



Securing Your Family's Future TOGETHER

A Course for
SYFF for Men and SYFF for Women Couple Graduates

19 October 2021

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SYFF Project Background

What is the history of the SYFF project? In 2017, an anonymous philanthropic foundation convened a partnership of three East African non-governmental organizations working on women's land and property rights,¹ as well as a social norms/curriculum specialist.² The purpose of the meeting was to explore ways to change inequitable social norms about gender equality and women's land rights.³ The partnership identified [eight social norms](#) that discourage women's land rights (WLR), reframed these norms to ones that encourage women's land rights, and developed a theory-of-change logic model to guide the development of multiple interventions aimed at shifting inequitable social norms to more equitable ones. In addition, the group identified several priority populations including men, women, couples, community leaders, media, and others. To date, the partnership is not aware of other group-based WLR interventions that include social norms at the core of its theory of change.

After completing a rigorous curriculum development process, pretesting, facilitator training, and pilot testing, the partnership published its first intervention in 2018: *Securing Your Family's Future: Transforming Peer Norms about Women's Land Rights - A Course for Men* (SYFF for Men). In 2019, the second intervention was published: *Securing Your Family's Future: Transforming Peer Norms about Women's Land Rights - A Course for Women* (SYFF for Women). In addition, [resources](#) such as a *Community Entry Guide* and *Evaluation Guide* were developed to support the implementation of these courses.

Securing Your Family's Future Together: A Course for SYFF for Men and SYFF for Women Couple Graduates (SYFF Together) is the third intervention developed in the series.

Social Norms—The Core of SYFF's Theory of Change

What are social norms? Social norms are shared beliefs about the rules and expectations for people's behaviors. Social norms influence how we go about our lives, including how we dress, how we interact with others, how we spend our money, who we allow to control and manage land, etc. Social norms influence behavior in all communities.⁴

Why do people conform to social norms? People often conform to a social norm because they believe: 1) most other people in their community conform to it (**descriptive norm**), and 2) most other people in the community believe they *ought* to conform to it (**injunctive norm**, subjective norm, or perceived norm). In general, people want to fit in with their

¹ Kenya Legal and Ethical Issues Network on HIV and AIDS ([KELIN](#)), Pastoral Women's Council ([PWC](#)) in Tanzania, Uganda Community Based Association for Child Welfare ([UCOBAC](#)).

² Lori Rolleri, President, Lori Rolleri Consulting, lorigrolleri@gmail.com.

³ More information about SYFF partners and women's land and property rights in East Africa can be found in the front matter of the SYFF for Men and SYFF for Women course curriculum manuals.

⁴ A community is a group of people (country, village, clan, school, workplace, church, neighborhood, etc.) who share particular characteristics and interests in common.

community and be accepted. As such, people conform to a social norm in order to avoid “**sanctions**” such as disapproval, punishment from others in their community, and/or uncomfortable feelings (e.g., guilt, shame).

How are social norms established and maintained? Leaders, role models, and other people who are revered in the community influence opinions, beliefs, and behaviors, and as such, have power (explicitly or implicitly) to set and reinforce social norms. These influential people make up a “**reference group**.” Community members “refer” to this group for cues about how to behave. In the case of women’s land rights, key reference groups include tribal chiefs, village elders, men (as husbands, fathers, brothers), women, mothers-in-law, court systems, land management structures, and others. When designing an intervention to shift social norms, the reference group(s) must be prioritized.

An Example of Social Norms at Work

During the COVID-19 pandemic, people were advised to wear a mask or other face covering when outside their homes. Let’s look at how social norms influence this **behavior** (wearing a mask) with a hypothetical boy named William.

William is a 10-year-old boy. He goes to school, goes to church on Sunday, plays football with his friends, and sometimes goes to the market to buy vegetables for his mother. His parents, teacher, and pastor have talked about the importance of wearing a mask to stem the spread of the coronavirus. In fact, children are not allowed to enter classrooms without a face covering. If they do, they are asked to go home.

In this example, there are three **reference groups** influencing William’s behavior—his parents, his pastor, and his teacher. William learns by observation and from talking with people that most people in his community (e.g., school) conform to wearing a mask (**descriptive norm**). He also believes that other people around him (classmates, teacher, headmaster) think he ought to wear a mask (**injunctive norm**). William wears a mask to fit in with his community. He also wears a mask because he wants to avoid **sanctions**—being scolded by his teacher or perhaps being made fun of or judged by his classmates.

What social norms are addressed in the SYFF interventions? The eight social norms that anchor the SYFF interventions are listed in **Table 1**.

Table 1: Inequitable and Equitable Social Norms Related to Women’s Land Rights

Inequitable Norm <i>(the norm to be changed)</i> ➔ Equitable Norm <i>(the norm promoted by SYFF)</i>	
1. Women are not entitled to own land. Land should only be owned by men.	In our community, women are entitled to own land. Both women and men own land in our community.
2. Men should be the decision-makers for the family/home, and a woman should follow/obey her husband’s decisions.	In our community, men and women make joint decisions about the home, family, land, and how money is spent.
3. Men should lead community decisions/politics.	In our community, both women and men participate meaningfully in community-based organizations/structures.
4. Women should not be educated about land rights.	In our community, women and men are educated about land rights and taught how to use systems that can help them secure land rights.
5. Women do not know how to manage land. Men know how to manage land.	In our community, women and men are educated about how to manage land. Women and men manage land effectively.
6. Men are regarded as superior to women.	In our community, men and women value and respect each other equally.
7. Men abuse their power to their own advantage.	In our community, men use their power to do good for the community.
8. A woman’s security is tied to her husband’s land.	In our community, men and women secure the future for their families by sharing ownership, decision-making, and management of land.

The SYFF Together Course

Why was the SYFF Together course developed? During the process of developing, testing, and implementing the SYFF for Men and SYFF for Women courses, the team observed a need to bring together men and women in direct dialogue. Course participants also expressed this need. The team recommended developing a type of “capstone” course for couple graduates of the same-sex courses to provide a safe space for couples to share how their individual courses impacted them and their families, as well as support them in taking *action* to advance women’s land rights.

SYFF Together aligns well with the principles of **gender transformative** and **gender synchronized** program approaches. Both approaches posit that it is challenging to shift gender norms if only one gender is involved in an intervention. Several rigorously evaluated gender-transformative interventions designed for same-sex learners have effectively changed social norms, other important determinants of behavior (e.g., knowledge), and actual behaviors (e.g., interventions aimed at reducing intimate partner violence and HIV). However, it is the *whole of a community* that establishes and reinforces gender norms and gender roles. Addressing both genders is more likely to result in greater and more sustained social change.

In 2010, the Interagency Gender Working Group⁵ published one of the first papers describing a gender-synchronized programming approach and its added value. The description is found below. SYFF Together is an example of gender synchronized intervention.

Gender-synchronized approaches are the intentional intersection of gender-transformative efforts reaching both men and boys and women and girls of all sexual orientations and gender identities. They engage people in challenging harmful and restrictive constructions of masculinity and femininity that drive gender-related vulnerabilities and inequalities and hinder health and well-being.

Such approaches can occur simultaneously or sequentially, under the same “programmatically umbrella” or in coordination with other organizations. Gender-synchronized approaches seek to equalize the balance of power between men and women in order to ensure gender equality and transform social norms that lead to gender-related vulnerabilities. Their distinctive contribution is that they work to increase understanding of how everyone is influenced and shaped by social constructions of gender. These programs view all actors in society in relation to each other, and seek to identify or create shared values among women and men, within the range of roles they play (i.e., mothers-in-law, fathers, wives, brothers, caregivers, and so on)— values that promote human rights, mutual support for health, non-violence, equality, and gender justice.

Can SYFF Together be implemented with men and women graduates who are not couples?

SYFF Together was designed to deliberately bring *couples* together to secure their family's future. A husband and wife are seen as a *unit* in this course and are supported in planning how to secure their family's future *together* by taking five actions (see [course goal #1](#) below) to advance women's land rights. The course is also based on a theory of change that posits a strong *couple bond* supports the couple in securing a family's future, including acknowledging the value of women's land rights.

What are SYFF Together course goals? The SYFF Together course has two sets of goals. The first goal is consistent with the goals and objectives of SYFF's individual courses; that is, for participants to engage in behaviors or actions that will advance women's land rights. In SYFF Together, there is a greater emphasis on the couple's *intentions* to engage in these actions.

⁵ Greene, M.E and Levack, A. (2010). Synchronizing Gender Strategies: A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations. Interagency Gender Working Group. <https://bit.ly/2XeaMKU>

In several established behavior-change theories⁶, “intention” is the determinant most proximal to the actual uptake of a behavior. In addition, the accountability for taking action is now placed on the couples *as a unit* instead of individuals.

SYFF Together’s first goal is to strengthen the **couple’s intentions** to secure their family’s future. After participating in the course, couples will be able to express their intentions to engage in at least three of five WLR actions:

1. Make joint decisions together, including decisions about land.
2. Co-register land.
3. Write a will.
4. Register marriage.
5. Support women in having an active voice on village land councils or other land management structures.

The second goal introduces a new determinant not found in the individual courses’ theories of change. SYFF Together provides an opportunity for couples to strengthen their **bond** with each other. When couples have a greater bond or connection, they are more likely to want to support each other and see each other succeed. There are multiple pathways to increasing a couple’s bond. SYFF Together focuses on five of these pathways. After participating in the SYFF Together course, couples will be able to:

1. Describe each other’s individual and mutual visions for their family’s future.
2. Communicate openly, respectfully, and non-violently with each other.
3. Express affection and appreciation to each other.
4. Resolve conflicts harmoniously.
5. Talk with their children as a team about what they learn in the SYFF Together course.

How is the SYFF Together course designed? The structure of the session plans in SYFF Together is the same as it is in the SYFF for Women and SYFF for Men curricula. Facilitators are advised to review the section titled “How to Navigate the SYFF Curriculum” in the front matter of the SYFF for Men or SYFF for Women curriculum manuals. SYFF Together facilitators would also benefit from reviewing most all of the sections in the front matter of same-sex curricula (e.g., key messages, SYFF core values, facilitation tips, implementing with fidelity, and responding to intimate partner violence).

Some of the activities in SYFF Together are borrowed from the same-sex courses (e.g., Goal Map, Seven Joint Decision-Making Strategies, handout on How to Make a Will). The activities will be familiar to the couples, but couples will have to work on them *together*, rather than individually this time around. Brief descriptions of the four SYFF Together sessions are found below.

⁶ Examples include social cognitive theory and theory of planned behavior.

1. **Session 1: Course Introduction and Listening Circles.** In this session, the couples are orientated to the SYFF Together course, review what they learned from their individual courses, and engage in a learning activity called “Listening Circles.” In the Listening Circles activity, women and men have the opportunity to share their experiences about being a man or woman in the community, the pressures they feel, and the support they would like to have to live to their potential. Issues related to land rights are included in these discussions.

They also learn the value of listening and practice empathizing with each other’s experiences. When [empathy](#) is aroused, a person is more likely to act with [compassion](#). The Listening Circles activity aims to encourage compassionate-driven acts related to gender equality and women’s land rights. Couples also discuss what they can do to help support each other (and other couples in the course) in living outside the “gender box⁷.”

2. **Session 2: Securing Your Family’s Future—A Time for Planning!** In this session, the couples review the seven strategies for making joint decisions. After this review, the couples work together on a [goal map](#) related to women’s land rights actions (see [course goal #1](#) above). Couples then present their goal maps to their peers.
3. **Session 3: Harmonious Relationships—Key to Securing Your Family’s Future.** In this session, couples explore the characteristics of a harmonious relationship and how harmonious relationships contribute to securing a good future for their families. Couples discuss the importance of balancing [power](#) in a relationship and the use of non-violent techniques to resolve conflicts.
4. **Session 4: Securing Your Family’s Future—A Time for Action!** In this session, the couples work together to sketch a [Last Will and Testament](#). Later in the session, the couples make a public commitment to follow through on at least three of the five women’s land rights actions (see [course goal #1](#) above).

How long is the SYFF Together course? SYFF Together is comprised of four sessions, each lasting about 2.5 to 4 hours (total ~15 hours). Like SYFF for Men and SYFF for Women, SYFF Together uses interactive learning activities such as large group and small group activities and discussions, skits, stories, games, message reinforcement, and take-home assignments. As such, it is best to facilitate the course with a small group of 6-10 couples (12-20 people) in order to maximize participant engagement.

The course can be delivered once a week for four weeks or over a weekend (like a retreat). However, allowing time between each of the sessions is beneficial because it gives couples time to think about and practice what they learn from each session. Spacing time between sessions will also allow time for the Youth Champion assignments.

⁷ For more information about the “gender box” see Session #2 in the SYFF for Men or SYFF for Women curriculum manuals.

Because the SYFF Together sessions are a bit longer (~ 3 hours) than the SYFF for Men and SYFF for Women courses, you may want to “cut them in half” and deliver the course over a series of eight sessions. If you choose to deliver the course in this manner, be sure to build in time to conduct adequate review and make transitions at the end and at the beginning of each half session.


What materials are needed to implement SYFF Together? Like SYFF for Men and SYFF for Women, each couple will receive a *SYFF Together Workbook* that includes all the course handouts and worksheets in one place. The workbook will help participants stay organized and avoid forgetting or losing materials. Facilitators collect the workbooks at the end of each session and then redistribute them to couples at the beginning of each session. Couples keep their workbook after the course has ended.

As part of preparing for each SYFF session, facilitators will need to gather supplies needed to facilitate the session. These **supplies** are listed below in **Table 2**. Note that the first nine items are needed for all four sessions.

Table 2: List of Materials Needed to Implement SYFF Together	
Item	Session
1. Attendance sheet	All
2. Flipchart paper	All
3. Thick marker pens, various colors	All
4. Tape to post things on the wall	All
5. Pens/pencils for each participant	All
6. Watch or cell phone that tells the time (for facilitators)	All
7. Roll of green ribbon (fabric), about a half-inch wide - to make WLR Champion ribbons.	All
8. Sewing pins or small safety pins (for WLR ribbons)	All
9. Two 10-foot pieces of rope (like a clothesline type of rope)	4
10. TRUE and FALSE signs (One set of signs for every two couples. For example, if you have 12 couples, you will need 6 sets of signs.)	4
11. 5 post-its per couple (with the first names of the couple on each post-it)	4
12. Certificates (one for each couple)	4
13. OPTIONAL: Incentives such as a t-shirt, cap, etc.	4
14. OPTIONAL: Refreshments and music	4
15. OPTIONAL: Feedback Forms	All
16. OPTIONAL: Name Tags	All

How do facilitators prepare for each session? For every session, facilitators will need to complete the **preparation tasks** listed below in **Table 3**. There may be other preparation tasks for each session. These additional tasks are listed under the “Preparation” section found at the beginning of each session plan.

Table 3: Standard Preparation Tasks for Each SYFF Together Session

Item	Session
1. Review the session plan and be sure you are comfortable with the session’s content, teaching methods, flow, and timing.	All
2. Decide which facilitator will lead which activity and how you will support each other. Complete the Co-Facilitator Planning Sheet for SYFF Together Form found at the end of this session plan.	All
3. As best you can, prepare the meeting space so the couples can meet in a semi-circle.	All
4. Pin the green WLR Champion ribbon on your chest before the session. 	All
5. As the couples enter the space where you will hold this session, greet them warmly and then ask them to sign an attendance sheet.	All
6. If they do not have their green ribbon, offer them another one to put on (Sessions 2-4)	All
7. Post Flipchart 1.3: Group Agreements for Learning Together (created in Session 1) on the wall.	All

How many facilitators are required for SYFF Together? Unlike SYFF for Women and SYFF for Men, SYFF Together requires TWO facilitators—one man and one woman.

Co-facilitation

Why does SYFF Together require two facilitators? The SYFF Together course requires two facilitators, one man and one woman, to facilitate curriculum activities. The purpose of having a man and woman facilitator is twofold.

First, course facilitators will serve as role models to learners. They will model gender equality by sharing leadership and supportive roles. They will present themselves as a true partnership that works together and communicates respectfully. This role modeling can have a powerful effect on learners and is also a technique to shift social norms, especially if facilitators can establish themselves as a reference group for learners. Using a man and woman facilitator sends a message to learners that gender equality is valued.

Second, a man and woman facilitator are more likely to help learners feel comfortable while engaging in activities, asking questions, and expressing concerns; thus, learner participation is likely to feel safe, be authentic, and be balanced.

Ideally, the SYFF Together facilitators are also facilitators of the SYFF for Men or SYFF for Women courses. Having the experience of facilitating these two courses, which are foundations for the SYFF Together course, will be helpful. Additionally, participants will have familiarity with the facilitators and may feel comfortable opening up early on in the course.

Using two facilitators, regardless of sex, allows for other benefits. Rotating facilitating tasks helps to take the pressure off both facilitators and makes the facilitation experience less stressful—physically and mentally. When one facilitator engages with learners, the other can help manage the learning environment, which can save time, as well as keep a smooth flow and pace of the learning activities. Learners will likely think the course is more interesting, and feel more engaged, hearing from two facilitators who have different styles and experiences.

