what we want them to do? I think we can reach a lot more people that way, rather than inviting people to a lot of meetings.”

Thabo: “And what if they don’t agree? Or what if they do agree, but then it doesn’t turn out like we thought? Then they would blame us. No, it may take more time, but I think it is important to bring the CAT members along with us in our thinking. Maybe together we will even have more ideas—just like the four of us now have more ideas than just Mfa and I had when we were talking.”

Alexander: “Okay, my friend. When do we get together to meet? Who should we invite?”

Handout 21:

Frequently Asked Questions about CATs

1. What is a CAT?

A Community Action Team or CAT is a group of volunteers who join together to do something in their community about an issue of concern to them. For example, a CAT might form a hip-hop group to educate youth in schools about HIV and AIDS and gender-based violence (GBV), or organize a march on a university campus against rape, or pressure for lighting on a street in a neighborhood.

A CAT may stay together for a long time and carry out a series of activities or campaigns, or it may come together for just a single action. Usually, someone from an organization trained in male engagement gets the group started. Once a group of volunteers joins together in a CAT, they decide on a specific project or problem they want to address. Then, they plan out a strategy toward achieving their goals.

2. Why Pursue a Community Action Teams (CATs) Strategy?

- **CATs can reach more people.**
CATs can help organizations reach large number of people with messages about gender, male engagement, and HIV and AIDS. CATs take their message to the streets and to places where people gather, including bars, sports clubs, hostels, and faith-based organizations.
- **CATs can provide ways to sustain involvement and behavior change over time.**
Once people understand how existing gender roles contribute to the HIV epidemic and other issues, many men and women are eager to challenge the gender roles. At the same time, changes in attitude and practice can be quickly eroded once people return to their day-to-day lives and the environment that socialized them in the first place. Involvement in CATs helps people to internalize the values associated with promoting gender equality and increases the probability of sustained involvement and behavior change over the long term.
- **CATs can involve residents in creating and owning community change.**
People often feel disconnected from decision-making and even services in their communities. Yet we know that community change is best promoted by those who live and work in those communities. CATs create a sense that “this is our community and we can be a part of creating positive solutions.”
- **CATs can support CAT members to serve as role models to others.**
By acting in their communities, CAT members can create a new positive image of men—that of “gender equitable men”³⁰—who support gender equality, community development, children’s and family issues, and other positive social values.

³⁰ The term “gender equitable men” has been used commonly by Promundo in Brazil – see <http://www.promundo.org.br>.

These role models reinforce the idea that women respect and like men who work for gender equality, and that these men are successful in society.

- **CATs can promote changes in social norms and institutional practices at a local level**

Through CATs, people will be more likely to support condom use, home- and community-based care, voluntary counseling and testing, prevention of mother-to-child transmission of HIV, gender equality, and non-violent relationships. Research suggests that health services are better used and health outcomes improve when communities are involved in demanding and shaping services and policies affecting them.

3. Who are members of a CAT?

Many times, a CAT starts with 5 to 10 community volunteers who form the core of the CAT. The CAT may grow in size over time, or include some members who support the core group by attending occasionally. The core members of CATs meet regularly (sometimes every week, sometimes once a month) to plan activities. Sometimes, as many as 50 people may participate in a CAT activity or event. The great thing about CAT activities is that they provide regular people the chance to do something positive in their community, even if it's just a one-day event.

4. What Are a CAT's Goals?

Before a CAT can decide on an area of interest or plan an active campaign, it needs to establish its primary goals. Goals should be activism-oriented and give a focus to the CAT's work. Goals are vital to guiding the decision-making process within the CAT and helping to determine its direction. Here are some examples of possible strategic goals for a CAT:

- Educate men and women to understand how they have been socialized into gender roles that limit their full potential as human beings.
- Provide education about HIV and AIDS, especially to those who may not be getting this information anywhere else.
- Encourage community institutions, such as clinics, schools and religious institutions, to speak out about HIV and AIDS and male engagement on a regular basis.

5. Should a CAT be mixed gender groups?

You may decide to have a CAT of all men, all women, or where men and women work together, side by side, to plan and do activities in the community. If your CAT is mixed gender, you may decide to have some times when the male CAT members and the female CAT members meet separately in order to discuss issues in a safe peer group.

In any case, it will be important to talk about gender dynamics in your CAT. Are women and men given equal opportunity to speak and take leadership? Is every CAT member valued, regardless of his or her gender? How do you address sexist behaviors when they arise? How are tasks divided up? If your CAT is made up of only men or only women, how do CAT members talk about the opposite sex? How are male and female CAT members perceived by your community?

6. Who leads a CAT?

CAT facilitators are those who take on the responsibility of organizing the CAT, arranging for a location for CAT members to meet, and planning any CAT training activities—at least at the beginning. They can also provide advice and leadership so that the CAT can expand, carry out community campaigns, develop allies, and eventually function independently. Later, as new leaders emerge from within the CAT, the initial facilitators can take a step back and allow others to take on more responsibility.

Ideally, CAT facilitators are people who live in the community the CAT is serving. CAT facilitators serve as catalysts—they “spark” people’s interest in an issue, get key community leaders to become allies, support new leaders, and generate enthusiasm and action.

Anyone who is interested in starting a CAT, listens well, gets along with other people, and understands HIV and AIDS and gender-based violence can learn how to be a CAT facilitator. The challenge for the facilitator is to balance the group’s focus on carrying out activities (tasks) and the group’s need to bond and learn as a group (relationships).

A CAT...

- ...is a task team with a defined focus and goals, formed by community members who want to raise awareness/take action on issues that affect them.
- ...brings people together regularly to learn about, discuss, and solve community problems.
- ...carries out campaigns (a series of actions and strategies to achieve the CAT’s goals).
- ...is active in creating community change on two levels: 1) individuals’ knowledge, attitudes, and behaviors; and 2) institutional policies and practices.
- ...can be short-term or long-term.

7. What Does a CAT Do?

Throughout this Action Kit, you will find examples of what a CAT can do to increase male engagement in prevention of and response to HIV and AIDS and gender-based violence. Here are a few ideas:

Outreach:

- Put up flyers and do one-on-one outreach in a school about the connection between sexual harassment, sexual abuse, and HIV and AIDS.
- Use the media—such as TV, radio, or newspaper interviews

Education:

- Use a sports event—such as a tournament showcasing both male and female residents in the community—to educate and inspire people.
- Produce an “edutainment” theater show in community gathering places, such as taxi stands or mining hostels.