Co-facilitation Tips^{8,9}

1. **Get to Know Each Other.** Take some time to get to know your co-facilitator. Have a meal together. Get to know their personality, sense of humor, interests, etc. This familiarity will help in creating an authentic, friendly, and respectful relationship dynamic during course facilitation.
2. **Consider Yourselves a Team.** You and your co-facilitator will be working together as a unit, not two individuals doing their own thing. Listen to each other, make joint decisions, and support each other. When your co-facilitator looks good, you look good. And most importantly, your learners will have a better experience when they see unity and a sense of ease between the two of you.
3. **Model Equality.** Split the work required to implement a successful session between you and your co-facilitator. Each should have a balance of facilitation tasks and supportive tasks (e.g., passing out handouts, scribing on flipchart). No one facilitator should be seen as the “lead” or one being smarter than the other. Together, you should exemplify the qualities of gender-equitable colleagues.
4. **Discuss What Feels Supportive/Not Supportive.** Like in any relationship, it is important to know what kinds of things you can do or say that can help the other person feel supported. Equally important are the things that others do or say that we find irritating or not supportive. Take some time to think about your facilitation experiences and share your needs with your co-facilitator. Invite them to do the same. Do your best to accommodate your facilitator’s requests. Some questions to think about:

⁸ Informed by: DeAtley, J., Roller, L. & Levack, A. (2015). *Gender Matters Program Implementation and Adaptation Manual*. New York, EngenderHealth.

⁹ Informed by: Briggs, B. The Joys and Perils of Co-Facilitation. Retrieved 13 September 2021 from: <https://english.iifac.org/beatrice-briggs/april-2015/>

- When is it OK for your co-facilitator to interrupt?
 - How would you like your co-facilitator to assist you during the facilitation of a given activity (e.g., record things on flipchart paper, distribute worksheets, etc.?)
 - Do you like to be given time warnings? How should those time warnings be given?
 - Is there any specific feedback you want your co-facilitator to give you?
 - How would you like to handle the need for breaks or moments when you need to leave the room?
5. **Meet to Plan Session Facilitation.** Take some time to meet with your co-facilitator before facilitating a session. Review the session plan together, discuss the session plan, clarify information or instructions, and discuss what to do if a challenge arises. Agree on how the session and associated preparation tasks will be divided (i.e., who will prepare and facilitate what pieces). Complete the [Co-Facilitator Planning Sheet](#) found at the end of each session plan.
6. **Practice.** Practice the delivery of each session as a team. Before practicing, you may want to sit with your co-facilitator and first talk through the activities aloud with each other. The Co-Facilitator Planning Sheet will help with this. Actual practice facilitating the sessions (with mock participants) will help each of you get better acquainted with each other's style, pacing, and requests for support.
7. **Play to Each Other's Strengths and Give Space to Grow.** As you get to know your co-facilitator, you will find that each of you may gravitate towards facilitating certain kinds of activities or that one of you may be especially good at facilitating certain types of activities. Playing to each other's strengths is generally a good idea and is satisfying all around. It is also important to encourage each other to step out of your comfort zones to grow and become an even better facilitator. If your co-facilitator is particularly good at facilitating a particular activity, think of them as a mentor in supporting you to master that activity also.
8. **Stay Engaged.** When your co-facilitator has the floor, it does not mean that you can sit back and disengage, check your cell phone, or type emails. You will still need to keep focused on your co-facilitator and group dynamics. Make note of what your co-facilitator is covering. If they forget to make a key point, you may be able to touch on it when it's your turn to facilitate. Pay attention to what learners are saying and questioning (you may want to refer to what learners say later), etc. Notice if your co-facilitator needs help with something and be ready to support them. Take notes on the activity if you think they will be helpful for the debrief.
9. **Debrief After the Session.** After each session, take ~15 minutes to debrief. What went well? What did not go so well? What could be done differently next time? Ask each other for feedback, but first, agree on a protocol on how each of you will give and receive feedback. Always acknowledge each other's efforts, affirm strengths, and celebrate successes!

10. **Be Conscious of Time.** Avoid going over the time allotted to your activity, as this will mean your co-facilitator will be pressured for time when it's their time to facilitate. Be sure you have a watch, cell phone or clock that you can see while facilitating. Consider establishing a signal (e.g., hand motion or paper sign) that you can use with your co-facilitator to monitor time.

Other SYFF Resources

Below, find a list of SYFF publications presented in chronological order of year published.

1. ***Securing Your Family's Future (SYFF) Project's Theory of Change Logic Models (2017, 2018, 2019).*** At the initiation of the SYFF project in 2017, the project team developed a theory of change logic model to guide the development of SYFF interventions. The logic model is anchored in an overall goal: **to increase women's access to, use of, ownership of, control of, and decision-making about land in Kenya, Tanzania, and Uganda.** Social norms are key determinants of these actions and at the core to SYFF's theory of change. The overall SYFF project theory of change logic model, as well as individual logic models for the SYFF for Men and SYFF for Women course, are found in the appendices section of each curriculum.
2. ***Securing Your Family's Future (SYFF): Transforming Peer Norms about Women's Land Rights – A Course for Men (November 2018).*** SYFF for Men is a 6-session (~15-hour) course designed to increase women's access to, use of, ownership of, control of, and decision-making about land in Kenya, Tanzania, and Uganda. In most communities, men wield more power compared to women, and set the norms about how land decisions are made. They are a powerful reference group. As such, the team intentionally decided to start with an intervention for men.

Ideally, this course is taught before or simultaneously with the SYFF for Women course. The curriculum uses a variety of interactive teaching methods (e.g., storytelling, role plays, small- and large-group discussions) to impart information, clarify values and beliefs (especially about gender equality and women's land rights), shift peer norms, and teach skills. Because the course is so interactive, it is best facilitated with smaller groups of men (i.e., between 10 and 20). A detailed SYFF for Men Training of Facilitators agenda and accompanying PPT slides and handouts are also available.

3. ***Securing Your Family's Future (SYFF) Pretesting Guidance: Planning Materials and Instruments (2018).*** This guidance provides multiples tools (e.g., observation logs, participant focus group protocol, participant surveys) for pretesting the SYFF curricula around three areas: 1) Curriculum Features and Participant Engagement, 2) Facilitator Experience, and 3) Curriculum Implementation. The guidance also describes how to plan, staff, and report on a curriculum pretest effort.

4. ***Securing Your Family's Future (SYFF) Implementation Guide (November 2018)***. This guide provides a set of tools to support the implementation of SYFF interventions: Work Plan Template, Milestones Timeline, Recruiting Participants, Planning for Monitoring and Evaluation, Anticipating Challenges and Solutions, Hiring Course Facilitators, and Course Implementation Readiness Checklist.
5. ***Securing Your Family's Future (SYFF): Transforming Peer Norms about Women's Land Rights – A Course for Women (July 2019)***. SYFF for Women is an 8-session (~18 hour) course designed to increase women's access to, use of, ownership of, control of, and decision-making about land in Kenya, Tanzania, and Uganda. The curriculum uses a variety of interactive teaching methods (e.g., storytelling, role plays, small- and large-group discussions) to impart information, clarify values and beliefs (especially about gender equality and women's land rights), shift peer norms, and teach skills. Because the course is so interactive, it is best facilitated with smaller groups of women (i.e., between 10 and 20). A detailed SYFF for Women Training of Facilitators agenda and accompanying PPT slides and handouts are also available.
6. ***Securing Your Family's Future and Social Norms Integration (June 2019)***. With the goal of strengthening the impact of the SYFF interventions and shifting the eight social norms on which the interventions are built, a five-step process for integrating SYFF project materials was developed along with planning worksheets and a list of possible opportunities for SYFF/social norm integration at program and organizational levels.
7. ***Addressing Intimate Partner Violence (IPV) Guidance (SYFF for Women Front Matter) (July 2019)***. During facilitator training and course pretesting, the issue of intimate partner violence arose. Women's land rights challenge existing patriarchal norms and power structures. Some men who feel threatened by gender-equitable norms, and who have been conditioned by inequitable gender norms to use violence to express their sense of threat, may act out against their partners and other women in the community. The guidance advises SYFF facilitators on how to respond to women who share experiences of IPV, as well as how to respond to men who try to legitimize the use of violence. More information about the intersections of women's land rights and intimate partner violence is available in the June 2019 team meeting PPT slides and handouts.
8. ***Securing Your Family's Future (SYFF) Community Entry Guide (July 2021)***. This guide is designed for organizations interested in implementing the SYFF courses and related activities in a new community. Gaining the support of community leaders such as the Tribal Chief and community elders will help legitimize SYFF and reinforce its messages. The guide assumes that its users are familiar with the SYFF courses, have some experience working in communities, and are skilled at cultivating community relationships. The guide walks the user through three phases of the community entry process: 1) Planning, 2) Entering the Community, and 3) Following-up and Continued Nurturing of Relationships.

9. ***Securing Your Family's Future (SYFF) Evaluation Guide (July 2021)***. The purpose of this guide is to support SYFF implementing organizations (and their partners) in planning a process or implementation evaluation, and a simple outcome evaluation. The guide explains how to select an evaluation design (for outcome evaluation), select appropriate data collection methods, and develop evaluation instruments. The guide also provides several “banks” (i.e., lists) of questions that can be used to create process, intermediate outcome, and behavioral outcome evaluation instruments. At the core of the SYFF course’s theory of change is social norms. As such, the outcome evaluation question banks are framed by each of the eight social norms on which the SYFF curricula have been built.

10. ***Securing Your Family's Future (SYFF) Together: A Course for SYFF for Men and SYFF for Women Couple Graduates (October 2021)***. This four-session (~15-hour course) is designed for couples who have graduated from the SYFF for Men and SYFF for Women courses. This capstone course focuses on taking action to: 1) co-register of land, 2) make joint decisions about land, 3) make a will, 4) register marriage, and 5) support women in having meaningful roles in land management structures. The course also aims to strengthen the emotional bond between spouses. The course is co-facilitated by one woman and one man facilitator.

Session 1: Course Introduction and Listening Circles

Session-at-a-Glance

Activity	Time
Activity 1.1: Welcome and Introductions	30 minutes
Activity 1.2: SYFF Together Course Goals and Logistics	15 minutes
Activity 1.3: Group Agreements	5 minutes
Activity 1.4: Opening Prayer - OPTIONAL	5 minutes
Activity 1.5: Empathy and Compassion	30 minutes
ENERGIZER	5 minutes
Activity 1.6: Listening Circles	75-85 minutes
Activity 1.7: Youth Champion Assignment	10 minutes
Activity 1.8: Session Closure	10 minutes
Total Time	About 3 hours

Learning Objectives

At the completion of this session, couples will be able to:

1. Recall key learnings from the SYFF for Women and SYFF for Men courses.
2. Describe how they have applied these learnings to their lives.
3. Use empathy to understand the experience of men and women living in a gender inequitable world.
4. Discuss ways to support each other in living outside the “gender box” (i.e., a gender equitable world).
5. Share one message about gender equality with their sons and daughters.

Materials

Supplies

- Gather the standard list of [supplies](#) listed above in the introduction section of this curriculum manual.
- Name Tags (optional)
- Feedback Forms (optional; see example forms at the end of this session)

Flipcharts

- OPTIONAL: Benefits**
- Flipchart 1.1: Couple Introductions**
- Flipchart 1.2: SYFF Together Goals (2 sheets)**
- Flipchart 1.3: Group Agreements for Learning Together**
- Flipchart 1.4: Empathy and Compassion**


Handouts/Worksheets in the SYFF Together Participant Workbook

- Handout 1.1: Simon and Joseph**

Facilitator Resources

- Facilitator Resource 1.1: Simon and Joseph**

Preparation

1. Complete the standard set of [preparation tasks](#) listed above in the introduction section of this curriculum manual.
2. Make the WLR Champion ribbons. Obtain a roll of green ribbon (made from fabric, not paper; fabric will last longer) about ½ inch wide. Cut the ribbon in pieces that are about 5 to 6 inches long. Take each piece and flip one side over the other to form a loop and fasten with a pin. (See the diagram to your right.) Make one looped ribbon for each participant in your group, including the facilitators, plus a few extra. 
3. Prepare and post **Flipchart 1.1: Couple Introductions**. Write the four 4 questions under *Activity 1.1, Step 2* on the flipchart. See example below.
4. Prepare and post **Flipchart 1.2: SYFF Together Goals**. See *Activity 1.2, Step 1*. Use TWO pieces of flipchart—one sheet for the first set of goals and one sheet for the second set of goals. Feel free to abbreviate the wording so the flipcharts are easy to read. Save these flipcharts. You will use it for the other sessions. See examples below.
5. Prepare and post **Flipchart 1.3: Group Agreements for Learning Together** for *Activity 1.3, Step 1*. Save this flipchart. You will post at each session.

6. Prepare and post **Flipchart 1.4: Empathy and Compassion** for Activity 1.5, Step 1. See example below.
7. Prepare and post OPTIONAL flipcharts if you choose to make them.

Couple Introductions

1. What are your names?
2. How long have you been together?
3. How do you use your land?
4. One way the Securing Your Family's Future course has affected you as a couple?

SYFF Together Goals

#1: Strengthen couples' intentions to secure their families future by:

- Make joint decisions
- Co-registering land
- Making a will
- Registering marriage
- Supporting women in the community an active voice

SYFF Together Goals

#2: Strengthen the couples' bond by:

- Describing each other's vision for their family's future
- Communicate respectfully
- Resolve conflicts harmoniously
- Express appreciation
- Talk to their children

EMPATHY is the...

Ability to imagine what life is like for another person. Empathy is:

- **Seeing** with the eyes of another.
- **Hearing** with the ears of another.
- **Feeling** with the heart of another.

COMPASSION is...

About taking some action to help the person. It goes a step further than empathy.

Procedure

Activity 1.1: Welcome and Introductions (30 minutes)

STEP 1: Welcome Learners to the SYFF Together Course (Facilitator Remarks) (10 minutes)

1. The woman facilitator welcomes the group by saying something like:

- Welcome to the *Securing Your Family's Future Together—A Course for SYFF for Men and SYFF for Women Couple Graduates!*
- My name is [YOUR NAME], and I work at [YOUR ORGANISATION] as a [YOUR ROLE]. [NAME OF OUR CO-FACILITATOR] and I will be one of your facilitators for the Securing Your Family's Future Together course—or SYFF Together.

(Briefly share anything else about yourself that you think the group might like to know. For example, you might want to share the number of years you have been working on land rights issues, where you live, your family members, management of your own land, etc.).

- My esteemed co-facilitator is [NAME OF MALE FACILITATOR]. (Motion to the co-facilitator to introduce himself. The co-facilitator introduces himself following the same instructions above.)

Facilitator Note

Moving forward, both facilitators should **share the facilitation of the course EQUALLY**. One should not be seen as an “assistant” to the other. Neither facilitator should dominate the facilitation or discussion. One of the goals of having co-facilitators is to model gender equality, leadership, and respect between men and women. Be conscious of how you work together to achieve this goal.

See the [“Tips for Co-Facilitation”](#) section in the introduction section of this curriculum manual for more information about how co-facilitators will work together.

Both facilitators should complete the [Co-Facilitator Planning Sheet for SYFF Together Form](#) found at the end of each session plan ahead of time.

2. Briefly thank participants for attending the course by saying something like:

- First, we would like to congratulate all of you again for completing the Securing Your Family's Future – A Course for Women and A Course for Men. We hope that you enjoyed the course and learned a lot.

- You have been invited to this course because you are graduates and because you are women's land rights champions in your community. (Lead the group in applause.)
3. Ask:
- We gave each participant a green ribbon in the SYFF for Women's course (point the green ribbon on your chest). **Would one of the women here today explain to the men what green ribbon signifies?** (Share the explanation in the Facilitator Note below, if needed).
4. Explain more about the green ribbon by saying something like:
- Because women's land rights are about securing a better future for our families, we can wear this ribbon with pride.
 - Men may remember that one of the key messages in their course was: **A family thrives when everyone in the family can realize their rights to land and property.**
 - And in both the men's and women's curriculum, we repeated the message that: **Land rights are part of human rights! And human rights are women's rights.**
5. Give each participant a ribbon and encourage them to pin it to their chest (or any place they feel comfortable). Give them a few seconds to do so. If participants ask for an extra ribbon to give to a friend or family member, feel free to give them extras.

Facilitator Note

The green ribbon is a symbol used to create awareness about women's land rights in the community.

It is likely that people in the community are going to ask learners why they are wearing it. This is a great way to spark discussion and influence social norms about WLR. Learners should use these opportunities to talk to others (men, women, children) about what they are learning from the SYFF courses and why they believe WLR are important.

Learners may ask why the ribbon is green. The colour green was chosen to represent the fertility of land. Most all of what we grow on land has green leaves.

6. Thank the group for being here today by saying something like:
- Thank you all for being here today. We know that all of you have many responsibilities and that it is not always easy to make time to attend a course.