Alliance Building:

- Call an informal meeting with tea and biscuits for all women’s or youth groups in the community to talk and build trust.
- Invite pastors from several Christian churches to a prayer breakfast to discuss HIV and AIDS and gender-based violence from a faith perspective.

Advocacy to the Community for Behavior Change:

- Identify a place where women are at increased risk of rape or assault and then organize men to pass out flyers there.
- Take Back the Night March: Organize a march to show that women will not tolerate the burden of being afraid to walk at night.

Advocacy for Institutional Change:

- Convince the taxi associations to put up posters in the taxi ranks and on the side of the taxis.
- Join in national campaigns to expand access to treatment, through marches, meetings with clinics, or media interviews.

Service:

- Involve a CAT in providing care to people living with AIDS and providing respite to other caretakers.
- Sponsor a day of service where men carry out tasks traditionally seen as women’s work.

CATs choose different actions depending on their interest, purpose, resources, and community. Sometimes a CAT’s actions are carefully chosen and sequenced in light of long-term goals. Other times, a CAT starts out with a simple action that doesn’t require a lot of planning, and that action can build energy and momentum for the group.

8. Who do you invite to a CAT?

A CAT may be open to all community members, or it may have a specific profile of members that the facilitator/s seek to involve. For example, some CATs may involve only young men or only young women. Some CATs might specifically seek the involvement of religious leaders. Some CATs might seek the membership of people living with HIV and AIDS. Some CATs may want to target young men returning to the community after incarceration, and therefore need to recruit men who share that experience.

CAT facilitators and the first CAT members have the task of recruiting new members. Some CATs decide to recruit periodically throughout the life of the CAT, to keep the membership lively and full.

Inviting People to Join the CAT

Conversations with community residents are a key part of building your CAT. Relationship building is a vital component of social-change work, and much of that happens in one-on-one conversations. It's been said that people don't join causes, they join people. Therefore, your skill in listening to community members and engaging their interest will make a big difference in how many people join with you to prevent HIV and AIDS and gender-based violence.

Following are some ideas for how to contact, meet with, and invite people into the CAT:

- **Male Engagement Workshops:** Have there been any participants in recent workshops who were particularly interested in the issue? How can you contact them?
- **Personal Networks:** Think about your networks of friends, relatives, or co-workers: Who do you know who might be interested in joining your CAT?
- **One-on-One Conversations:** Go to where potential CAT members hang out or work. Have some one-on-one conversations explaining the CAT and ask people to come to a meeting or event. Follow up with a personal visit.
- **Flyers:** Develop a flyer and put it up around the community. Make sure to put a phone number or address where people can get more information. Better yet, list dates of the first CAT meetings.
- **Outreach to Religious Institutions:** Ask a religious leader to make an announcement or to allow you to make a presentation at your church, mosque, or other institution about the CAT—either to the entire congregation or perhaps to the youth group. Invite people to join you after the service for a brief conversation about the CAT. Make sure to have a sign-up sheet with their names and ways to contact them.
- **Health Clinic Outreach:** Post flyers at the local health clinic. Ask the clinic director if you can make a presentation to the staff or to the HIV support group at the clinic.
- **Open Houses/Educational Event:** Arrange an open house at the local MAP organization with presentations about the CAT. You may want to show a video about HIV and AIDS and gender that might inspire people to join the CAT. Be sure to have a sign-up sheet!
- **Local Media Publicity:** Local radio may allow you to be interviewed on the air—or a newspaper may let you write a short article or interview you for an article.
- **Street Theater:** Gather your CAT members to perform street theater, music, or dance performances in public spaces, such as at markets, taxi stands, celebrations, or other places people gather. Do performances that dramatize the issues—"edutainment"—and invite people to join the CAT.
- **Text Messaging (SMS):** Use text messaging (sms) on cell phones to send reminders about when and where the CAT meetings are held. Ask new or existing CAT members to forward the text message to one or two friends, inviting them to the CAT meeting.

3.2 How to Start a CAT

Objectives

1. To provide strategies for facilitators who want to host a meeting to initiate a CAT

Time

120 minutes

Materials

- Flipchart paper or a board with key questions
- Paper
- Pens

Facilitator's Notes

Understanding why people join a CAT is helpful when recruiting. It lets you know what's appealing about participating in a CAT, so you can focus on those points when speaking with potential CAT members. It is also helpful when planning CAT activities, so that the interests of potential members can be incorporated into plans. Finally, this can be a great team-building activity and helps CAT members to get to know each other better.

Steps

1. Ask participants to reflect privately on the following questions then write down some of their answers (10 minutes).
 - ▶ What brings you to this CAT meeting?
 - ▶ What do you hope to get out of being involved with the CAT?
 - ▶ What talents do you bring to this CAT?
 - ▶ What things are you excited about working on?
2. Ask participants to find a partner and share their answers with each other (15 minutes).
3. Reunite the large group to report back and discuss (35 minutes).
4. Explain that people join CATs for a wide range of reasons, all of which are valid. It's important to understand those reasons to feel connected to the group. People may join because:
 - They have a family member or friend who has HIV and AIDS, or who was involved in gender-based violence, and they feel compelled to do something about this issue in their community.
 - They feel isolated and want to become more connected to like-minded people concerned about community problems.

- They want to gain more experience in community work, in the hope it will later lead to a job.
 - They have ideas about how they would like to improve their community, but need to join with others to make those ideas happen.
5. The next step is to create a shared vision and a CAT Mission Statement.

Creating a Shared Vision and a CAT Mission Statement

Many CAT facilitators find it useful to have a discussion in one of the early CAT meetings about “why we are here.” Once people have had a chance to get to know each other better and understand each others’ interest in joining the CAT, they can move on to establishing the CAT’s shared vision and mission.

6. Facilitate a brainstorming session using the questions below. Write participants’ answers on flipcharts or a chalkboard.
- Why does our CAT exist? The purpose (mission) of our CAT is...
 - The problem that we are trying to solve is...
 - Our constituency/the group or people that have a need or problem are...
 - The change we hope to effect as a direct result of our work is...
 - We plan to make that change by...
 - What makes us special is...
7. Put the CAT members’ answers together in short sentences. Remind participants of the qualities that make a good mission statement:
- A good mission statement is clear in meaning for every member of the CAT, as well as for those outside of the group.
 - It is precise, concise, and easily remembered.
 - It presents the purpose of the CAT clearly and refers to:
 - ◆ The needs or problem the group is working to resolve
 - ◆ Its constituents (the people in the community the CAT is trying to reach or serve)
 - ◆ The basic philosophy and approach of the CAT
 - It provides direction to the group and serves as a guide for decision-making, while also allowing flexibility.
 - It is realistic, achievable, and based on the beliefs and values of the CAT and any organization with which the CAT is affiliated (such as MAP).

3.3 CAT Actions and the Ecological Model

Objectives

1. To give CAT members a chance to brainstorm and stretch their thinking about the types of actions the CAT could do in the community

Time

90 minutes

Materials

- Flipchart paper or a board with key questions
- Large chart illustrating the levels of the Ecological Model
- Post-its or pieces of paper with tape
- Enough copies of Handout 22: [The Ecological Model](#) for all participants
- Enough copies of Handout 23: [Example of the Ecological Model](#) for all participants
- Enough copies of Handout 24: [Treatment Action Campaign](#) for all participants

Facilitator's Notes

The Ecological Model has six levels, each representing an area of potential action for the CAT. In designing a CAT's approach, it's important to select activities that match the CAT's level of readiness, and grow from there.

Steps

1. Explain to participants that when seeking broad-scale change in policies, attitudes, and behaviors, there are clearly many levels where the CAT can focus its efforts. If the overall strategic goal of the CAT is to increase male engagement in addressing HIV and AIDS, there might be many different approaches or activities that the CAT could choose in any given community.

Where the CAT will focus its efforts depends on two things: CAT members' own interests, level of awareness, and readiness to act; and the community's interests, level of awareness, and readiness to change.

The Ecological Model (sometimes called the Spectrum of Prevention) is a tool or framework that can help the CAT to identify its range of strategies. Discussing options in the context of the Model can also help a CAT figure out how ready it is for a particular action, as well as how open the community might be to certain approaches.

2. Place a large chart illustrating the seven levels of the Ecological Model at the front of the room. Give participants Handout 22: [The Ecological Model](#), and have participants read each level and definition aloud. Ask them to think of one action or tactic their CAT could do at each level of the Model. After the participants have come up with their own ideas go over Handout 23: [Examples of the Ecological Model](#).

3. Review Handout 24: Treatment Action Campaign with participants and discuss the following:
 - ▶ What role do you think local volunteers played in the Treatment Action Campaign's campaigns?
 - ▶ How do you think a single CAT can contribute to the goals of a larger movement?
 - ▶ In this case study, how did the Treatment Action Campaign use actions across the Ecological Model to increase its impact?
 - ▶ Why do you think it's necessary to take actions at the "lower" end of the Model—like increasing individual knowledge and skills, or community education—in order to achieve success at the "higher" end of the Model—like mobilizing communities and changing policies?
4. Small Group Work (10 to 15 minutes)
 - Brainstorm possible tactics or actions for the CAT and list each idea on a Post-it sticky note or slip of paper. All ideas are valid and welcome!
 - Place a star by any actions you think would work well in your community.
 - Then place each Post-it or slip of paper (with tape) on the large Ecological Model at the front of the room.
5. Report Back (10 minutes)

Have each small group "report back," describing their ideas and reasons for placing them on particular parts of the Ecological Model.
6. Large Group Discussion (20 minutes)

As a large group, review the ideas of the smaller groups. Facilitate a discussion based on the following questions:

 - ▶ Which ideas will create the most lasting change?
 - ▶ Which actions can a CAT take on first?
 - ▶ Can you see activities across levels of the Model that might complement one another?
 - ▶ What other organizations might be taking actions that could support our actions on this Model?
7. The participants' ideas will cover a wide range. Some areas you might emphasize are:
 - We need to strengthen our strategies beyond outreach and education.
 - We need multiple strategies to change the behaviors in the community. If there are multiple CATs or NGOs/CBOs working on the same issues in a community, it's important to coordinate activities so that they build on each other, rather than compete with each other.

- Change is most possible when there is action across ALL the levels of the Spectrum.
- It's important to influence service providers. For example, some service providers are still laughing at men who report GBV.
- People may have lots of experience using some levels of the Ecological Model—such as working with radio stations or with community events—but may not be comfortable with other levels—such as influencing policy and changing how professional nurses are trained.

In many cases, communities have already organized, and the CAT can capitalize on that. For example, while working with churches is still a challenge, some people in the church are already raising issues and acting on them. We need to connect with those people who are organizing from within the local institutions.

Handout 22: The Ecological Model

	WHAT? Action	WHO? Person or organization
1. Strengthening <u>Individual</u> Knowledge and Skills		
2. Creating Supportive <u>Peer and Family</u> Structures		
3. Educating <u>Health Service Providers</u>		
4. Mobilizing <u>Community Members</u>		
5. Changing <u>Organizational Practices</u>		
6. Influencing Policy Legislation at the <u>Societal Level</u>		

Handout 23: Examples of the Ecological Model

COMMUNITY ACTION TEAM ACTIONS ACROSS THE ECOLOGICAL MODEL		
SPECTRUM LEVEL	DEFINITION OF LEVEL	POSSIBLE CAT ACTION
Strengthening Individual Knowledge and Skills	Helping men to understand how gender and social norms can put them and their partners and families at risk and how to promote alternate, healthier behaviors	<ul style="list-style-type: none"> • Workshops or presentations • Street interventions • Care and support skills • Train CAT members on HIV and AIDS and GBV
Creating Supportive Peer and Family Structures	Educating peers and family members about health risks and ways they can support individuals to take actions that promote health and safety	<ul style="list-style-type: none"> • Workshops or presentations • Door-to-door visits • Reaching men and young boys through youth and sports clubs • Community events
Educating Service Providers, NGOs, and Key Stakeholders	Informing and educating providers about male engagement so they can transmit skills and knowledge to others. Providers can encourage and support men to seek health care and support their partners' access to health information and services	<ul style="list-style-type: none"> • Provide trainings to local NGOs, CBOs, nursing associations and clinics, SAPS (South African Police Service), churches • Monthly and quarterly MAP network meetings

COMMUNITY ACTION TEAM ACTIONS ACROSS THE ECOLOGICAL MODEL		
<p>Promoting Community Awareness and Education</p>	<p>Educating community members and groups about health risks and ways they can support individuals to take actions that promote health and safety. Programs can also mobilize groups and individuals to develop coherent strategies for promoting constructive male engagement</p>	<ul style="list-style-type: none"> • Local radio programs • Community events and forums • Condom distribution • Street talking and door-to-door campaigns • Community murals • Men's Marches
<p>Changing Organizational Practices</p>	<p>Changing organizational policies, regulations, and shaping norms to improve health and safety</p>	<ul style="list-style-type: none"> • Convince a local clinic to sponsor a Fathers and HIV and AIDS Group • Challenge churches to talk about HIV prevention and gender imbalances
<p>Influencing Policy and Legislation</p>	<p>Developing strategies to change laws and policies to influence outcomes</p>	<ul style="list-style-type: none"> • Help get funding to promote men's engagement • Work to change policies within church or community institutions • Participate in marches aimed at strengthening rape and domestic violence legislation.