- We think you are going to find that the course will really be worth your time. The course is going to benefit you because you are going to:
 - Know even more about land and land rights.
 - Become closer to your spouse by listening to them, appreciating them, understanding their experiences and needs, and making joint decisions.
 - Plan goals together for securing your family's future.
 - Feel more confident in talking to others about stepping outside of the “gender box,” including your children.
 - Develop an outline for a Will.

Facilitator Note

Feel free to create a flipchart titled “Benefits” with the list of 5 benefits that participants will gain from the course. The flipchart may help you as you review the benefits with the group.

Select only the key words from each of the five items so the flipchart is easy to read.

- We are really glad you are here!

STEP 2: Facilitate Group Introductions (Couple Small Group and Report Out) (20 minutes)

1. Say something like:

- Before we tell you more about this course, we would like to give every couple an opportunity to introduce themselves. We would like couples to turn to each other and take five minutes to prepare an introduction to the group by answering four questions.
- (Point to **Flipchart 1.1: Couple Introductions** and read the questions aloud.)
 1. **What are your names?**
 2. **How long have you been together?**
 3. **How do you use your land?**
 4. **One way the Securing Your Family's Future course has affected you as a couple?**
- When you introduce yourself to the group, ask that the husband answer two questions and the wife answer two questions. One suggestion is to have the wife answer Questions 1 and 2, and the husband answer Questions 3 and 4. Any other combination is fine.

Facilitator Note

The purpose of asking each person in the couple to answer these questions together is to avoid either the husband or wife in dominating representation of the couple. The whole SYFF Together course will be about how couples should share in decision making, communication, land use, etc. As much as possible, model gender equality.

2. **Ask the couples if they have any questions about the assignment**, and then Invite them to prepare their introductions. Walk around the room and help couples as needed. After five minutes, invite each couple to introduce themselves.
3. After each couple has introduced themselves, ask them to walk around the room and shake hands with the other couples in the group.

Facilitator Note

Given the COVID-19 pandemic, you will have to determine the safety of couples shaking hands. An alternative is to do elbow bumps or simply walk around and say hello to each other or wave.

Activity 1.2: SYFF Together Course Goals and Logistics (15 minutes)

STEP 1: Describe Course Goals (Facilitator Presentation) (3 minutes)

1. Say something like:
 - Those were great introductions. Thank you! We are so glad to hear about all the things you learned from the SYFF courses.
 - This course, SYFF Together, was designed specifically for men and women who graduated from the SYFF courses for men or women. The individual courses give you the foundation you will need to succeed in this course. This course is more advanced than the individual courses.
 - There are two sets of goals for the SYFF Together course. The *first* are goals related to strengthening the bond in your relationship. The *second* are goals related to securing your family's future by **making wise, just, and empowered decisions** about land.

- (Point to **Flipchart 1.2: SYFF Together Goals** and read the goals aloud to the group.)
 1. Strengthen the **couple's intentions** to secure their family's future by taking the following actions:
 - a. Make joint decisions together, including decisions about land.
 - b. Co-register land.
 - c. Write a will.
 - d. Register marriage.
 - e. Support women in having an active voice on village land councils or other land management structures.
 2. Strengthen the **couples' bond** with each other by being able to:
 - a. Describe each other's vision for their family's future.
 - b. Communicate openly and respectfully with each other.
 - c. Express appreciation to each other.
 - d. Resolve conflicts harmoniously.
 - e. Talk to their children about what they have learned.

STEP 2: Review Course Logistics (*Facilitator Presentation*) (2 minutes)

1. Say something like:
 - The SYFF Together course will be similar to the other SYFF courses in that we will participate in interactive activities. There will be a lot of time to discuss what we are learning and share opinions. We are all here to learn from each other and support each other.
 - Like the other SYFF courses, each of the three sessions will be about 2-3 hours long, and we will meet once a week at [MEETING LOCATION] on [DAY OF THE WEEK] at [START TIME].
 - The SYFF Together course is going to be different from the individual courses in that:
 - You will be working together as a couple rather than as individuals.
 - There are 4 sessions rather than 6 or 8.
 - There will be two facilitators throughout the course.

STEP 3: Elicit Couple's Expectations (*Facilitator Presentation*) (5 minutes)

1. Ask the couples:

- **Now that you know more about the course, what questions do you have?**
- **Do you have additional expectations for the course?**
- **What benefits do you see this course having for you and your partner?**

STEP 4: Distribute Workbooks (5 minutes)

1. Say something like:

- [NAME OF OTHER CO-FACILITATOR] will give each of you a workbook and a pencil/pen for the course. This workbook is similar to the workbooks you received in the individual courses. It has all the handouts and worksheets you will need for the four sessions.
- Please put your name on the workbook before we begin.
- Just like we did in the individual courses, we will collect the workbooks at the end of each session and keep them safe. No one other than [NAME of CO-FACILITATOR] and I will have access to the workbooks. At the end of the course, the workbook will be yours to keep.

Activity 1.3: Group Agreements (5 minutes)

STEP 1: Establish Group Agreements (*Facilitator Presentation and Group Discussion*) (5 minutes)

1. Say something like:

- You might remember that we set agreements for how we would work together at the beginning of each of the SYFF courses. We called these “group agreements for learning.”
- Group agreements will help guide how we work together and help all group members feel comfortable, safe, and encouraged to participate.

- I've started a list of group agreements here (point to **Flipchart 1.3: Group Agreements for Learning Together** and read the agreements aloud, and then ask):
 - **What do you think of this list?**
 - **Is there anything you would like to change? Anything you would like to add?** (Make changes as appropriate.)

Facilitator Note

Rather than start with a list of group agreements, you may want to elicit all the agreements from the group. This is fine, but note that this process takes more time to do.

Below is a list of group agreements that are considered important— this list is also found in Session 1 of the individual courses.

If you choose to elicit the agreements from the group and do not mention the agreements below, be sure to add them to the list.

- Be on time.
- Silence mobile phones.
- Be respectful to each other. Treat others like you want to be treated.
- Listen to each other with the goal of understanding that person's point of view.
- Do not interrupt anyone who is speaking.
- Do not use insults, put-downs, or discriminating remarks about anyone.
- Ask questions.
- Participate as much as you can.
- Keep confidentiality about what a person shares about their personal lives.
- Learn and enjoy our time together!

Activity 1.4: Opening Prayer - OPTIONAL (5 minutes)

STEP 1: OPTIONAL Opening Prayer

1. If the group is inclined, you may want to start each session with an opening prayer. If you decide to do so, allow one COUPLE to lead the prayer, and be sure the husband and wife *both* add to the prayer.

Activity 1.5: Empathy and Compassion (30 minutes)

STEP 1: Define Empathy and Compassion (Facilitator Presentation) (10 minutes)

1. Say something like:

- One of the things we learned in the individual courses was the importance of communication. We talked about how to communicate assertively and how to listen to others.
- Today, I want to talk about another communication skill that is similar to being a good listener, but goes a little deeper. The skill is called “empathy.”
- **Does anyone know what “empathy” means?**

2. Reveal **Flipchart 1.4: Empathy and Compassion**. Explain empathy, and then compassion, by saying something like:

- **Empathy** is the ability to imagine what life is like for another person. Empathy is seeing with the *eyes* of another, hearing with the *ears* of another, and feeling with the *heart* of another.
- Empathy can help us understand our spouses, who they are, and what their needs and desires are.
- People who practice empathy try to understand a person’s experience and are more likely to help that person.
- The person receiving the empathy feels supported and validated.
- One way to express empathy is to show the person that you can imagine what they feel.
- When you are expressing empathy:
 - Never interrupt the person while they are talking
 - Check in to see that the empathy you are expressing is accurate.
 - Make sure your nonverbal and verbal communication are aligned.
- A step further is to offer **compassion**. Compassion goes beyond understanding and sharing feelings (empathy). Compassion is about taking some action to help the person.

3. Ask:

- **Does anyone have questions about what empathy and compassion mean?**
- **Does anyone remember being empathetic or compassionate to another person?** (Ask for one of two people to share.)
- **Does anyone remember someone being empathetic or compassionate to them? How did it feel to receive empathy or compassion?** (Ask for one of two people to share.)

STEP 2: Act Out Skit about Simon and Joseph (*Skit*) (5 minutes)

1. Say something like:

- Let's see how empathy and compassion actually look like and sound like through a short skit.
- **For the men in the room, do you remember tJoseph and Simon from the stories we discussed in the SYFF for Men course?** (Ask for a show of hands.) Well, we are going to revisit them now.
- I would like someone to come to the front of the room and help me read a short story about Simon who tells his friend Joseph about his recent troubles. I am going to play the role of Joseph and model how one could express empathy, and later compassion, to Simon.
- If you like, you can read along with us, find **Handout 1.1: Simon and Joseph** in your workbook.

2. Perform the skit with the volunteer. Be sure to pay attention to your non-verbal communication. Make sure your body gestures, facial expressions, and tone of voice are consistent with the empathy you are expressing.

STEP 3: Facilitate a Debrief Discussion (*Facilitator Presentation and Group Discussion*) (15 minutes)

1. After the skit, lead a large group discussion with the questions below. See **Facilitator Resource 1.1: Simon and Joseph** to help you process the discussion questions.
 - **When did you hear Joseph express empathy?** (Point to the definition of empathy on **Flipchart 1.4.**)
 - **How well do you think Joseph identified Simon's feelings?**

- **What effect do you think Joseph's empathy had on Simon? What about on Joseph? What about their friendship?**
- **Did Joseph express compassion? How so?** (Point to the definition of compassion on *Flipchart 1.4.*)
- **This skit was about two friends. How do you think empathy and compassion could benefit a couple?**

Handout 1.1: Simon and Joseph

A Skit about Empathy and Compassion

Simon: Good morning, Joseph. I'm glad to see you. I was in a motorcycle accident last week. A drunk driver hit me with his car. My motorcycle was destroyed. By some miracle, I was not seriously hurt. I broke my arm. It is getting better, but I am finding it hard to work.



Joseph: I am so sorry to hear this news, Simon. You must have been so frightened when the man hit you.

Simon: Yes, I was very scared. I thought I was going to die. Nothing like this has ever happened to me.

Joseph: I'm guessing you are mad too. Had the man not been drunk, he would probably not have hit you. And now you are without a motorcycle. It's going to be hard to get around.

I have some idea of what you are feeling. Last year, when my motorcycle wasn't working, I had to rely on the bus, and it took me so long to get to work.

Simon: The man was very irresponsible. I could have died. He can't pay me for my motorcycle. He can't pay for my medical expenses. The police took a report. Let's see what they can do, but I don't have a lot of hope. It's not fair.

Joseph: It sounds like you are grateful you did not get seriously hurt, but you still broke your arm. And now it's difficult for you to work. I'm guessing you are a bit worried about money. You have to replace your motorcycle, and you cannot work as much as you were before.



Simon: I am very worried. The doctor said if I don't give my arm time to heal, I could have permanent damage. I don't know how I am going to keep up with my children's school fees.

Joseph: You know, the headmaster at the school is related to my wife, Sarah. I am going to ask my wife to talk to her. Maybe she can make some accommodation given your situation. I'll also ask my wife to see if she can loan some of our children's uniforms to yours.

Facilitator Resource 1.1

Simon and Joseph

A Skit about Empathy and Compassion with Facilitator Notes

Simon: Good morning, Joseph. I'm glad to see you. I was in a motorcycle accident last week. A drunk driver hit me with his car. My motorcycle was destroyed. By some miracle, I was not seriously hurt. I broke my arm. It is getting better, but I am finding it hard to work.



Joseph: I am so sorry to hear this news, Simon. You must have been so frightened when the man hit you.

Note to the Facilitator: Here, Joseph expresses empathy by imagining what Simon was feeling during the accident.

Simon: Yes, I was very scared. I thought I was going to die. Nothing like this has ever happened to me.

Note to the Facilitator: Simon confirms the feeling and says a bit more. Empathy can often get a person to share more about themselves because the listener shows that he understands.

Joseph: I'm guessing you are mad too. Had the man not been drunk, he would probably not have hit you. And now you are without a motorcycle. It's going to be hard to get around.

I have some idea of what you are feeling. Last year, when my motorcycle wasn't working, I had to rely on the bus, and it took me so long to get to work.

Note to the Facilitator: Joseph empathizes with what Simon was feeling (mad at the drunk driver and concerned about how Simon will be able to get around). Joseph goes a step further by sharing an experience similar to Simon to show Simon that he knows what he feels.

Simon: The man was very irresponsible. I could have died. He can't pay me for my motorcycle. He can't pay for my medical expenses. The police took a report. Let's see what they can do, but I don't have a lot of hope. It's not fair.



Joseph: It sounds like you are grateful you did not get seriously hurt, but you still broke your arm. And now it's difficult for you to work. I'm guessing you are a bit worried about money. You have to replace your motorcycle, and you cannot work as much as you were before.

Note to the Facilitator: *Joseph continues to express empathy by naming Simon's feelings (grateful, worried).*

Simon: I am very worried. The doctor said if I don't give my arm time to heal, I could have permanent damage. I don't know how I am going to keep up with my children's school fees.

Joseph: You know, the headmaster at the school is related to my wife. I am going to ask my wife to talk to her. Maybe she can make some accommodation given your situation. I'll also ask my wife to see if she can loan some of our children's uniforms to yours.

Note to the Facilitator: *Joseph expresses compassion here because he is offering to do something to lessen some of Simon's worries.*

ENERGIZER (5 minutes)

Examples of energizers and icebreakers can be found in the Appendices section of the SYFF for Men and SYFF for Women curriculum manual. Or feel free to use your own!

Activity 1.6: Listening Circles (75-85 minutes)

STEP 1: Explain Activity Instructions (Facilitator Presentation) (5 minutes)

1. Say something like:
 - We will practice empathy and compassion with each other in this next activity, especially with how men and women feel about the pressures they experience about staying inside the gender box, staying “true” to their culture, and land rights.
 - In a minute, I am going to ask the women in the group to form a circle. Then we are going to ask the men to form a circle outside the women. We are then going to lead a 15-minute discussion with the women. No one in the inner circle should ever feel forced to participate.
 - The men will listen. The men may not speak or interrupt. They will not make sounds or laugh. In their heads, they will try to empathize with what the women are saying.
 - After 15 minutes, we will have a 15-minute debrief discussion, and the men will practice expressing empathy and compassion with the women. After the debrief, we will repeat this process with men taking the seats in the inner circle and women in the outer circle.
 - **Are there any questions about the activity?**
2. Form the circles and lead a large group discussion with the women. See diagram below.

Facilitator Note

The woman facilitator should conduct the inner circle discussion with women (Step 2 below). And the man facilitator should conduct the inner circle discussion with men (Step 4 below).

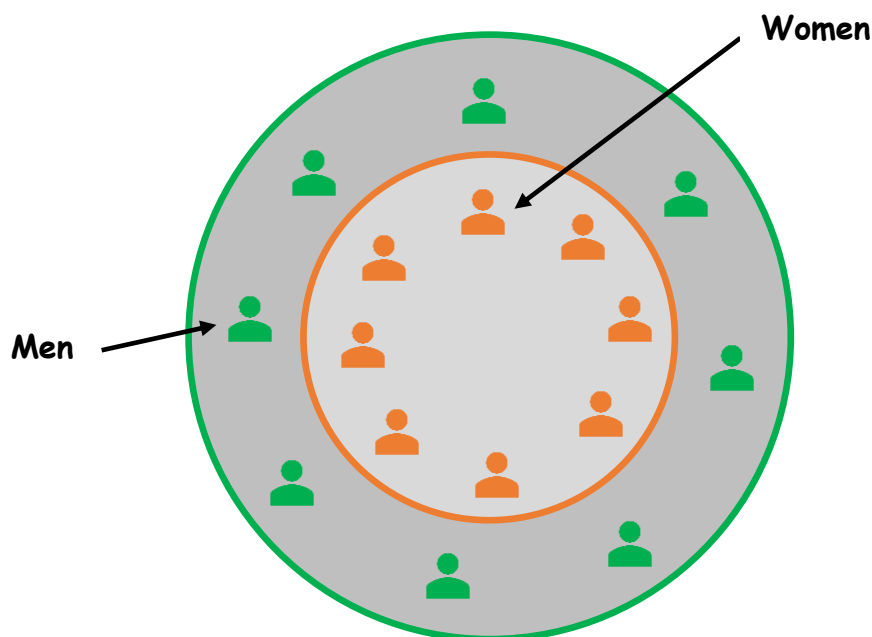
The man facilitator should debrief the women’s inner circle discussion with men (Step 3 below). And woman facilitator should conduct the debrief discussion of the men’s inner circle discussion with women (Step 5 below).

Facilitator Note

The purpose of having concentric circles like the ones drawn below is for each sex to have time to express their ideas, experiences, and feelings with each other without having distractions from the other sex. It is important to set up the activity so that the people in the inner circle feel safe and not intimidated by those in the outer circle.

This activity is often called a “fish bowl” — Meaning that those in the outer circle are only observing the “fish” in the bowl.