Handout 24:

Treatment Action Campaign

The Treatment Action Campaign (TAC) in South Africa has created revolutionary change in access to treatment for HIV and AIDS—including changing South African policies on medications and forcing pharmaceutical companies to increase access worldwide. For years, the TAC has campaigned through many channels—from civil disobedience to lobbying efforts—to pressure the South African government to adopt a comprehensive and equitable plan for providing treatment and care to all persons living with HIV and AIDS. This long campaign bore fruit in 2003 when the South African government adopted the Operational Plan for Comprehensive Treatment and Care for HIV and AIDS.

The TAC trained dozens of Treatment Literacy Practitioners (TLPs), individuals who can educate others about their treatment options and advocate to local health clinics to improve the delivery of treatment. These TLPs, along with other grassroots activists in the TAC, provide information and skills to community residents, people living with HIV and AIDS, and health care providers, to decrease stigma and increase access to treatment. Increasing awareness at the community level not only directly assists people living with HIV and AIDS—it also creates a social base for the political pressure to enact legislation and policies. In the same way, television and radio programs, newspaper articles, and magazines dedicated to the subject of HIV and AIDS have supported that social base.

The TAC worked with other AIDS and human rights organizations, including the AIDS Consortium, Black Sash, SACP, and the AIDS Law Project to create greater power and participation in their campaigns. A diversity of organizations joined the TAC for actions ranging from neighborhood vigils to national protests. These campaigns set the parameters for the government's Operational Plan.

Getting the attention of the media has been important in building the TAC's power to influence the government's stance on treatment. The actions of the TAC—nationally or locally—drew the attention of journalists, and TAC activists have been interviewed extensively in the media. In addition, the TAC has produced their own communications—from simple flyers and newsletters to professionally produced videos and radio programs.

While still celebrating the victory of getting the government to adopt the Plan, TAC's work continues with new campaigns to make sure the Plan is implemented in the best way possible.

3.4 Developing Your CAT Action Plan

Objectives

1. To develop an action plan for your CAT
2. To help CAT members gain a clear understanding of what a CAT campaign is and how it can address institutional problems that contribute to HIV and AIDS and GBV

Time

90 minutes

Materials

- Flipchart
- Markers
- Enough copies of Handout 25: Matching Exercise Worksheet for all participants

Steps

1. Explain to participants that developing an effective campaign requires a sharp understanding of the problem and a coherent plan to arrive at solutions. It is helpful to start with a deeper discussion about the problems your CAT will address.
2. Facilitate a brainstorm on the question: “What Is a Campaign?” After CAT members have exchanged ideas, discuss the following definition: “A CAT campaign is a series of interrelated actions that build upon each other to influence decision-makers and the public at large and to create systemic changes because a situation is unjust. Campaigns aim to achieve a specific, long-lasting change in policies and behaviors and to build people’s participation in community decision-making.”

Explain that developing a CAT campaign plan may be different from planning you’ve done in other contexts.

- CAT planning is decentralized and participatory—planning is done by the whole CAT, not just one person.
- CAT planning focuses first on the goals or outcomes, as opposed to the activities. Thus, “holding a workshop” is not an outcome. The outcome is the result you hope to obtain through a workshop—such as changing people’s attitudes, or changing an institution’s policies.
- CAT planning targets particular audiences who have the power to make the change you seek.

- CAT planning is oriented toward expanding the circle of people involved by including new “messengers.” You need to think not only of how your own CAT and organization can carry the message, but how to engage other allies to carry the message, especially when they may be more persuasive with a particular audience or “target.”
3. Matching Game: Ask participants to match the problems and institutions on the following Handout 25: [Matching Exercise Worksheet](#)
 4. Ask CAT members the following questions and write their answers on the flipchart:
 - ▶ What are the some of the specific problems related to HIV and AIDS and GBV that your CAT would like to address? (Recall problems from your community assessment.)
 - ▶ What are some of the institutional policies and behaviors that contribute to these problems and make it difficult for people to receive adequate safety and support?
 5. Name the top one or two problems/institutions on which the CAT would like to focus in its campaign.
 6. In closing, cover the following points:
 - Often, people narrowly define a “campaign” as putting on a major event, such as Women’s Day. While these events require strategy and planning—such as involving important stakeholders, choosing the location, and doing outreach to new constituencies—they may not directly affect institutional policies or practices. These events are still valuable, of course, and can be part of a larger campaign to change social norms in a community.
 - Encourage people to look critically at the responses to problems by their community’s institutions, such as hospitals and clinics, police, local government, churches, schools, business, or the media.

Handout 25:

Matching Exercise Worksheet

Examples of Institutional Problems that Contribute to HIV and AIDS or GBV

Instructions: From the list below, choose the institution that best corresponds to the problem on the left side of the chart, and write it under Target Institution.

- Religion
- Police
- Media
- Medical
- Municipal Government
- Schools
- Businesses

Problems	Target Institution
Clinic hours are inadequate for the number of people who need treatment for HIV and AIDS. Men are reluctant to go to the clinic.	
Many residential streets are poorly lit, making it dangerous for community members to walk at night.	
Several local pastors have been delivering sermons that are homophobic and give inaccurate information about HIV and AIDS.	
Police don't respond quickly enough to rape victims, and often blame the victim.	
Several local stores have advertisements and posters that glorify violence against women.	
The director at the local school will not allow the local Men As Partners affiliate to come and give a presentation on HIV and AIDS and GBV prevention.	
The local radio station is playing songs with lyrics that degrade women and treat them as sexual objects.	

All of these problems are systemic—meaning that they are part of larger systems or institutions. They are also all local problems. A CAT campaign focuses both on raising people's awareness—for example, by encouraging people to speak out about inadequacies in the clinic hours and services—and supporting a long-lasting change in that system. Examples of a long-lasting change could include convincing the local authorities to provide more funding to the clinic or creating a citizen advisory board for the clinic to ensure that services meet the community's needs.

3.5 What Is a CAT Campaign?

Objectives

1. To introduce and encourage discussion on the necessary steps for planning a campaign

Time

60 minutes

Materials and Advance Preparation

- Create several decks of cards using the planning steps listed on Resource Sheet 6: Planning Deck Cards or create your own steps. (Note: The steps on the Resource Sheet are not in any particular order.)

Facilitator's Notes

The value of this exercise is largely in the discussion of campaigns, not in the final results of the sequence. The exercise helps CAT members organize their thoughts regarding the steps that go into planning a campaign.

Optional: Refer back to Section 2.4: Media Campaigns and Social Marketing and go over main points.

Steps

1. Explain that planning is essential to defining the CAT's strategy and vision. All CAT members need to be able to talk about the CAT's vision and solutions if they want to persuade decision-makers and the public. This means the CAT must spend time developing a convincing analysis and a strategy.
2. Divide participants into small groups. Give each group a pile of cards, each with a step on it. Also give them a few blank cards so they can add steps not included in the deck.
3. Ask participants to arrange, in sequential order, approximately 12 steps for planning a campaign.
4. Ask each group to describe its reasons for its chosen sequence. (If there are many groups, ask them to hang their cards in sequence with tape, and then discuss the similarities and differences of the sequences with the whole group.)
5. Summarize, covering these key points. Keep in mind that participants may feel some frustration at the lack of a clear "right" answer.

A campaign is an interconnected series of activities that build toward a goal of creating lasting change in systems, policies, community attitudes and behaviors, or services.

Most small groups take steps like “research the community,” “define your goals,” and “recruit volunteers” at the start of the campaign. The middle section of a campaign usually includes “publicize the issue,” “develop allies,” and “overcome opposition.” The end of the campaign usually includes “carry out a major event,” “evaluation,” and “reward the participants.” Other than that, each campaign has a different logic for the sequence. The truth is, different situations require different sequences. Also, in many cases you could carry out more than one step at a time, and some steps (like evaluation) need to be carried out many times during a campaign.

Resource Sheet 6: Planning Deck Cards³¹

Make a copy of the following 12 steps and paste each one onto a note card or heavy piece of paper. Make sure to include a few blank cards so that CAT members can add their own steps. Note: These steps are not in any particular order.

Talk with people in your community about their top concerns regarding HIV and AIDS and GBV.	Research the issues related to the campaign goals—such as learning more about local attitudes or who makes the decisions about local institutional practices.	Consider your options for how to overcome opposition or resistance—for instance, by engaging other allies or mobilizing a large number of residents.
Recruit volunteers and community members to help create a prevention or awareness campaign.	Reward and recognize the contributions of volunteers and other allies.	Evaluate and celebrate your successes, and learn from your mistakes.
Develop a strategy for your campaign—start creating a plan.	Develop allies and gain the support of community leaders.	Provide some training for the CAT on how to conduct outreach, mobilize for a campaign, or understand gender.
Develop a calendar for your CAT's meetings and events.	Publicize your issue through the media or through outreach events.	Host a major event, such as a protest, march, or a community celebration.

³¹ Another version of this exercise was developed by one of the Action Kit authors for Transforming Communities, Marin Abused Women's Services, USA, see <http://www.transformcommunities.org>.

3.6 Key Questions for Developing a CAT Strategy

Objectives

1. To define a campaign for social change that looks outward at the community and inward at the organization or CAT

Time

90 minutes

Materials

- Enough copies of Handout 26: Key Questions for Developing a CAT Strategy for all participants
- Enough copies of Handout 27: Campaign Planning for CATs for all participants
- Enough copies of Handout 28: Example of a CAT Campaign Plan for all participants
- Enough copies of Handout 29: Criteria for a Great CAT Campaign for all participants
- Pens

Facilitator's Notes

This exercise helps the CAT plan its campaign strategy. Pay particular attention to the “Looking Outward” part of the Handout 26. You may want to discuss and work with these questions over several CAT meetings.

When developing a strategy for a CAT, people are often confused about the difference between “strategy” and “tactics.” “Tactics” are specific actions—holding workshops, circulating petitions, writing letters, staging a protest—that are the building blocks of community mobilization and social change. “Strategy” is something larger, an overall map that guides the use of these tools toward clear goals. Strategy requires assessment of where you are, where you want to go, and how you can get there.

Steps

1. Review Handout 26: Key Questions for Developing a CAT Strategy with the large group. Have each CAT member read aloud one section of the handout, and then discuss the CAT’s possible strategies and actions for each level of the plan. Also pass out and review Handout 29: Criteria for a Great CAT Campaign.
2. Plan your CAT campaign to address gender inequality and HIV and AIDS. You may wish to use the handout with blank spaces to write in your ideas.
3. Pass out Handouts 27 and 28: Campaign Planning for CATs and Example of a CAT Campaign Plan. Go over the steps in Handout 27 and the examples from Handout 28 then ask participants to fill out Handout 27 themselves. Once the participants have filled in the blanks, discuss the whole plan again as a large group, adding suggestions and checking that it all makes sense and fits together.

Handout 26:

Key Questions for Developing a CAT Strategy³²

LOOKING OUTWARD

GOALS: WHAT DO YOU WANT?

Any CAT effort must begin with a sense of its goals. What are the long-term goals (one to two years) and what are the short-term goals (three to six months)? What are the content goals (e.g., change policies) and what are the process goals (e.g., building community among participants)? These all need to be defined and talked about in a way that can launch an effort, draw people to it, and sustain it over time.

AUDIENCES: WHO CAN GIVE IT TO YOU?

Who are the people and institutions you need to move? This includes people who have the formal authority to deliver the goods, such as community leaders. It also includes people who can influence those in positions of authority, such as the media. In both cases, an effective CAT effort requires a clear sense of who these audiences are and how you can influence them.

MESSAGE: WHAT DO THEY NEED TO HEAR?