How to Arrange Seating for First Listening



STEP 2: Facilitate Discussion with Women in the Inner Circle (*Group Discussion*) (15-20 minutes)

1. The female facilitator should now lead the discussion with the women (in the inner circle) with the questions below.
 - **Does everyone remember the gender box activity that we did during Session 2 of the SYFF for Women's course?** (Ask for a show of hands.)
 - **One of the things we talked about is the expectations society puts on us, how society tries to keep us inside the box, and how this limits us or confines us. Does anyone remember some of the expectations that society put on us as women?**

Examples of possible responses

- *Women should not own land*
 - *Women should obey their husbands*
 - *Women should not talk too much*
 - *Women should not cause conflict; rather she should help to keep the peace even if she has to endure violence*
 - *Women's roles are in the home, not outside the home*
- **How does being forced to stay inside the box affect women like you?**

Probing Questions

- **How do they affect women's choices in life?**
 - **How do they affect women's rights related to land?**
 - **How do they affect women's sense of security for themselves and their children?**
 - **How do they affect women's self-esteem?**
- **What do you wish men would understand about what life is like for a woman in this community?**
 - **What do you wish men in your community could do to support you in being a wise and empowered gardener, that is, to break out of the gender box?**

STEP 3: Debrief Discussion – Women in the Inner Circle (*Group Debrief Discussion*) (15 minutes)

1. After the discussion, ask the women and the men to move their chairs to face each other in one big circle.
2. The male facilitator should now lead a large group debrief with the MEN using the questions below.
 - We'd like a few of you to practice expressing empathy to what the women shared during their discussion. Remember, empathy is putting your feet in someone else's shoes (point to **Flipchart 1.4**). Try to imagine what the women are feeling.
 - **What did you hear about women's experiences? How do you think these experiences make them feel?**
 - **Were you surprised by anything the women shared?**
 - **If the situations were reversed, how do you think men would feel?**

- How could **wise and just men** express compassion to women?
- What did you learn about women from this discussion? What did you learn about yourself?
- Before moving on, I'd like to ask the women in the group if they feel like your expressions of empathy were accurate. If not, I'd like them to say more about what they are actually feeling.

3. Thank the men and women for sharing.

STEP 4: Facilitate Discussion with Men in the Inner Circle (*Group Discussion*) (15-20 minutes)

1. Invite the group to form the listening circles again, but this time with the men in the inner circle and women in the outer circle. The male facilitator leads the men in a discussion with the questions below.
 - Does everyone remember the gender box activity that we did during Session 2 of the SYFF for Men course? (Ask for a show of hands.)
 - One of the things we talked about is the expectations society puts on us, how society tries to keep us inside the box, and how this limits us or confines us. Does anyone remember some of the expectations that society put on us as men?

Examples of possible responses

- Men should own land
- Men should make all the decisions for the household, including finances
- Men should provide financially for the family
- Men should be strong, tough, brave all the time
- Men should not show emotion for fear of being seen as weak
- How have these expectations affected men like you?

Probing Questions

- How do they affect men's choices in life?
- How do they affect men's ability to own and manage land?
- How do they affect men's sense of security for themselves?
- How do they affect a relationship with his wife?
- How do these pressures affect his health?

- **What do you wish women would understand about what life is like for a man in this community?**
- **What do you wish women in your community could do to support you in being a wise and just man, that is, to break out of the gender box?**

STEP 5: Debrief Discussion - Men in The Inner Circle (*Group Discussion*) (15 minutes)

1. After the discussion, ask the women and the men to move their chairs to face each other and form a big circle again.
2. The female facilitator should now lead a large group debrief with the WOMEN using the questions below.
 - We'd like a few of you to practice expressing empathy to what the men shared during their discussion. Remember, empathy is putting your feet in someone else's shoes. Try to imagine what the men are feeling.
 - **What did you hear about men's experiences? How do you think these experiences make them feel?**
 - **Were you surprised by anything the men shared?**
 - **How could wise and empowered gardeners, like the women in this room, express empathy and compassion to men?**
 - **What did you learn about men from this discussion? What did you learn about yourself?**
 - **Before moving on, I'd like to ask the men in the group if they feel like your expressions of empathy were accurate. If not, I'd like them to say more about what they are actually feeling.**

STEP 6: Debrief Activity (*Group Debrief Discussion*) (10 minutes)

1. Lead a large group discussion with the questions below.
 - **What did you think about this activity?**
 - **How did it feel to be listened to? Receive empathy? Receive compassion?**
 - **How do you think this activity relates to securing your family's future? Land rights?**

Activity 1.7: Youth Champion Assignment (10 minutes)

Facilitator Note

Like SYFF for Women and SYFF for Men, SYFF Together includes take-home assignments. SYFF Together take-home assignments—Youth Champions—focus on having the couple share what they learn with their children.

The reasoning behind having couples talk with their children is twofold. When a person teaches something to another, they are more likely to follow their own advice to avoid a sense of cognitive dissonance.¹⁰ They are also more likely to recognize how they can influence their children as both a teacher and a role model. Second, the homework assignments bring messages of gender equality to a younger generation. The children of SYFF Together couples have the potential to serve as reference groups and positively impact gender equitable beliefs and behaviors with their peers.

STEP 1: Explain Youth Champions Assignment

1. Say something like:

- Before we end today, I am going to give you an assignment.
- Parents are the primary educators of their children. Not only do we teach our children how to do things, we also model behavior that our children learn. In fact, parents play a large role in whether or not children learn to stay inside or outside the gender box.
- During the SYFF Together course, we want you to think about how to help your children live outside the gender box. During the week, think of a message you want to give your sons and/or daughters about what living outside the gender box means.
- You don't have to tell them about what the gender box is; you just have to give them a message that helps them learn that they are equals, they have choices, they have rights, and they can dream big.
- We'll have a chance to discuss your experience with the assignment at the beginning of the next session.

2. Ask the couples if they have any questions about the assignment.

¹⁰ When there is an inconsistency between one's attitudes and behaviors (dissonance), we experience an internal sense of conflict and discomfort. Something must change to bring behaviors and attitudes in sync to eliminate the dissonance. Cognitive dissonance provides an opening to gently point out contradictions between a person's behaviors and attitudes and to sway them toward desirable behaviors or attitudes. It is also a teachable moment to provide new information/skills that can form a foundation for resolving dissonance.

Activity 1.8: Session Closure (10 minutes)

STEP 1: Summarize Session

1. Summarize the session by saying something like.

- We learned a lot today! We learned:
 - About the goals of the SYFF Together course.
 - About how to express empathy and compassion.
 - How expressing empathy and compassion helps a relationship be stronger.
- We were also reminded about the gender box and how being confined with its walls limits us and can negatively affect our relationships, our families, and our future. We were reminded that wise and just men have the courage to **break the gender box, as do wise and empowered gardeners.**
- We committed to sharing a message about gender equality with our children.

2. Ask:

- **Is there anyone who would like to share one new thing they learned today?** (Take a few responses.)

STEP 2: Close Session

1. Inform the group about next week's session by saying something like:

- Next week, we will talk about ways to support each other in making decisions to secure our family's future. We are also going to do some goal planning for our family's future.

2. Close the session by saying something like:

- Thank you for your participation today and all of your excellent ideas! We are really looking forward to seeing you again next week!
- If you have any questions, please come and talk to us!

3. Collect ***Securing Your Family's Future's Participant Workbooks***. Make sure everyone has written their names on their workbook.

4. OPTIONAL: Administer and collect Feedback Forms.

Co-Facilitator Planning Sheet for SYFF Together Session 1

Session 1 Activities & Steps	Minutes	Lead Facilitator	How Co-facilitator Will Help
Activity 1.1: Welcome and Introductions Step 1 Step 2	30		
Activity 1.2: SYFF Together Course Goals Step 1 Step 2	15		
Activity 1.3: Group Agreements Step 1	5		
Activity 1.4: Opening Prayer – OPTIONAL Step 1	5		
Activity 1.5: Empathy and Compassion Step 1 Step 2 Step 3	30		
ENERGIZER	5		
Activity 1.6: Listening Circles Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	75 -85		
Activity 1.7: Youth Champion Assignment Step 1	10		
Activity 1.8: Session Closure Step 1 Step 2	10		

SYFF Together Attendance Sheet

Session # and Title: _____

Location: _____ Date: _____

Facilitators: _____ and _____

Participant Name (print)	Signature	Contact Information
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Your Feedback on Session # _____

Highly Disagree = 1 Disagree = 2 Somewhat Agree = 3 Agree = 4 Highly Agree = 5

1. I enjoyed today's session. 1 2 3 4 5

2. I will use what I learnt in today's session. 1 2 3 4 5

3. Today's session was helpful to me. 1 2 3 4 5

Other comments:

Your Feedback on Session # _____

Highly Disagree = 1 Disagree = 2 Somewhat Agree = 3 Agree = 4 Highly Agree = 5

1. I enjoyed today's session. 1 2 3 4 5

2. I will use what I learnt in today's session. 1 2 3 4 5

3. Today's session was helpful to me. 1 2 3 4 5

Other comments:

Session 2: Securing Your Family’s Future—Time for Planning!

Session-at-a-Glance

Activity	Time
Activity 2.1: Welcome and Youth Champion Assignment Check-In	15 minutes
Activity 2.2: Knee-to-Knee	15 minutes
Activity 2.3: Review Joint Decision-Making Strategies	20 minutes
ENERGIZER	5 minutes
Activity 2.4: Securing Our Family’s Future Goal Map	75 minutes
Activity 2.5: Youth Champion Assignment	5 minutes
Activity 2.6: Session Closure	10 minutes
Total Time	About 2.5 hours

Learning Objectives

At the completion of this session, couples will be able to:

1. Use the seven strategies that gender equitable couples use to make joint decisions.
2. Develop a goal map for one of SYFF’s WLR goals.
3. Share something intimate about themselves with their partners.
4. Share one message about the goal mapping activity with their children.

Materials

Supplies

- Gather the standard list of [supplies](#) listed above in the introduction section of this curriculum manual.

Flipcharts

- Flipchart 1.3: Group Agreements for Learning Together**
- Flipchart 1.2: SYFF Together Goals (Goal #1 only)**
- Flipchart 2.1: Knee-to-Knee**
- Flipchart 2.2: Benefits of Joint Decision Making**
- Flipchart 2.3: Seven Joint Decision-Making Strategies**
- Flipchart 2.5: Example Goal Map: Victor and Salome**
- OPTIONAL: Goal Map Instructions**

Handouts/Worksheets in SYFF Together Participant Workbook

- Handout 2.1: How Healthy Couples Make Joint Decisions - Seven Key Strategies**
- Handout 2.2: Resources that Can Help with SYFF Goals** (Select the correct version for your country—Kenya, Tanzania, or Uganda.)
- Worksheet 2.1: Our Goal Map**

Preparation

1. Complete the standard set of [preparation tasks](#) listed above in the introduction section of this curriculum manual.
2. Prepare and post **Flipchart 2.1: Knee-to-Knee**. See diagram below.
3. Prepare and post **Flipchart 2.2: Benefits of Joint Decision Making** (just the heading).
4. Prepare and post **Flipchart 2.3: Seven Joint Decision-Making Strategies**. Use just the purple headings on **Handout 2.1: How Healthy Couples Make Joint Decisions - Seven Key Strategies**. See diagram below.
5. Prepare and post **Flipchart 2.5: Example Goal Map: Victor and Salome**. See *Activity 2.4, Step 3* for flipchart content. Do your best to draw the goal map and then add the content found in *Activity 2.4, Step 3*.

Knee-to-Knee
<ul style="list-style-type: none"> • Turn to each other so your knees are touching. • Communicate three things. <ol style="list-style-type: none"> 1. Greet each other. 2. Share an appreciation. 3. Share something that you want your spouse to know about you.

7 Decision Making Strategies
<ol style="list-style-type: none"> 1. Respect each other. 2. Talk about decision under the right conditions. 3. Set a goal. 4. Identify your options and discuss them with your partner. 5. Make a decision and take action. 6. Pay attention to the results of your decision. 7. Appreciate each other.

Procedure

Activity 2.1: Welcome and Youth Champion Assignment Check-in (15 minutes)

STEP 1: Welcome the Group (Facilitators' Remarks) (5 minutes)

1. Both facilitators greet and welcome the group by saying something like:
 - Welcome everyone to the second session of the SYFF Together Course! We hope everyone had a good week.
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. Give participants green ribbons if they forgot to bring the one they received last week.
4. OPTIONAL: Ask if there is a couple who would like the group in an opening prayer.
5. Briefly explain the topic of today's session by saying something like:
 - Today, we will talk that couples can support each other in making decisions to secure their family's future. We are also going to do some goal planning.

STEP 2: Review Youth Champion Assignment (Large Group Report and Discussion) (10 minutes)

1. Lead a large group report out and discussion with the questions below.
 - **Let's take a few minutes to talk about last week's Youth Champion assignment. Who had a chance to talk to a child last week about gender equality?** (Ask for a show of hands.)
 - **Would one of the couples like to share the conversation they had with a child? Who was the child? What happened during the conversation?**
 - **What do you think are the most important messages that we as, Educators and Women's Land Rights Champions, should share with boys and girls about gender equality?**

Facilitator Note

Plan to hear from only a few volunteers. Recognize that each couple's situation is different, and some may not have been able to do the assignment.

Give positive reinforcement and express your appreciation to those couples who completed the assignment.

Activity 2.2: Knee-to-Knee (15 minutes)

STEP 1: Introduce the Activity (Facilitator Presentation) (1 minute)

1. Introduce the activity by saying something like:

- We are going to start today with an activity called “Knee-to-Knee.” This activity is designed to help couples connect with each other by communicating and sharing their feelings.
- In a few minutes, I am going to ask each couple to face each other in their chairs and move towards each other until their knees are touching (or almost touching if that feels more comfortable for participants). This is why the activity is called “knee-to-knee!”



STEP 2: Explain the Activity (Facilitator Presentation) (4 minutes)

1. Explain the activity by saying something like:

- I am going to ask you to take about 5-7 minutes to do three things. (Point to **Flipchart 2.1: Knee-to-Knee** as you describe the three tasks.)
 - **First**, you will greet each other in a way that feels comfortable to you. For example, you might want to hold hands, give each other a quick hug or kiss, or simply a verbal greeting.
 - **Second**, you will express an appreciation to each other. Appreciation means recognizing someone for something they have done for you or one of their good qualities. Many times, an appreciation includes the words “thank you.” For example, an appreciation might sound like:
 - *I know you work really hard to grow our maize. I appreciate all the work you do for the family. Thank you [NAME of PERSON or TERM of ENDEARMENT].*
 - *Thank you for always making me laugh. You have such a good sense of humor [NAME of PERSON or TERM of ENDEARMENT].*

- **Third**, you will share something with your spouse that you want them to know about you. It could be something that you are happy about or sad about, a fear you have, something you are hoping for, etc.
- Each of you will take turns doing each of the three things.
- **Are there any questions about the assignment?**

STEP 3: Set the Couples to Work (*Couple Work*) (7 minutes)

1. Invite the couples to get into the knee-to-knee position and begin the assignment. Move around the room and help couples if needed. Provide time checks as appropriate.

STEP 4: Facilitate a Short Debrief (*Large Group Debrief*) (3 minutes)

1. After the couples complete the assignment, ask:
 - **What did it feel like to be appreciated?**
 - **Did anyone learn something new about their spouse?**

Activity 2.3: Review Joint Decision Strategies (20 minutes)

STEP 1: Review the Seven Joint Decision-Making Strategies (*Facilitator Presentation*) (10 minutes)

1. Say something like:
 - As I stated before, communication is very important in a couple's relationship. Good communication is necessary to make joint decisions together—one of the goals of the SYFF courses.
 - As you remember, during the individual SYFF courses, we talked about making joint decisions with each other about issues related to the home, finances, children, and land.
2. Ask:
 - **Does anyone remember some of the benefits to couples and their families when they make joint decisions about big issues in their families?** (Record benefits on **Flipchart 2.2: Benefits of Joint Decision Making**.)

Examples of possible responses

- *More respect, trust, and harmony in the relationship.*
 - *Two heads are better than one at analyzing a problem and finding a solution.*
 - *Shared responsibility about carrying through on the decision – the burden does not have to stay with just one person.*
 - *Good role modeling for their children.*
- In the individual courses, we talked about seven joint decision-making strategies. For example, one of those strategies was to “Respect Each Other.” **Does anyone remember the other six strategies?** (Take a few responses.)



STEP 2: Present Seven Joint Decision-Making Strategies (Facilitator Presentation) (10 minutes)

1. Ask couples to find **Handout 2.1: How Healthy Couples Make Joint Decisions - Seven Key Strategies** in their workbooks.
2. In your own words, review the seven strategies. **DO NOT** read the words verbatim on the handout as it will take too long and likely be boring for the group! You can also point to each strategy on **Flipchart 2.3: Seven Joint Decision-Making Strategies** as you discuss them.
3. **Ask the group if they have any questions about the seven strategies.**



Handout 2.1

How Healthy Couples Make Joint Decisions - Seven Key Strategies

1. **Respect Each Other.** Couples who are effective at making joint decisions:

- Love and respect each other.
- See each other as equals and do not try to dominate each other or have power over each other. They use power to help each other, not control each other.
- Are willing to listen to each other and value each other's opinions.
- Never use violence (physical or emotional). One partner is never "afraid" of the other partner.