Reaching these audiences requires crafting and framing a set of messages that will be persuasive. Although these messages must always be rooted in the same basic truth, they also need to be tailored to different audiences, depending on what they are ready to hear. In most cases, CAT messages will have two basic components: an appeal to what is right and an appeal to the audience's self-interest.

MESSENGERS: WHO DO THEY NEED TO HEAR IT FROM?

The same message has a very different impact depending on who communicates it. Who are the most credible messengers for different audiences? In some cases, these messengers are "experts." In other cases, it may be "real people" (such as people with HIV and AIDS or survivors of domestic or sexual violence) who can speak from personal experience. What do we need to do to equip these messengers, both in terms of information and to increase their comfort level as advocates?

DELIVERY: HOW CAN WE GET THEM TO HEAR IT?

There are many ways to deliver your message, from subtle (such as meeting with a leader privately to present your proposal) to "in-your-face" (such as holding a protest). What is most effective varies from situation to situation. The key is to evaluate and apply the methods appropriately, weaving them together in a winning mix.

³² Shultz, Jim. Key questions for develop strategy. Democracy Center (www.democracyctr.org). San Francisco, CA.

LOOKING INWARD³³

RESOURCES: WHAT HAVE WE GOT?

An effective community mobilization effort builds on the resources that are already there. This includes other NGOs and CBOs that might be doing similar work, existing alliances or networks, information and materials. In short, you don't start from scratch; you start building on what you've got.

GAPS: WHAT ELSE DO WE NEED TO DEVELOP?

After taking stock of the community mobilization resources you have, the next step is to identify the resources you need, but aren't yet there. This means looking at alliances that need to be built and at capacities—such as outreach, media, and research—that are crucial to any effort.

FIRST STEPS: HOW DO WE BEGIN?

What would be an effective way to begin to move the strategy forward? What are some potential short-term goals or projects that would bring the right people together, symbolize the larger work ahead, and create something achievable that lays the groundwork for the next step?

EVALUATION: HOW DO WE TELL IF IT'S WORKING?

As with any long journey, the course needs to be checked along the way. Strategy needs to be evaluated by revisiting each of the questions above (e.g., Are we aiming at the right audiences? Are we reaching them?). It is important to be able to make mid-course corrections and to discard those elements of a strategy that don't work once they are put into practice.

³³ Shultz, Jim. Key questions for develop strategy. Democracy Center (www.democracyctr.org). San Francisco, CA.

Handout 27: Campaign Planning for CATs³⁴

LOOKING OUTWARD:	
GOALS: (or OBJECTIVES)	WHAT DO WE WANT?
AUDIENCES:	WHO CAN GIVE IT TO US?
MESSAGE:	WHAT DO THEY NEED TO HEAR?
MESENTERS:	WHO DO THEY NEED TO HEAR IT FROM?
DELIVERY:	HOW CAN WE GET THEM TO HEAR IT?

LOOKING INWARD:	
RESOURCES:	WHAT HAVE WE GOT?
GAPS:	WHAT ELSE DO WE NEED TO DEVELOP?
FIRST STEPS:	HOW DO WE BEGIN?
EVALUATION:	HOW DO WE TELL IF IT'S WORKING?

³⁴ Shultz, Jim. Key questions for develop strategy. Democracy Center (www.democracyctr.org). San Francisco, CA.

Handout 28:

Example of A CAT Campaign Plan

School Scenario:	Teachers are sexually exploiting girls, affecting their ability to get an education, and putting them at risk for HIV and AIDS.
OBJECTIVES:	Create awareness about sexual harassment and stop sexual exploitation of girls at school.
AUDIENCES:	Students, SGB (student governing board), SAPS (police), nurses, parents, teachers, and social workers.
MESSAGE:	This behavior is a violation of the girls' basic rights. It leads to unwanted pregnancies and STIs transmission. Perpetrators should be arrested. Gather statistics to support the messages.
MESSENGERS:	Survivors; representatives from each of the key audiences who are in agreement with the message and the campaign; the CAT itself.
DELIVERY:	Organize an initial meeting and then ongoing meetings as campaign progresses. Prepare a curriculum we want incorporated into the school program to prevent or address the problem. Hold popular culture events. Place IEC materials on the school notice board.
RESOURCES:	Allies, venue, and materials; the CAT itself; law (on our side); survivors (to participate in the campaign, some of whom may be willing to speak out).
GAPS:	There is a need to develop trust with learners (students) at the school. Start a PTS CAT—"Parents, Teachers, Students CAT"—to address this issue.
FIRST STEPS:	Gather information about school. Establish allies. Find out who is interested in a PTS CAT. Gather statistics.
EVALUATION:	Is the "Parents, Teachers, Students CAT" working? Are perpetrators brought to book? Are victims now becoming survivors?

Handout 29: Criteria for a Great CAT Campaign

This issue is great because it...

- Provides new opportunities for constructive male engagement in the community
- Already has some amount of public support (as reflected in our community assessment)
- Allows the CAT to reveal gender-biased patterns of policy and practice in an institution
- Allows the CAT to reveal the assumptions made about women and men in a particular policy or institution
- Would increase people's access to safety and support around issues of HIV and AIDS and/or gender-based violence
- Offers gender-discrimination evidence or stories that support the CAT's case

This issue also meets other criteria our CAT cares about, such as...

- "Winnability": We can realistically accomplish our goal
- Lots of leadership opportunities
- Clear time-frame
- Easy to communicate as a clear message
- Attracts allies in the community
- CAT members enthusiastic about it

3.7 Evaluation Sessions

Objectives

1. To regularly and systematically ask questions about your CAT's progress toward its goals
2. To document the results of the CAT and make them available in a central and convenient place
3. To adjust the CAT's course as necessary

Time

45 minutes

Materials

- Enough copies of Handout 30: Evaluation Checklist and Handout 31: Working in the Mining Hostel for all participants
- Flipchart paper
- Markers
- Paper
- Binders

Steps

1. Explain to participants that evaluation is an important part of assessing the work the CAT is doing.
2. Pass out Handout 31: Working in the Mining Hostel. Once participants have reviewed it, ask the following questions:
 - ▶ In this case study, what did YCG do to evaluate how well their plan was working along the way? Consider, for example, when they first started talking to elder men at the hostels, when they held their first workshops at the hostel, and when they later returned to run a workshop for the indunas.
 - ▶ What kind of information would indicate whether YCG is successfully changing the attitudes of men in the hostels?
 - ▶ What kind of information would indicate whether there are any behavior changes on the part of men in the hostels?
 - ▶ If a CAT was organized in the hostel, so that men living there could continue to provide information and condoms to other hostel residents, how do you think they might evaluate the success of their efforts?

Every month, use part of a CAT meeting to check in with members about what's working, what they are learning, and what needs to be improved. Also conduct evaluation sessions after every CAT activity in the community.

You may distribute a questionnaire (such as Handout 24) if appropriate, or you may have a group discussion. You might also have people discuss the questions in pairs, and then follow up with a larger group discussion.

3. Ask participants to answer the following evaluation questions, either in writing, or verbally, as a group:
 - ▶ What's going well? What have we achieved?
 - ▶ What's not going well? Why?
 - ▶ What lessons have we learned?
 - ▶ How can we change to make things better?
4. As an alternative, you can ask the group to discuss the questions on Handout 30: Evaluation Checklist.
5. Facilitate a group discussion, focusing on concrete things you have learned and things you can change right now.
6. Record the CAT's answers on the worksheet or on another piece of paper and file it in the evaluation binder for future reference.
 - Be sure to impress the following on the participants: Start with the positive—it's helpful to maintain momentum and to recognize the accomplishments of the group. Even if people feel like something was a "failure," there are sure to be positive things that came out of the experience.
 - Focus on what the CAT has learned along the way—; even if things don't work out the way you expected, you are all still learning.
 - Finally, focus on constructive changes you can make to your CAT or your campaign.

Handout 30:

Evaluation Checklist

On the following worksheet/checklist, be as specific as possible with names, numbers, places, times, etc. Fill this out during each "Evaluation Check-In" during your campaign, and place all the completed forms in a special binder or folder so you can refer back to the information as needed. Use the backside of the worksheet if you need more space.

Date: _____

- **WHAT have we done in our CAT campaign?**
How many activities have we completed or started? How well do we think we are achieving our goals? (Refer back to your campaign plan.)
- **WHO have we reached?**
Who has gotten involved and/or stayed involved? (Use actual names of individuals or groups.) Who are we missing? Are we reaching the people we set out to reach?
- **WHERE** are we actively involved? Are the locations we use working well?
- **WHEN can we best reach our target audiences?**
Is the timing of our activities working well? Are we on track with our own timeline? Why or why not?
- **HOW are we doing the work?**
What have we learned about processes that assist our work? Are there ways we do things that need adjusting? What new processes do we need to incorporate?

Handout 31:

Working in the Mining Hostel

Hostels are notoriously conservative places. This makes Youth Channel Group's (YCG) achievement in running MAP workshops within the Tembisa hostel even more remarkable.

Initially, YCG staff faced resistance from the elder men in the hostels who categorically blocked access to the hostel. Faced with this resistance, staff from YCG and Planned Parenthood Association of South Africa (PPASA) worked together to develop a successful strategy to gain access to the hostels. This involved YCG director, George Chauke, in meeting with local political leaders, in part to navigate IFP and ANC hostel politics, as well as with the traditional leaders or indunas who typically run the hostels. Having established his credibility with the indunas, in part by answering questions about his initiation ceremony that proved that he was a "real man," YCG was given the necessary clearance to run a five-day workshop for 30 hostel dwellers.

Nearly everyone was negative and resistant on the first day, which involved discussion of values and gender and power. On the second and third days, the YCG facilitation team used forum theater to show relationships of power between women and men and how these could change. By the last day, it seemed as if there were a hard core of participants who were still resistant—but these were mostly the indunas.

So the team returned two months later to run another MAP workshop, but just for the indunas. Targeting them specifically and tailoring the MAP message to their interest in relationship issues (and not issues of women's equal rights, which would more likely provoke their resistance) proved to be effective. A local pastor was invited to give testimony on how he had changed in his relationship and the spiritual importance of this. By the end of the workshop, the indunas were supportive of expanding the MAP program in the hostel.

Keeping an evaluation binder

It can be helpful to have an "evaluation binder" or folder, where you keep:

- All the written documentation or notes of your evaluation discussions
- CAT meeting notes
- Evaluations of any presentations you have done in the community
- Newspaper articles about your CAT and your CAT events
- Flyers you have developed
- Photos from your events
- Any other evidence that shows you are achieving your goals

3.8 Sustaining Volunteer Involvement

Objectives

1. To reflect on what it takes to support volunteers over the long-term

Time

30 minutes

Materials

- Flipchart paper
- Markers
- Enough copies of Handout 32: [Tips for Sustaining Volunteer Involvement](#) for all participants

Facilitator's Notes

This exercise gives CAT members a chance to reflect on what motivates them to be involved as a volunteer, what challenges they may face, and how we can all get our needs met as volunteers and increase our commitment.

Steps

1. Explain to participants that people join and stay with community voluntary groups like CATs for many reasons. This activity explores some of those reasons.
2. **Reflection (5 minutes)**
Ask CAT members to think of a volunteer experience they've had in the past. Then ask them the following three questions:
 - ▶ Why did you get involved? (Motivation)
 - ▶ Why did you stay? (Commitment)
 - ▶ Why did you leave? (Challenges)
3. **Active Listening (10 minutes)**
Give people a few minutes to reflect on their own, and then find a partner. One of the pair will take a few more minutes to share his or her experience and answers to the questions; then the pair will switch and the second person will share his or her experience and answers.
4. **Large Group Discussion (15 minutes)**
Reunite participants for a large group discussion about the three questions. Create lists for each category: Motivation, Commitment, and Challenges. Then create a list of how you agree to support each other as CAT volunteers.

In closing, with the help of the participants, list the tips that can help volunteers, involved CAT members, feel more valued. Distribute Handout 32: [Tips for Sustaining Volunteer Involvement](#) and go over the tips focusing on the ones that were not mentioned on the list.

Handout 32:

Tips for Sustaining Volunteer Involvement

Be Clear About the Task

Pay attention to planning and roles so that people know what needs to be done, why, by whom, and when.

Recognize People

Give people responsibilities, let them lead some of the activities, and then give them credit for the work they do. Publicly honor those who have worked hard to make an activity happen by recognizing them with certificates or by holding a special party for volunteers. Find out what kind of recognition is meaningful to them.

Build Relationships

Help members support each other to develop their skills, build confidence, and express their feelings. Make sure that your CAT has some time for personal discussions as well as “getting the work done” in the community. Pay particular attention to team building.