2. **Talk about Decisions Under the Right Conditions.**

- Decision-making doesn't work well when either person is tired, hungry, short of time, angry, or preoccupied with other activities. Before you start a discussion, make sure each of you is in the right frame of mind, you have the time to talk, and there are no distractions (e.g., children asking for your attention, television or radio playing, etc.).
- Discuss one decision at a time.



3. **Set a Goal.**

- Be *specific* about what you want to achieve. Rather than saying "I would like us to talk about how we can have more money," say something more like: "I would like us to talk about how we can save 100 shillings every month so we will have enough money for school fees next year."
- It is important that both partners are *clear and specific* about the decision they are trying to make and *why* they are making the decision.



- When making a decision about a particular issue, stick to *that* issue – don't try to make multiple decisions at once. Trying to make multiple decisions at the same time will increase confusion and distract you from the original issue. This leads to frustration, more stress, and frequently no decision!

4. Identify Your Options and Discuss Them with Your Partner.



- Think of the discussion with your spouse as an opportunity to discover what is best for both of you and the family.
- Think about all the possible options you have in making a decision about a particular issue or problem. Keep an open mind to all the possibilities.
- If you need to, collect information about your options. Talk to people who can educate you about your options.
- Discuss all the options together as a pair. As you discuss all your options, listen to your spouse's opinions, but more importantly, to their *needs*. Try to understand their point of view and help them get clear on needs that underlie their opinions about the best course of action.
- Discuss the feelings, ideas, concerns, and information you have.
- As you discuss your options, think about these questions:
 - Which options are compatible with the values and goals of you and your partner?
 - Which options seem to be most advantageous to the family?
 - Are there options that are absolutely off the table? Which ones? Explain why.
 - Which options appeal to you the most? Explain why.
- Remember that you love your spouse and that you are a team. Remember that love and unity are important qualities of a successful marriage.
- If things get heated, take a break. Violence of any kind is never acceptable.

5. Make a Decision and Take Action.

- After you have made a decision, identify the steps you have to take to act on the decision. Ask yourselves:
 - What do we have to do now to follow through on our decision?
 - Who is going to do what?
 - By what time?
 - Do we need to get help from anyone? If so, from whom?



6. Pay Attention to the Results of Your Decision.

- Review the outcomes of your decisions to see if they are meeting your needs, your spouse's needs, and the needs of your family.
- If the outcomes are not what you expected, get together with your spouse and talk about changes you can make to the decision that might get you better results.



7. Appreciate Each Other.

- After making a big decision together, celebrate the fact that you have accomplished an important task and that you have done it *together*. The "celebration" can be as simple as acknowledging the accomplishment out loud or a hug and saying "thank you." It is important for couples to appreciate each other!



ENERGIZER (5 minutes)

Examples of energizers and icebreakers can be found in the Appendices section of the SYFF for Men and SYFF for Women curriculum manual. Or feel free to use your own!

Activity 2.4: Securing Our Family's Future Goal Map (75 minutes)

STEP 1: Introduce the Activity (Facilitator Presentation) (5 minutes)

1. Say something like:

- Being able to make joint decisions is an important part of setting goals and planning for the security of your family's future.
- In the individual SYFF courses, each of you spent some time creating a goal map. The map looked like this. (Hold **Worksheet 2.1: Our Goal Map** in your hand and then refer participants to the worksheet in their workbooks.)
- Remember that a map helps you figure how to get to a destination. It provides you with direction and a path.
- Today, we are going to create a new goal map together *as couples*. Your big, overall goal will be to secure your family's future. In other words, whatever goal you choose together should have a clear link to securing your family's future.
- We would like you to focus on one of the following goals (point to **Flipchart 1.2: SYFF Together Goals (Goal #1 only)** as you state the five possible goals).
 1. Use joint decision-making to set a goal about using land, purchasing or selling land, using profits, etc.
 2. Co-register land.
 3. Write a will.
 4. Register marriage.
 5. Support your wife in having an active voice on village land councils or other land management structures (if she desires).

STEP 2: Provide Activity Instructions (Facilitator Presentation) (5 minutes)

1. Say something like:

- In a few minutes, we will give you a piece of flipchart paper and some markers. You have the choice of completing your goal map on the worksheet by copying the goal map on a piece of flipchart paper – whatever is easiest for you. Do not worry about being an artist! If you copy the worksheet onto the flipchart paper, just make sure it's clear to both of you.

Facilitator Note

As one facilitator explains the activity, the other facilitator should pass out flipchart paper and markers to the couple. This will save time.

2. Explain the assignment by saying something like this:

- There are five steps to this assignment.
 - **First**, write your names at the top of the worksheet.
 - **Second**, pick one of the goals we just discussed (point to **Flipchart 1.2: SYFF Together Goals (Goal #1 only)**) along with a date you both hope to reach this goal. This is the spot on the worksheet where there is a big tree with lots of fruit. This is your goal or your destination.
 - **Third**, go to the bottom of the goal map where it says “Today.” Together, make decisions about the steps that are going to be required to reach your goal and a timeline. You'll see that we made room for you to identify three big steps along the path. Notice how the tree gets bigger and bigger as you walk the path. You may need more big steps or less. This is OK. Adapt the worksheet as you like.
 - **Fourth**, review the three questions at the bottom of the worksheet (read the questions aloud for the group) and answer them. You can answer the questions in writing, or you can just remember them.
 - **Fifth**, be ready to make a two-minute presentation about your goal map to the rest of the group. Both the husband and wife must present part of the goal map.

Facilitator Note

Feel free to create a flipchart titled “Goal Map Instructions” that you can refer to as you explain the activity instructions if you think it would be helpful. Select only the key words so the flipchart is easy to read.

3. Continue explaining by saying something like:

- As you work on this assignment, keep the seven joint decision-making strategies in mind. Also, keep in mind what we learned about living inside the gender box.
- You can also refer to **Handout 2.2: Resources that Can Help with SYFF Goals**. This document provides lists of resources that can help with achieving the SYFF goal you select.
- **Do not let yourself be restrained by the artificial confines of the box.**
- **Be a wise and just man. Be a wise and empowered gardener! Work towards goals that will secure your family's future.**

STEP 3: Show an Example of a Completed Goal Map (Facilitator Presentation) (10 minutes)

1. Say something like:

- Before we set you to work, allow us to show you an example of a completed Goal Map for a pretend couple named Victor and Salome.
- Do the women in the room remember Victor and Salome from the SYFF for Women course? (Ask for a show of hands.)

2. Show **Flipchart 2.2: Example Goal Map: Victor and Salome** and state the SYFF goals that the couple chose (see below). Then walk through the steps starting from the bottom of the goal map that the couple must take in order to reach their goal.

Facilitator Note

Prepare **Flipchart 2.2: Example Goal Map: Victor and Salome** with a loose drawing of the goal map found on **Worksheet 2.1: Our Goal Map**. Then complete the goal map using the information below. If you and your co-facilitator prefer to use another SYFF goal or different steps, feel free to adjust as necessary. The example below is just an example.

Victor and Salome's Map to Securing Our Family's Future

Our Goal in 6 months is: To co-register a piece of land.



Today

- **Step 4: By the end of five months,** we will have received a formal land title.
- **Step 3: By the end of three months,** we will have gathered all the necessary paperwork and paid the fee for land registration.
- **Step 2: By the end of this month,** we will meet with the land registrar to find out what paperwork we have to complete to co-register our land.
- **Step 1: By next week,** we are going to meet with the paralegal in our community to find out what we have to do to co-register our land

STEP 4: Set the Couples to Work (*Couple Work*) (20 minutes)

1. Say something like:

- You will have 20 minutes to complete your goal maps. We will be walking around to help you if you need it.
- **Are there any questions?**

2. Invite the couples to begin the assignment. Move around the room and help couples if needed. Support the couples with the assignment as needed. Provide time checks as appropriate.

STEP 5: Invite Couples to Present their Goals Maps (*Couple Presentations*) (20 minutes)

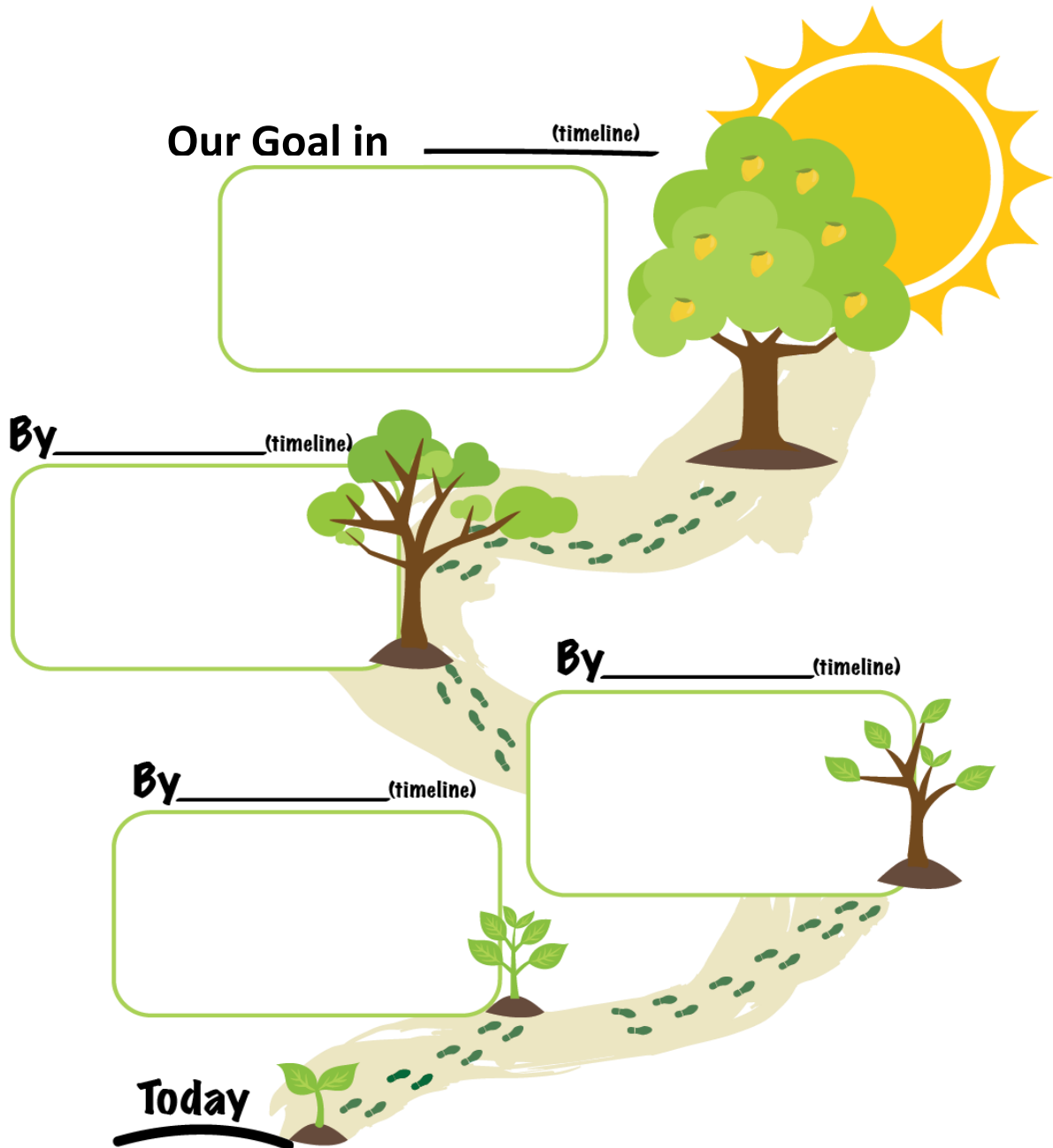
1. After 20 minutes, ask the couples to stop work.
2. Ask each couple to present their goal map to the other couples. They DO NOT have to present their answers to the last three questions on the worksheet. Congratulate each couple for their good work after they present and then lead an applause.

STEP 6: Lead a Large Group Debrief (*Large Group Debrief*) (15 minutes)

1. After all the couples have presented, lead a debrief discussion with the questions below.
 - **What do you think the benefits are to couples who deliberately set goals and plan for their futures, rather than just “hope for the best?”**
 - **Did any of you identify possible obstacles? What were they? Did you think of ways you could overcome these obstacles?**
 - **What about resources? What resources did you identify that could help you?**
 - (Congratulate the group again for their good work.)
2. Say something like:
 - You are free to rip the goal map from your workbook to take home. Or wait until the end of the course when we will give your workbooks to keep.
 - Notice that there are several blank goal maps in your workbook. Feel free to work on other goals together! Or create a goal map with one of your children!

Worksheet 2.1

_____ and _____ *Map to Securing Our Family's Future*



- What obstacles might get in our way of reaching our goal?
- How can we overcome these obstacles?
- What resources do we have to help us in reaching these goals?

Handout 2.2

Resources that Can Help with SYFF Goals

KENYA



ACTION 1: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. Lawyers/Law firms	<ul style="list-style-type: none"> • Witnessing of wills • Drafting wills • Keeping wills on behalf of the makers • Executing wills in cases of death 	<ul style="list-style-type: none"> • Mostly in towns and you can walk into their offices • Through community-based organizations • Through the Law Society of Kenya portal
2. Non-governmental organizations	<ul style="list-style-type: none"> • Guidance on how to make wills • Capacity building on will making 	<ul style="list-style-type: none"> • Though paralegals, community-based organizations that partner with them
3. Chiefs	<ul style="list-style-type: none"> • Witness to a will, mostly oral wills 	<ul style="list-style-type: none"> • Found at the chief's camp in your village

ACTION 2: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. Non-Governmental Organizations	<ul style="list-style-type: none"> • Capacity building on the process of land registration • Registration of land on your behalf 	<ul style="list-style-type: none"> • Get contact information from the members of the organization during community visits
2. Land Registry	<ul style="list-style-type: none"> • Registration of lands • Conducting searches • Registering encumbrances on land • Issuing titles to land • Issuing the green cards and other relevant documents relating to land history 	<ul style="list-style-type: none"> • Visit Huduma Centre • Visit the Land Registry located at the sub county/county level

ACTION 2: Registering Land		
Resource/Organization	Services Provided	How to Contact
3. National Government	<ul style="list-style-type: none"> Makes laws relating to land use, control, registration, ownership and management of land 	<ul style="list-style-type: none"> Visit the County Land Coordinator at the county level Visit the Ministry of Lands Offices at the national level Contact the area chief who conducts land administration at the community level

ACTION 3: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Marriage Registrar	<ul style="list-style-type: none"> Registration of all forms of marriages 	<ul style="list-style-type: none"> Visit the registrar's office at the county level or inquire from the nearest courts in your sub county
2. NGO	<ul style="list-style-type: none"> Create awareness on the various forms of marriages that exist and how to register them. Assist in obtaining relevant documentation to be used during registration including the national Identity Cards 	<ul style="list-style-type: none"> Get contact information from the members of the organization during community visits

ACTION 4: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Chief	<ul style="list-style-type: none"> Resolves disputes relating to land 	<ul style="list-style-type: none"> Found at the chief's camp in your village
2. Environment and Division Court Users Committee	<ul style="list-style-type: none"> Focuses on providing access to justice for the poor and vulnerable 	<ul style="list-style-type: none"> At the sub county court near your village
3. Elders	<ul style="list-style-type: none"> Resolve disputes relating to land 	<ul style="list-style-type: none"> Through the area chief for community-based organizations

Handout 2.2

Resources that Can Help with SYFF Goals

TANZANIA



ACTION 1: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. Legal and Human Rights Centre (LHRC)	<ul style="list-style-type: none"> Legal Aid and support women land right 	<ul style="list-style-type: none"> Via phone or visit offices or during legal aid clinics
2. Court	<ul style="list-style-type: none"> Hearing cases, handling matrimonial and divorces 	<ul style="list-style-type: none"> Visit court
3. Rita	<ul style="list-style-type: none"> Keeping a will 	<ul style="list-style-type: none"> Visit
4. Lawyers firms	<ul style="list-style-type: none"> Writing a will 	<ul style="list-style-type: none"> Visit and via phone

ACTION 2: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. District Council	<ul style="list-style-type: none"> Survey the land and demarcate 	<ul style="list-style-type: none"> Visit and via phone
2. Commissioner for Land	<ul style="list-style-type: none"> Provide land certificates, allocate the lands 	<ul style="list-style-type: none"> Visit and via phone
3. Village Council	<ul style="list-style-type: none"> Allocation of land 	<ul style="list-style-type: none"> Visit and via phone

ACTION 3: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Rita/DC	<ul style="list-style-type: none"> Issue marriage certificate 	<ul style="list-style-type: none"> Visit and via phone
2. Churches	<ul style="list-style-type: none"> Marriage oath 	<ul style="list-style-type: none"> Visit and via phone
3. Court	<ul style="list-style-type: none"> Marriage divorce 	<ul style="list-style-type: none"> Visit and via phone

ACTION 4: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Traditional leaders	Solving land conflict	Visit and via phone
2. Village Land Council/Committee	Allocation of land, demarcation and solving land conflict	Visit and via phone
3. Village General Assembly	Approve or disapprove all land application for land allocation	Visit and via phone

Handout 2.2

Resources that Can Help with SYFF Goals

UGANDA



ACTION 1: Making a Will		
Resource/Organization	Services Provided	How to Contact
1. The Church	<ul style="list-style-type: none"> Church leaders can help a woman write a will. The church also keeps wills. 	<ul style="list-style-type: none"> Contact any church leader of your choice.
2. District community development department composed of officers such as: the District Community Development Officer and the Probation Officer	<ul style="list-style-type: none"> These individuals offer information on what entails a valid will and can help in writing a will for those who cannot write. 	<ul style="list-style-type: none"> District Headquarters The Community Development Department
3. Office of the Sub County Chief or Community Development Officer	<ul style="list-style-type: none"> These individuals help people write a will and offer advice on what entails a valid will. 	<ul style="list-style-type: none"> Sub County Offices at sub county level
4. Civil society organisations such as: UCOBAC, ACTION AID, FIDA Uganda among others	<ul style="list-style-type: none"> These organizations provide information on how to write a valid will. 	<ul style="list-style-type: none"> Contact any women civil society organisation in your village. Ask the district community development department to recommend an organisation
5. Lawyers	<ul style="list-style-type: none"> Lawyers provide help in writing wills and offer legal advice on what a valid will looks like. 	<ul style="list-style-type: none"> Contact a lawyer of your choice.

ACTION 2: Registering Land		
Resource/Organization	Services Provided	How to Contact
1. District land office that has: Land Officer, District Staff Surveyor, Valuer, Registrar of Titles, Physical Planner	<ul style="list-style-type: none"> • Issues certificates of titles. • Conducts general conveyance (<i>legal process of transferring property from one owner to another</i>). • Keeps custody of the national land register. • Coordinates, inspects, monitors and provides back-up technical support relating to land registration and land acquisition processes to local governments. 	<ul style="list-style-type: none"> • At the district level
2. Recorder. This is usually the sub county chief for a sub county 3. Town Clerk for towns	<ul style="list-style-type: none"> • Issues certificates of customary ownership and certificates of occupancy on orders from the District Land Board. • Keep records for the certificates issued. 	<ul style="list-style-type: none"> • At the sub county head quarters
4. Area land committee (composed of 5 members)	<ul style="list-style-type: none"> • Assist the board in an advisory capacity on matters relating to land, including ascertaining rights in land. • Determine, verify, and mark the boundaries of customary land within the locality when an application for a certificate of Customary Occupancy is made. • Determine, verify and sketch the boundaries of Kibanja within the locality when an application for a certificate of Occupancy is made. 	<ul style="list-style-type: none"> • At the sub county level • At the sub county head quarters
5. District Land Board (composed of 5 members)	<ul style="list-style-type: none"> • Hold and allocate land in the district which is not owned by any person or authority. • Facilitate the registration and transfer of rights, claims and interests in land (surveying and valuing the land and issuing certificates related to it). • Take over the role and exercise the powers of the lessor in the case of a lease granted. by a former controlling authority (e.g., ULC) • Request surveys, plans, maps, drawings, and estimates. • Compile and maintain a list of compensation rates payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed. 	<ul style="list-style-type: none"> • At the district level • At the district headquarters

ACTION 3: Registering a Marriage		
Resource/Organization	Services Provided	How to Contact
1. Sub county Chief/Recorder	<ul style="list-style-type: none"> Registers customary marriage. Provides a Certificate of Customary Marriage. 	<ul style="list-style-type: none"> Sub county offices at sub county level
2. Registrar's Office including Chief Administrative Officer, Uganda Registry Services Bureau	<ul style="list-style-type: none"> Officiates civil marriages. Provides marriage certificate. Certifies the certificate of marriage. 	<ul style="list-style-type: none"> Registrar offices Office of the Chief Administrative officer at district level Visits URSB offices at national level
3. Church	<ul style="list-style-type: none"> Officiates church marriages on behalf of URSB. Issues church marriage certificate. 	<ul style="list-style-type: none"> Contact church of your faith to verify of its certified to officiate a marriage ceremony by URSB
4. Mosque	<ul style="list-style-type: none"> Officiates Muslim marriages on behalf of URSB. Issues Muslim law marriage certificate. 	<ul style="list-style-type: none"> Contact mosque to verify if it's certified by URSB to officiate a marriage

ACTION 4: Participating in a Local Land Structure Organization		
Resource/Organization	Services Provided	How to Contact
1. Area Land Committee (at least a third of the members should be women)	<ul style="list-style-type: none"> Assist the board in an advisory capacity on matters relating to land, including ascertaining rights in land. Determine, verify, and mark the boundaries of customary land within the locality when an application for a certificate of Customary Occupancy is made. Determine, verify and sketch the boundaries of Kibanja within the locality when an application for a Certificate of Occupancy is made. 	<ul style="list-style-type: none"> Sub county offices
2. District Land Board (at least a third of the members should be women)	<ul style="list-style-type: none"> Hold and allocate land in the district which is not owned by any person or authority. Facilitate the registration and transfer of rights, claims and interests in land (surveying and valuing the land and issuing certificates related to it). Take over the role and exercise the powers of the lessor in the case of a lease granted by a former controlling authority (e.g., ULC). Request surveys, plans, maps, drawings, and estimates. Compile and maintain a list of compensation rates payable in respect of crops, buildings of a non-permanent nature, and any other thing that may be prescribed. 	<ul style="list-style-type: none"> District level at the district headquarters and the district land office
3. Communal land associations (not less than a third shall be women)	<ul style="list-style-type: none"> Association is meant to handle communal ownership and management of land whether customarily or otherwise to make contracts binding on its members, grant mortgages, pledges or liens over property of the association and to dispose of any property at dissolution. 	<ul style="list-style-type: none"> At the district land office/District level

Activity 2.5: Youth Champion Assignment (5 minutes)

STEP 1: Explain the Youth Champions Assignment

1. Say something like:
 - We would like you to share your goal map with your daughters and sons. If you think the information on the goal map is too sensitive, then just show your children a blank goal map worksheet. You will see that we provided you with several copies of your workbook. Feel free to rip one out.
 - Talk to your children about why it's important to have goals and how they can help their parents achieve the goals they have for their family's future.
 - If you like, you can work through the goal map with one of your children for a goal they have. For example, getting a good grade in a particular subject at school.
2. **Ask the couples if they have any questions about the assignment.**

Activity 2.6 Session Closure (10 minutes)

STEP 1: Summarize Session

1. Summarize the session by saying something like:
 - We learned a lot today! We:
 - Did the Knee-to-Knee activity and communicated with our spouses.
 - Revisited the seven strategies for making joint decisions.
 - Revisited the five actions couples can take with regard to land and securing their families future.
 - Set and planned for a goal related to securing our families' future as a couple.
 - We committed to sharing a message about goal setting with our children.
2. Ask:
 - **Is there anyone who would like to share one new thing they learned today?** (Take a few responses.)

STEP 2: Close Session

1. Inform the group about next week's session by saying something like:
 - Next week, we will talk about ways to nurture a harmonious relationship with our spouses and how having trust and respect in our relationship helps us to secure our families future.
2. Close the session by saying something like:
 - Thank you for your participation today and all of your excellent ideas! We are really looking forward to seeing you again next week!
 - If you have any questions, please come and talk to us!
3. Collect ***Securing Your Family's Future's Participant Workbooks***. Make sure everyone has written their names on their workbook.
4. OPTIONAL: Administer and collect Feedback Forms.

Co-Facilitator Planning Sheet for SYFF Together Session 2

Session 2 Activities and Steps	Minutes	Lead Facilitator	How Co-facilitator Will Help
Activity 2.1: Welcome and Youth Champion Assignment Check-In Step 1 Step 2	15		
Activity 2.2: Knee-to-Knee Step 1 Step 2 Step 3 Step 4	15		
Activity 2.3: Review Joint Decision-Making Strategies Step 1 Step 2	20		
ENERGIZER	5		
Activity 2.4: Securing Our Family's Future Goal Map Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	75		
Activity 2.5: Youth Champion Assignment Step 1	5		
Activity 2.6: Session Closure Step 1 Step 2	10		

Session 3: Harmonious Relationships—Key to Securing Your Family’s Future

Session-at-a-Glance

Activity	Time
Activity 3.1: Welcome and Youth Champion Assignment Check-In	15 minutes
Activity 3.2: Harmonious Relationships Share Power	65 minutes
ENERGIZER	5 minutes
Activity 3.3: Harmonious Relationships Are Non-Violent	30 minutes
Activity 3.4: Resolving Conflicts Harmoniously	75 minutes
Activity 3.5: Knee-to-Knee	10 minutes
Activity 3.6: Youth Champion Assignment	5 minutes
Activity 3.7: Session Closure	10 minutes
Total Time	About 3.5 hours

Learning Objectives

At the completion of this session, couples will be able to:

1. Explain what it means to have a balance of power in a relationship.
2. Explain the benefits to balancing power in a relationship.
3. Describe four different forms of violence.
4. Use non-violent (harmonious) ways to resolve conflict.
5. Share one message non-violent ways to resolve conflict with their children.

Materials

Supplies

- Gather the standard list of [supplies](#) listed above in the introduction section of this curriculum manual.

Flipcharts

- Flipchart 1.3: Group Agreements for Learning Together**
- Flipchart 1.2: SYFF Together Goals (both sheets)**
- Flipchart 3.1: What Is Power?**
- Flipchart 3.2: What Is Violence?**
- Flipchart 3.3: What s Conflict?**
- Flipchart 3.4: Harmonious Ways to Resolve Conflict**

Handouts/Worksheets in the SYFF Together Participant Workbook

- Handout 3.1: Power in Simon and Rose's Relationship**
- Handout 3.2: Harmonious Ways to Resolve Conflict**
- Handout 3.3: Conflict Resolution Situations**

Facilitator Resources

- Facilitator Resource 3.1: Power and How to Get It**
- Facilitator Resource 3.2: Explanation of the Factors that Contribute to Having Power**
- Facilitator Resource 3.3: Power in Simon and Rose's Relationship**
- Facilitator Resource 3.4: Laws Protecting Women against Violence**

Preparation

1. Complete the standard set of [preparation tasks](#) listed above in the introduction section of this curriculum manual.
2. Post **Flipchart 1.2: SYFF Together Goals (both sheets)**.
3. Prepare and post **Flipchart 3.1: What Is Power?** for *Activity 3.2, Step 1*. See example below. When you post the flipchart, do not allow the definition to show. Flip the paper up and tape it so that only the heading shows.
4. Prepare and post **Flipchart 3.2: What Is Violence?** for *Activity 3.3, Step 1*. See example below. When you post the flipchart, do not allow the definition to show. Flip the paper up and tape it so that only the heading shows.
5. Prepare and post **Flipchart 3.3: What s Conflict?** for *Activity 3.3, Step 4*. See example below. When you post the flipchart, do not allow the definition to show. Flip the paper up and tape it so that only the heading shows.

6. Prepare and post **Flipchart 3.4: Harmonious Ways to Resolve Conflict** (just the heading) for *Activity 3.4, Step 1*.
7. Review **Facilitator Resources 3.1** and **3.2** to help you discuss power in *Activity 3.2, Step 2*.
8. Review **Facilitator Resource 3.3** from *Activity 3.2, Step 3* to make sure you are comfortable in reading the story aloud.
9. Review **Handout 3.2: Harmonious Conflict Resolution** to make sure you are comfortable reading the stories aloud.
10. Review **Facilitator Resource 3.4: Laws Protecting Women from Violence** for *Activity 3.3, Step 2* to make sure you are comfortable sharing laws with learners.

What Is Power?	What Is Violence?	What is Conflict?
<ul style="list-style-type: none"> • Power is the ability to act or do. • Power allows you to influence others. • Power can be used in two ways: to <i>help</i> or to <i>control</i>—ourselves or others. 	<ul style="list-style-type: none"> • Violence is the abuse of power that results in harm to another being. • Violence has 4 forms: <ul style="list-style-type: none"> • Physical • Emotional / Psychological • Sexual • Financial / Economic 	<ul style="list-style-type: none"> • Conflict¹ is a belief that one's own needs, interests, wants, or values are incompatible with someone else's. • Conflict often leads to an emotional reaction. • Conflict also leads to actions—some can be violent, others can be constructive and friendly.

Important Message to Facilitators

- **Be a Role Model.** In advance of this session, take some time to think about your own experiences with violence. As a facilitator of this course, you have clearly done some personal work to transform your attitudes, beliefs, and behaviours with respect to gender equality and violence against women. Be prepared to be a role model on how to deal with conflicts in a non-violent way.
- **Clearly State: Violence Is NEVER Justified.** This session brings up the issue of justifying violence. Participants may express different ways of justifying violence and it's important for you to listen and hear those points of view. However, it's critical to clearly state the universal value that **violence is never justified** and have participants reflect on that message.

Participants may also give explanations for, or causes of, violence that take responsibility away from the person carrying out the violence. For example, they may say that alcohol causes violence; that at certain points, men can't control themselves; that the man being violent was provoked; that financial strain or poverty causes violence; that some men can't control their anger, etc. Again, solicit all opinions and have open discussion. After

opinions have been stated, make it clear that *the person using violence, in the end, is entirely responsible for their actions*. Violence is a **choice** that the person makes. It is not “natural” or “uncontrollable.” There are no excuses.

Many men learn that they are expected to use violence as the use of violence proves that you are tough, strong and in charge. This norm is entirely artificial and harmful to men, women, families, and communities.

- **See the Addressing Intimate Partner Violence (IPV) Guidance** in the introduction section of the SYFF for Women manual for more tips on how to address comments about IPV.
- **Take Care of Yourself.** For some facilitators, discussing violence may be triggering of memories and emotions associated with their own experiences of violence. Be aware of your sensitivities and seek support of your co-facilitator, supervisor, or other trusted person in your life, if needed.

Procedure

Activity 3.1: Welcome and Youth Champion Check-in (15 minutes)

STEP 1: Welcome the Group (Facilitators' Remarks) (5 minutes)

1. Both facilitators greet and welcome the group by saying something like:
 - Welcome everyone to the third session of the SYFF Together Course! We hope everyone had a good week.
2. Distribute the ***Securing Your Family's Future's Participant Workbooks***.
3. Give participants green ribbons if they forgot to bring the one they received last week.
4. OPTIONAL: Ask if there is a couple who would like the group in an opening prayer.
5. Briefly explain the topic of today's session by saying something like:
 - Today, we are going to talk about characteristics of harmonious couple relationships and how harmonious relationships make it easier to plan for our family's future.
 - **What does a “harmonious relationship” mean to you?** (Take a few responses.)

- We have talked about the importance of couples making decisions together in the last session. Shared decision making is definitely a characteristic of a harmonious relationship. Part of being able to make joint decisions, is the couple's willingness to share or balance power with each other.
- Another characteristic of a harmonious relations is the choice to resolve their conflicts or disagreements without using violence.

STEP 2: Review Youth Champion Assignment (*Large Group Report and Discussion*) (10 minutes)

1. Lead a large group report out and discussion with the questions below.
 - **Let's take a few minutes to talk about last week's Youth Champion assignment. Who had a chance to share their goal map with one or more of their children or talk about the importance of setting goals?** (Ask for a show of hands.)
 - **Would one of the couples like to share the conversation they had with a child? Who was the child? What happened during the conversation?**

Facilitator Note

Plan to hear from only a few volunteers. Recognize that each couple's situation is different, and some may not have been able to do the assignment.

Give positive reinforcement and express your appreciation to those couples who completed the assignment.

Activity 3.2: Harmonious Relationships Share Power (65 minutes)

STEP 1: Explain the Concept of Power (*Facilitators' Presentation and Group Discussion*) (15 minutes)

1. Say something like:
 - To begin, let's make sure we all understand the definitions of a few important terms related to cultivating a harmonious relationship with our partner.
 - Let's start with the word "power." Close your eyes for 10 seconds and think about these questions: **When I say the word "power" what comes to mind? What images do you see? What feelings do you have?**
2. After 10 seconds, reveal the heading on **Flipchart 3.1: What s Power?** (not the full definition, just the heading) and then take a few responses from learners.