Provide Child Care or Elder Care, If Possible

It may be difficult for some people, especially women, to participate in a CAT due to family obligations that are based on their gender. Brainstorm as a group how your CAT can address some of these obstacles to participation.

Respect Diversity

Make sure that the language you use and the activities you do are respectful and inclusive of all people. Recognize that we are rooted in the structures that we seek to change and therefore the same problems—sexism, racism, classism, homophobia, xenophobia, and ageism—will likely exist in the CAT. This can shift when members are both confronted about their oppressive attitudes and behaviors—and supported to change them.

Encourage Growth

Provide ongoing education around the issues as well as gaining skills. Encourage people to identify areas in which they would like to improve, and then give them the chance to practice. Use evaluation as an opportunity for the CAT to learn and grow.

Celebrate Results

Make sure to celebrate the results that your CAT achieves on a regular basis, and don't forget to include humor and play in your work!

3.9 Transitions

Objectives

1. To identify when to close or regroup the CAT

Time

30 minutes

Materials

- Flipchart paper
- Markers
- Enough copies of Handout 33: Transitions and Handout 34: Knowing When to Close the CAT or Re-Group for all participants

Steps

1. Explain to participants that all groups and organizations are in a continual state of change, and that CATs are no exception. Every CAT will have a natural “life cycle” that includes being very active and, eventually, closing down or changing form. As the CAT grows and does its work in the community, it is important to pay attention to these natural cycles and to know when to close down or re-group CAT members in a different way.
2. Pass out Handout 33: Transitions. Ask the participants to review it and discuss the following questions:
 - ▶ What circumstances could provoke a CAT to close? What could make this into a positive or negative experience for the CAT members?
 - ▶ If this CAT had decided to continue with a smaller group of members, what could they have done to sustain (or support) the involvement of their members?
 - ▶ How do you plan to periodically re-commit to the CAT, or reorganize it, if necessary?
3. In closing, pass out Handout 34: Knowing When to Close the CAT or Re-Group and review it with participants.

Handout 33: Transitions

The MAP Faith CAT had a lot to celebrate at the end of the year. Their main objective was to get at least five pastors in local churches to discuss the connection between gender-based violence and HIV and AIDS in their sermons and teaching. Early in the year, they organized a “prayer breakfast,” during which a local minister shared information from a regional meeting of the Ecumenical HIV and AIDS Initiative in Africa. At that meeting, several CAT participants who are recognized Christians in the community testified about the connection between gender and HIV and AIDS in their lives. At first, all but one of the pastors was resistant to talking about gender and violence in conjunction with HIV and AIDS. But as the CAT took action on outreach, education, and even creating pressure on the pastors by building alliances within the congregations, seven pastors—more than half of those who originally attended the “prayer breakfast”—were persuaded to talk about the link between gender-based violence and HIV and AIDS.

The CAT held a last meeting of the year to reflect on their victories and plan for the future. As they went around the room with a check-in, several CAT members announced important new developments in their own lives. Vusi had decided to pursue studies to become a minister. Mandla had been offered a job at an NGO. Oscar and Cindy had a new baby on the way, and they were considering moving. After the check-in, Marcus, who was facilitating that day, said, “I am so happy for all of you—but what will happen to the CAT?”

The CAT members brainstormed what might happen next: Recruit new members? Continue with a smaller group of members? Merge with another CAT? Close the CAT? After much discussion, the CAT members decided that the MAP Faith CAT would disband. Some of the members would join a new CAT that MAP was just starting in a nearby community. All of the CAT members talked about ways they could continue to advocate about gender and HIV as individuals—within the church, at their jobs, and in their personal lives. They thanked one another, and made plans for a closing “prayer breakfast” with the pastors who had responded well to the CAT’s campaign.

Handout 34:

Knowing When to Close the CAT or Re-Group

Sometimes, CATs will be set up as a time-limited effort (one year, for example). Sometimes, a CAT will choose to limit itself to one campaign or activity, since it may be easier for community members to be involved if they know up front that they don't have to commit forever.

There are many reasons why a CAT might decide to dissolve:

- The CAT has already accomplished its goals and is no longer needed in the same way. For example, if a CAT has worked on a major campaign to get the municipality to put up better street lighting in a particular neighborhood, it might close down after the lighting is installed.
- Core members of the CAT are ready to move on and there is no one who is able or willing to take over the main organizing roles.
- The CAT is struggling to get enough resources to make the work happen, and another institution—such as the health clinic or an NGO/CBO—is ready to take over the work the CAT has been doing.
- There are irreconcilable conflicts or negative power dynamics among some of the key CAT members, so they decide to re-group into two different CATs working on different campaigns.

Ongoing Reflection

Regardless of how the CAT has been set up—whether as a time-limited or open-ended effort—it's important to regularly reflect on the following questions. A good time for reflection is immediately after a major action or campaign.

- Do we want to continue the CAT? If some people want to move on and others want to stay, you may decide to re-group and re-define your CAT with the members who stay.
- Does it make sense to continue? What will it take to continue this work? Do we have the resources—time, energy, contacts, etc.—to make the CAT worthwhile?

Closing Down With Style

Closing down or re-grouping can be a positive, creative act when it's done with integrity and care. Here are some tips for closing down with style:

- If your CAT has been around for a while, make sure to involve your community members in the decision to shut down. Invite key people to meetings where you can discuss the pros and cons of closing the CAT or other options such as re-grouping or merging with another organization. Be honest and open about your reasons for wanting to end the CAT.

- Find ways to share all the lessons that you've learned and what you've accomplished—perhaps through a community forum, event, or by writing an article for the local newspaper. Pass on any information you've gathered—such as documentation of the issues, media coverage of your events, analysis you've written—to another NGO, CBO, or the local library.
- If possible, put an exit plan in place regarding any ongoing needs. For example, if the CAT has been facilitating a group at the health clinic, see if you can find a clinic staff person or other volunteer to take over the group. If there is another NGO or CBO working on similar issues, see if they might be willing to take over some of the CAT's major activities.
- Finally, it's especially important to thank people and show appreciation for all of the hard work that people have put into the CAT. Hold a party to celebrate all of the accomplishments of the CAT. Remember, too, that even if the CAT doesn't "win" its campaigns and even if it decides to close down, it has still had a positive impact on the community and will be remembered for years to come.