3. Then reveal the definition of power on **Flipchart 3.1** and continuing explaining by saying something like:

- **Power is the ability to act or do.** When you have power you can accomplish something... for example register land, take a course like SYFF Together, buy something, decide who you want to marry, etc.
- **Power allows you to influence others.** For example, being a village leader who encourages women to take part on a village land council, teaching your child about the importance of setting goals, or changing someone's opinions about living in the "gender box." When people look up to you, you have power.
- **Power can be used in two ways: to help or to control—ourselves or others.**
 - **Power to help** is a good use of power. For example, a person who uses his or her power to mobilize community members to advocate for clean water in their community is using their power for good. A person who uses the power within themselves to seek education is using their power for good.
 - **Power to control** can be good in some cases and bad in some cases. For example, a parent who uses his power to get his child vaccinated (even though his child may be resistant or cry) is using his power for good because he knows that the vaccine is good for his child's health. A politician who takes government money for his or her personal expenses is using power to control in a bad way.
- Power can be very appealing because when you have power you have more choices in life, and you are more likely to get what you want and stop what you don't want.
- Sometimes people who are greedy or feel threatened or insecure, or are conditioned to believe that they should have more power over other people in a community try to grab all the power they can get for themselves. **Does anyone know someone like this?** (Ask for a show of hands). **How do you think this person makes other people feel?** (Take a few responses.)
- **Wiser and more just people** understand that balancing power in a community and in personal relationships creates more harmony. This makes sense, as no one likes to be dominated or have their choices taken away from them. **Do you agree or disagree with this statement?** (Take a few responses.)

STEP 2: Discuss Personal Experiences with Power (Group Discussion) (25 minutes)

1. Lead a group discussion about experiences related to using **power to help**:
 - **Would someone like to share an experience of when they used power to help others or themselves?**

Facilitator Note

Have an example of how you used your power ready to share in the case the group needs help thinking of their own examples.

- **How did it feel to use power in this way? If you used power to help another, how do you think they felt?**
- **Where did your power come from? How did you come to have this power?**

Facilitator Note

Power can come from multiple sources. See *Facilitator Resource 3.1: Power and How to Get It* and *Facilitator Resource 3.2: Explanation of the Factors that Contribute to Having Power* for more information (these resources are very similar to the resources in the SYFF for Women curriculum).

Be sure to bring some of these sources of power into the discussion if not mentioned by the learners.

2. Lead a group discussion about experiences related to **negative use power to control**:

- **Would someone like to share an experience when someone used their power over them? That is, someone abused their power, tried to take power away from you, tried to limit your choices, or dominate you?**
- **How did this feel?**
- **Why do you think this person abused their power?**
- **Where did his or her power come from?**

3. Lead a group discussion about **power and harmonious relationships**:

- **When thinking about harmonious couple relationships, how do you think power should be used?**
- **Is it better for one person to have more power than the other or should power be shared?**
- **How do the gender boxes affect women's ability to get power and use power? How about for men?**
- **For couples who have the courage and the wisdom to live outside the gender boxes, how do you think they view power in their relationship?**

- **How does power relate to a couple's decision making about goals related to land and securing a family's future?** (Point to *Flipchart 1.2: SYFF Together Goals.*)

STEP 3: Power in Simon and Rose's Marriage (*Story Telling and Power Analysis through Group Discussion*) (25 minutes)

1. Say something like:

- In the SYFF for Men curriculum, we learned about a couple named Simon and Rose. **Do the men here remember this couple?** (Ask for a show of hands.)
- I want to read a story about Simon and Rose. If you like you can read the story along with me. The story is in your workbook – **Handout 3.1: Power in Simon and Rose's Relationship.**
- As I read the story, you are going to hear about positive and negative use of power. When you hear something in the story that you think is a **positive use of power, I'd like you clap your hands.** If you hear a **negative use of power, I'd like you to stomp your feet.** Let's practice that. (Ask the group to clap their hands and then stomp their feet.)
- I'll ask someone who clapped their hands or stomped their feet to explain their reaction.

Facilitator Note

Read the story from **Facilitator Resource 3.3: Power in Simon and Rose's Relationship.** In this version, the story is presented in eight parts in a table. The left side is the same story as in the handout that learners receive. On the right side is an explanation of the power being used. Do NOT read the information the right column. The information is there for you to help point out the use of power if not brought up by the participants.

2. After reading through the story, lead a large group discussion with the questions below:

- **So, what do you think about the harmony in Simon and Rose's marriage?**
- **What factors contribute to Simon's negative use of power?**
- **Does Rose have power? Is she able to use it? Why or why not?**
- **How could Simon and Rose better balance the power in their relationship?**
- **How well do you think this couple can work together to secure their family's future of the balance of power in their relationship doesn't shift?**

Handout 3.1

Power in Simon and Rose's Marriage



In the beginning of their marriage, Simon worked at his father's store and also helped him in raising maize on his land. Simon saved some of the money he earned to help build a house for his family in the future.

Rose wanted to take a job making bricks for a local construction company, but Simon told her that she had to help his mother with household chores as his mother was getting old and needed help. Rose was taught that she has to obey her husband and keep the peace, so she eventually let go of her idea to work for money.

In the next few years, Simon's father gave Simon a plot of land. Rose is now planting and harvesting maize and potatoes. The land is registered in Simon's name only and Simon decides how all the money made from the crops are spent.

Rose is not happy that her name is not on the land deed. She has seen what has happened to other women in her village whose husbands died or left them. The women were left with nothing and struggled to take care of themselves and their children. She explained her feelings to Simon, but Simon said that there is no way he was going to share ownership of his family land with her. He said, "Are you kidding? Where do you get these crazy ideas? This land has been in my family for over a hundred years."

Rose's older sister told Rose that the construction company is hiring again. Rose would like to learn a new skill and work to save enough money to buy a few goats. She believes she can care for them, use the milk to feed her family, and reproduce them for selling. She also likes the idea of maybe making some new friends with the other women employed at the construction company.

When she told Simon about her idea, Simon raised his voice and said: "What do you know about making bricks? You should stick to cooking."

Rose's older sister said to have patience with Simon and to bring up the idea again in a few weeks. The following month, Rose brought up the idea again. This time it was on a Saturday night. Simon had just come home from the bar. Simon was infuriated and didn't allow Rose to finish talking. He pushed Rose against the wall and slapped her. He said: "I am the head of the house and I don't need your help. You are trying to take over and I won't have it."

Simon went to bed and fell asleep quickly. An hour later, Rose went to bed and Simon woke up. He wanted to have sex with Rose but she was mad at Simon and not in the mood. Simon had it with Rose trying to be the boss. Simon didn't take "no" for an answer and forced himself on Rose.

Facilitator Resource 3.3

Power in Simon and Rose's Marriage

Story Parts	Use of Power and Types of Violence (for the facilitator only)
<p>1. In the beginning of their marriage, Simon worked at his fathers' store and also helped him in raising maize on his land. He saved some of the money he earned to help build a house for his family in the future.</p>	<p>Good use of power. Simon uses his power from the money he earns to help his family.</p>
<p>2. Rose wanted to take a job making bricks for a local construction company, but Simon told her that she had to help his mother with household chores as his mother was getting old and needed help. Rose was taught that she has to obey her husband and keep the peace, so she eventually let go of her idea to work for money.</p>	<p>Negative use of power. Simon is taking away a choice from Rose. He is forcing her to stay inside the gender box. He is attempting to control her.</p> <p>(May be considered psychological or financial violence.)</p>
<p>3. In the next few years, Simon's father gave Simon a plot of land. Rose is now planting and harvesting maize and potatoes. The land is registered in Simon's name only and Simon decides how all the money made from the crops are spent.</p>	<p>Negative use of power. Simon takes away Rose's ability to make decisions about how money is spent.</p> <p>(Financial violence.)</p>
<p>4. Rose is not happy that her name is not on the land deed. She has seen what has happened to other women in her village whose husbands died or left them. The women were left with nothing and struggled to take care of themselves and their children. She explained her feelings to Simon, but Simon said that there is no way he was going to share ownership of his family land with her. He said, "Are you kidding? Where do you get these crazy ideas? This land has been in my family for over a hundred years."</p>	<p>Negative use of power. Simon denies Rose access to wealth even though she works as hard or harder on the land to produce maize and potatoes.</p> <p>(Financial violence and psychological violence.)</p>

Story Parts	Use of Power and Types of Violence (for the facilitator only)
<p>5. Rose’s older sister told Rose that the construction company is hiring again. Rose would like to learn a new skill and work to save enough money to buy a few goats. She believes she can care for them, use the milk to feed her family, and reproduce them for selling. She also likes the idea of maybe making some new friends with the other women employed at the construction company.</p>	<p>Potentially positive use of power. If Rose can gain power by making money, she can invest money to help nourish her family. Learning a new skill will also give her power. Having friends may also give her power.</p>
<p>6. When she told Simon about her idea, Simon raised his voice and said: “What do you know about making bricks? You should stick to cooking.”</p>	<p>Negative use of power. Again, Simon tries to control Rose even though additional income would help the family. He may see Rose’s increase in power (from earning money and socializing with others) as a threat to his power.</p> <p>(Financial violence and psychological violence.)</p>
<p>7. Rose’s older sister said to have patience with Simon and to bring up the idea again in a few weeks. The following month, Rose brought up the idea again. This time it was on a Saturday night. Simon had just come home from the bar. Simon was infuriated and didn’t allow Rose to finish talking. He pushed Rose against the wall and slapped her. “I am the head of the house and I don’t need your help. You are trying to take over and I won’t have it.”</p>	<p>Negative use of power. Violence is never justified.</p> <p>(Physical violence, financial violence and psychological violence.)</p>
<p>8. Simon went to bed and fell asleep quickly. An hour later, Rose went to bed and Simon woke up. He wanted to have sex with Rose but she was mad at Simon and not in the mood. Simon had it with Rose trying to be the boss. Simon didn’t take “no” for an answer and forced himself on Rose.</p>	<p>Negative use of power. Forced sex is rape and never acceptable. Simon uses his physical strength to overpower Rose.</p> <p>(Sexual violence, physical violence, psychological violence.)</p>

ENERGIZER (5 minutes)

Examples of energizers and icebreakers can be found in the Appendices section of the SYFF for Men and SYFF for Women curriculum manual. Or feel free to use your own!

Activity 3.3: Harmonious Relationships Are Non-Violent (30 minutes)

STEP 1: Explain the Concept of Violence (*Facilitators' Presentation and Group Discussion*)
(10 minutes)

1. Continue the large group discussion about Simon and Rose with the questions below.
 - **Would you say that some of Simon's negative uses of power were violent? Which ones?** (See the right column in **Facilitator Resource 3.3: Power in Simon and Rose's Relationship.**)
 - Close your eyes for 10 seconds and think about these questions: **When I say the word "violence" what comes to mind? What images do you see? What feelings do you have?** (Reveal the word "violence" on **Flipchart 3.2: What Is Violence?** (not the full definition, just the heading) after 10 seconds and learners open their eyes. (Take a few responses.)
2. Reveal **Flipchart 3.2: What Is Violence?** in full and then explain the four forms of violence by saying something like this:
 - **Violence** is the abuse of power that results in harm to another being. Violence has four forms.
 - One form of violence is **physical** violence. **What kind of physical violence did you hear Simon use in the story?** (Answer: pushing, slapping). Other examples of physical violence are: kicking, burning, pinching, punching, scratching, use of a weapon, etc.
 - A second form of violence is **psychological or emotional** violence. **What kind of emotional violence did you hear Simon use in the story?** (Answer: yelling, making fun and insulting Rose, not allowing her to speak, confining her to the house). Other examples of psychological violence are: threatening physical violence, causing embarrassment or humiliation, criticising, threatening to hurt children, locking out of the house, threatening to leave the relationship, constant monitoring of the other person's activities, etc.

- A third form of violence is **sexual** violence. **What kind of sexual violence did you hear Simon use in the story?** (Answer: forcing Rose to have sex against her will). Other examples of sexual violence are: Sexual violence examples: unwanted touching, refusing to have protected sex, sexual abuse of girls, forced prostitution, etc.
- A fourth form of violence is **economic or financial** violence. **What kind of financial violence did you hear Simon use in the story?** (Answer: not allowing Rose to work, no putting Rose's name on the land deed, making all the decisions about how money is spent).

STEP 2: Discuss Violence and Relationships (Group Discussion) (20 minutes)

1. Lead a large group discussion with the questions below.
 - **How do you think the use of violence affects the harmony in a relationship?**
 - **How do the gender boxes affect men's use of violence?**
 - **How do you think Rose feels when Simon uses violence against her?**
 - **How do you think Simon feels when he uses his power to control Rose?**
 - **Some people say that violence is sometimes justified. What do you think about that?**
2. Emphasize that violence is never acceptable (except in some cases of self-defence) by saying something like this:
 - Violence is **never acceptable** in a relationship. **NEVER!**
 - The use of violence **demonstrates disrespect** and can lead to **negative consequences** to one's physical and mental health. Many people who have to endure violence suffer from anxiety, depression, have trouble sleeping, or have physical reactions like headache or stomach aches. Some studies show that people who endure violence are more likely to suffer from heart problems.
 - Moreover, **children** who witness violence are more likely to have problems at school, have low self-esteem, and learn that violence is a way to resolve conflict.
 - **Violence is a choice.** Rather than using a violent act, an individual has many alternative actions he or she can use if they are angry, frustrated, feel threatened, or insecure. Violence doesn't show strength. It more likely shows frustration and the person's inability to find ways to resolve conflicts peacefully. Anger is common emotion, but the use of violence is not "natural" or "uncontrollable" for men or women.

- **Wise and just people use non-violent means to resolve conflict.** They are people who are secure in who they are and respect and care about others. Unfortunately, the gender box tells men that violence is a way to prove their manhood and they are entitled to use it. The gender box tells women that they have to endure violence in order to keep the peace in their families. Remember that gender box is artificial and **we all have the power to step outside of it** so we can live to our potential as human beings. We need to support each other in doing so.
3. Here you may want to share a few of the laws in your country that protect women against violence. See **Facilitator Resource 3.4: Laws that Protect Women against Violence**. Spend only a few minutes on this.

Activity 3.4: Resolving Conflicts Harmoniously (75 minutes)

STEP 1: Define Conflict (*Facilitators' Presentation and Group Discussion*) (10 minutes)

1. Say something like:
 - Let's talk some more about non-violent ways to handle conflicts or disagreements in a relationship.
 - To begin, let's make sure we all understand what we mean by "conflict" especially when it comes to the relationship you have with your spouse. Close your eyes for 10 seconds and think about these questions: **When I say the word "conflict" what comes to mind? What images do you see? What feelings do you have?**
2. After 10 seconds, reveal the heading on **Flipchart 3.3: What Is Conflict?** (not the full definition, just the heading) and then take a few responses from learners.
3. Then reveal the definition of conflict on **Flipchart 3.3** and continuing explaining by saying something like:
 - Conflict¹¹ is a belief that one's own needs, interests, wants, or values are incompatible with someone else's.
 - Conflict often leads to an emotional reaction to the incompatibility—for example, anger, resentment, fear, threat, hopelessness, or some combination.
 - Conflict often leads to reactions to get our needs met in a way that has the potential for interfering with someone else's ability to get his or her needs met. The reaction may be an exercise of power...may be violent... destructive...or may be constructive and friendly.

¹¹ Conflict definition adapted from New York Peace Institute Basic Mediation Training Manual: New York, NY. (2021).

STEP 2: Identify Non-Violent Ways to Resolve Conflict (*Facilitators' Presentation and Group Discussion*) (15 minutes)

1. Continue explaining by saying something like:

- All couples have conflicts or disagreements. In fact, in most of all our relationships, we are going to have conflicts and disagreements. Conflicts are not necessarily bad. Conflict is an opportunity to have dialogue and bring two people closer together by understanding each other better, especially couples.
- Conflict is not the problem. It is HOW a couple deals with conflict that can be a problem. One option is to talk about the conflict until they get to a resolution that can both agree upon. Sometimes this involves compromise. Another option is for one person in the couple to abuse their power and stop the conflict by using some type of violence. This way of resolving conflict does not lead to a harmonious relationship.

2. Ask:

- **What types of non-violent conflict resolution techniques have you and your spouse used?** (Record these ideas on *Flipchart 3.3: Harmonious Ways to Resolve Conflict*.)

3. Tell learners that more ideas about resolving conflict harmoniously are found in Handout **3.2: Harmonious Ways to Resolve Conflict**. Review the items that were not mentioned by the group, if needed.

Handout 3.2

Harmonious Ways to Deal with Conflict

Communicate.

1. Listen. Empathize—put yourself in the other person's shoes.
2. Talk respectfully with the other person. Express your needs.
3. Find common ground and also be willing to compromise.
4. Try to understand where your urge to use violence is coming from. What's really behind this urge?
 - Does the gender box have anything to do with the conflict? Are you willing to step outside the gender box?
 - Remind yourself of the type of man or woman you want to be based on your true values.
 - Are you tired? Angry? Hungry? Are you under the influence of alcohol? These emotions and physical needs may influence your urge to use violence. It's better to step away and deal with these needs before dealing with a conflict
5. Be patient. Resolving conflict may take multiple rounds of discussion.



Calm the Mind.

1. Breathe four seconds in, six seconds out. Repeat.
2. Count backwards from 20 to 1.
3. Meditate. The idea of meditation is to quiet the chatter in your mind. Meditation helps you to be mindful of yourself and how you are feeling. Below find a few meditation techniques. Meditation is similar to prayer.
 - Focusing on your breathing for three minutes. Focus on the air going in and out of your nose. Focus on your chest rising and falling as you breathe.
 - Focusing on the sounds around you for three minutes... birds chirping, wind blowing, people talking, cars passing by, etc.



- Scan your body from hand to toe and deliberately release tension from each of your body parts slowly.
 - Take a few deep breaths and visualize a warm light surrounding you and relaxing you. Visualize the same for the people who you may be angry at.
4. Keep yourself focused on the goal of **securing your family's future**.

Release Your Anger or Other Strong Feelings in a Healthy Way.

5. Do something physical (e.g., take a walk, chop wood).
6. Distract yourself for awhile. Listen to music, do some work, or have a healthy snack.
7. Cry if you want to.
8. Sleep on it.



Take a Break.

9. Agree to take a break. Come back to the situation when you feel calmer.

Get Support.

10. Talk to someone you trust—someone who won't gossip or be unkind to you.
11. Seek mediation.
12. Seek professional support (e.g., NGO, doctor, lawyer, etc.)

STEP 3: Non-Violent Conflict Resolution Drawings (Couple Work, Gallery Walk) (20 minutes)

1. Say something like:
 - We are going to look at two couples now and think about how they can resolve their conflict in a non-violent way. Half of the couples are going to be assigned to Situation #1 and the other half to Situation #2.
 - When we get into two separate groups, I will be reading Situation #1 to the first group, and [NAME OF CO-FACILITATOR] will read Situation #2 to the second group. You will also be able to read along. The situations are in your workbooks – **Handout 3.3**. [NAME OF YOUR CO-FACILITATOR] is passing out paper and markers for you draw with.
 - After you hear the scenario, you and your spouse will have about 5-7 minutes to draw a picture showing how the couple could resolve their conflict in a harmonious way—one that builds respect and trust between them. You can use pictures, symbols, or words. Don't worry about your drawing being "pretty." What's most important is that the two of you understands what the drawing means to convey. After five minutes, we will ask you to post your drawing on the wall.
 - Then, everyone will have about five minutes to walk around the room and see everyone's drawings. After, we will have a discussion.
2. Each facilitator should read their scenario to their group of couples and then set the couples to work. Circulate the room and assist couples if needed. Provide regular time checks.
3. After five minutes, help couples post their drawings on the wall and then encourage couples to walk around and take a look at the other drawings. Then ask couples to sit down.

STEP 4: Couple Reports (Couple Reports) (15 minutes)

1. Congratulate the couples for their good art skills!
2. Ask for a few couples to explain their drawings and how they represent non-violent ways to resolve conflict. Add techniques for resolving conflict non-violently not previously mentioned to **Flipchart 3.3: Harmonious Ways to Resolve Conflict**.

STEP 5: Debrief Couple Reports (*Group Discussion*) (15 minutes)

1. Lead a large group discussion with the questions below.
 - **What do you think the benefits are to couples who work to resolve their conflicts using harmonious methods rather than violent methods? What about for their children?**
 - **What harmonious methods of conflict resolution appeal most to you?**
 - **Which ones do you use already?**
 - **Which new ones would you like to try?**

Handout 3.3

Conflict Resolution Situations

Situation 1

John wants to sell a plot of land to a developer and use the money to buy a taxi. Carol is against this idea. She wants to save money and build a house on the plot of land. John thinks Carol doesn't understand the potential money he could make from driving a taxi. Carol doesn't see the taxi as a good investment.

In the past, John would make all decisions about land and money and tell Carol that it's none of her business about he spends "his" money. John doesn't believe that Carol should have a say in how money is spent, even though she does most of the cultivation on that plot of land. If he doesn't buy the taxi, he worries that his friends will think he is henpecked.

Situation 2

Baraka and Kamaria are having a disagreement about how they are spending the money they have made from selling surplus crops. Baraka's brother is unemployed and Baraka feels he should give him money to help care for his kids. Kamaria thinks Baraka is giving his brother too much money and it now affecting their ability to replace their roof which leaks.

In the past Kamaria would yell at Baraka and ignore him when he spoke to her. Baraka would insult her and sometimes leave the house and not come home until morning.

Activity 3.5: Knee-to-Knee (10 minutes)

STEP 1: Introduce the Activity (Facilitator Presentation) (2 minutes)

1. Say something like:

- Before we end today, we are going to do the Knee-to-Knee activity like we did last week.
- Take a minute to get into the knee-to-knee positions with your spouse.



2. Refer the group to **Flipchart 4.1: Knee-to-Knee** as you describe the three tasks you would like the couples to do.

3. Say something like:

- You will have about 5 minutes to do two things.
- **First**, you will greet each other in a way that feels comfortable to you. For example, you might want to hold hands, give each other a quick hug or kiss, or simply a verbal greeting.
- **Second**, you will share a least one non-violent way to resolve conflict that you are going to commit to using in the future.
- **Are there any questions about this part of the assignment?**

STEP 2: Set the Couples to Work (Couple Work) (5 minutes)

1. Invite the couples to get into the knee-to-knee position and begin the assignment. Move around the room and help couples if needed. Provide time checks as appropriate.

STEP 3: Facilitate a Short Debrief (Large Group Debrief) (3 minutes)

1. Ask:

- **Would anyone like to share one non-violent way to resolve conflict that you are going to commit to using in the future.**

Activity 3.6: Youth Champion Assignment (5 minutes)

STEP 1: Explain the Youth Champion Assignment (5 minutes)

1. Say something like:
 - This week would like to talk to your sons and daughters about why violence is not an acceptable to resolve conflict. Suggest at least one thing they can do when they are feeling angry that creates peace rather than violence.
2. Ask the couples if they have any questions about the assignment.

Activity 3.7: Session Closure (10 minutes)

STEP 1: Summarize Session

1. Summarize the session by saying something like:
 - We learned a lot today! We:
 - Discussed the benefits to having a balance of power in our relationship with our partner.
 - Learned about the four forms of violence and the negative impact they can have on a couple and their children.
 - Committed to using non-violent ways of resolving conflict.
2. We committed to talking with your children about using non-violent ways to resolve conflict.
3. Ask:
 - **Is there anyone who would like to share one thing they like about today's session?** (Take a few responses.)

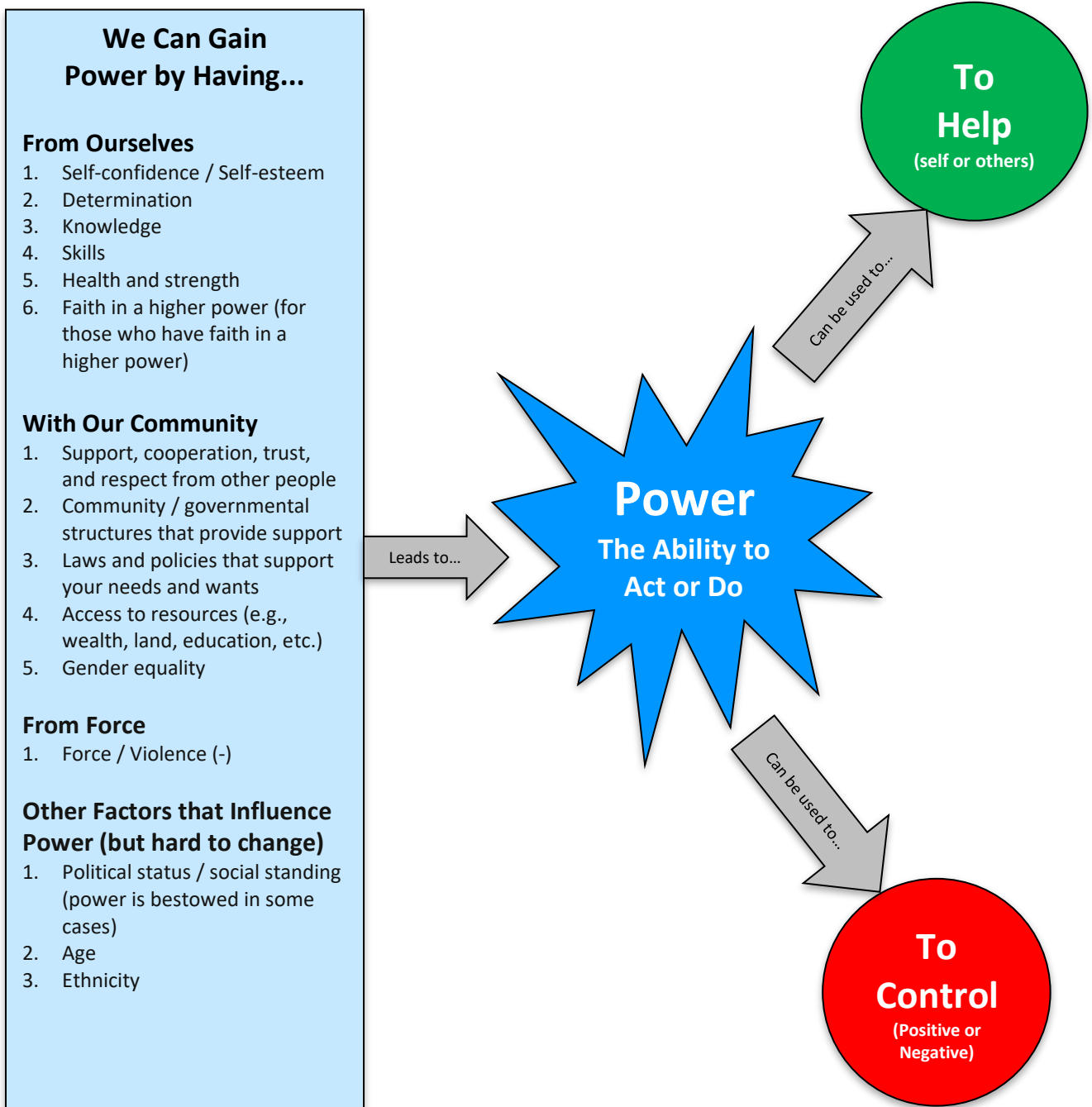
STEP 2: Close Session

1. Inform the group about next week's session by saying something like:
 - Next week, we will talk about ways to support each other in making decisions to secure our family's future. We will talk about releasing ourselves from the pressure to stay inside the gender box when it comes to land ownership, use, management, and inheritance. We will also learn how to make a will.

2. Close the session by saying something like:
 - Thank you for your participation today and all of your excellent ideas! We are really looking forward to seeing you again next week!
 - If you have any questions, please come and talk to us!
3. Collect ***Securing Your Family's Future's Participant Workbooks***. Make sure everyone has written their names on their workbook.
4. OPTIONAL: Administer and collect Feedback Forms.

Facilitator Resource 3.1

Power and How to Get It



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Facilitator Resource 3.2

Explanation of the Factors that Contribute to Having Power

From Ourselves

1. **Self-confidence / Self-esteem.** The more self-worth a person has and the more she believes in herself, the more likely she can ask for what she needs in a way that others will listen and take her seriously. Confidence and love for self gives a person power—more so than a person who doesn't believe she deserves, or is worthy of attention, rights, resources, etc. A gardener who does not believe in herself will not plan, plant, cultivate or harvest.
2. **Determination.** People who have power do not give up easily. The struggle for power often requires patience, strategy, and resilience. People with power are not easily discouraged. They don't quit because they face opposition or challenges.
3. **Knowledge.** Without knowing what the laws are, it would be impossible to advocate for yourself. Knowledge about resources in the community, other women's experiences, and ways to advocate for needs, arms a woman with facts. She is more likely to be taken seriously and less likely to be dismissed. Knowledge shows you the best path to take in reaching your goals. A gardener who doesn't know how to plant, when to plant, where to plant, etc. is less likely to have a good harvest.
4. **Skills.** Without knowing HOW to do something, a person is less likely to do it or do it well—whether it be advocating for your rights, writing a letter, facilitating a meeting, etc. A gardener who doesn't have the skills to plant seeds, till land, fertilize and water crops, or harvest crops is unlikely to grow a good crop.
5. **Health and strength.** Having energy and endurance comes along with health. Energy and endurance are often required to obtain and maintain power.
6. **Faith in a higher power.** For some, having faith in God or a higher power helps them have hope for the future. Without hope, it is difficult to keep fighting for your goals.

With Our Community

1. **Support, cooperation, trust, and respect from other people.** There is more power when there are more people supporting each other for the same cause. While it may be easy to dismiss one person, it is harder to ignore many people asking for the same thing. The voices of many are usually more powerful than the voice of one.
2. **Community / governmental structures that provide support.** Similar to the point above, when a person has the help of other people with power, they are more likely to obtain power. Allies help to build strength.

3. **Laws and policies that support your needs and wants.** When the law supports you, it's easier to justify what you want to do. This gives you power. The contrary is true when there are laws that do the support your cause.
4. **Access to resources (e.g., wealth, land, education, etc.).** Having the resources you need to achieve what you want to achieve increases the likelihood that you can do what you need to do to reach your goals. Resources give you power.
5. **Gender equality.** When women are valued and respected equally with men there is a power balance. Women are more likely to feel free to express their needs and have their needs taken seriously. Women will have equal access to resources. Women will feel safe from harassment and violence.

From Force

1. **Force/Violence.** Some people can take power by using or threatening force or violence. For example, a husband can take power over his wife by physically threatening or abusing her. A military can take control by using weapons. Using violence to gain power often comes with negative consequences. Sometimes force is more subtle. For example, manipulation and psychological coercion are also examples of force.

Other Factors that Influence Power (but hard to change)

1. **Political Status or Social Standing.** In some cases, being born into a certain family or class can give you power automatically. Power can be bestowed upon you.
2. **Ethnicity.** There are ethnicities that some societies value over others.
3. **Age.** In some societies, being older gives you greater respect and power. In others, it is the youth who are favoured.

Facilitator Resource 3.4

Laws that Protect Women against Violence – KENYA¹²

What is Intimate Partner Violence?

Intimate partner violence (IPV) is one of the most common violations against women. Women can be violated sexually, psychologically, and physically by their spouse¹³. The violations include:



1. **Physical violence**—for example, slapping, kicking, and beating.
2. **Sexual violence**— for example, forced sex, undignified search or touch, female genital mutilation, wife inheritance, forced marriage, interference from in-laws, sexual violence within marriage, virgin testing, and widow cleansing.
3. **Psychological violence**— for example, threats, withholding love, insults, humiliation, and threats to send away from matrimonial home.
4. **Controlling behavior**— for example, monitoring a spouse’s movement and isolating spouse from peers, friends, or family.
5. **Economic violence**— for example, unreasonable deprivation of economic or financial resources to which an applicant is entitled or which a person requires including household necessities, medical expenses, school fees, rent, mortgage expenses or other similar expenses, the denial of a person’s right to seek employment or engage in any income-generating activity.

What is the impact of IPV on equitable land rights?

Intimate partner violence (IPV) is commonly used by spouses to get an upper hand over the other or to influence a given outcome. Majorly, it is used to deprive a spouse, specifically women, of access to land, property or inheritance. For example:

- A widow is forced to be inherited for her to gain access to use the family land.
- A wife is denied access to land or property by the husband and is blamed for bearing children of one gender or being unable to bear children.
- A husband physically attacks his wife while demanding proceeds from her work be it on the land, table banking, or other economic activities she may be undertaking.

Some of these issues are promoted by perceived culture norms, male dominance or bias, and cultural practices. Therefore, it is important to highlight what the law states and the consequences of such practices. We shall discuss the issues to enable us to champion for a secured family and to cultivate peace, harmony, and growth in the family and general wellbeing.

¹² This brief was prepared by Kenya Legal and Ethical Issues Network on HIV and AIDS (KELIN) – October 2021.

¹³ Understanding and addressing violence against women. Retrieved on 11th October 2021 at: https://apps.who.int/iris/bitstream/handle/10665/77432/WHO_RHR_12.36_eng.pdf

What laws protect spouses against IPV in Kenya?

In Kenya, IPV is prohibited by various laws that include:

1. **The Constitution of Kenya** is the supreme law of the land and it provides for the equality of man and woman in society. The constitution prevents IPV by providing for:
 - a. Elimination of any form of discrimination based on health status, gender, pregnancy, sex, marital status, birth, belief, or religion.
 - b. Human dignity and the dignity should be respected.
 - c. The freedom and security of a person against:
 - Any form of violence from public or private sources.
 - Torture of any manner whether physical or psychological.
 - Treated in a cruel, inhuman, or degrading manner.
 - d. Every person has the right to privacy and against:
 - Themselves or property searches.
 - Information on their private affairs gathered or revealed.
 - e. The right to the highest attainable standard of health, including reproductive healthcare, and shall not be denied access to emergency medical treatment.
 - f. A person shall not be forced to perform, observe, or undergo any cultural practice or rite.
 - g. Married people have equal rights at the time of the marriage, during the marriage, and at the dissolution of the marriage.
 - h. Land in Kenya shall be used and managed in an equitable, efficient, productive and sustainable manner that eliminates gender discrimination in laws, customs, and practices related to land and property on land.
2. **The Penal Code Chapter 63 Laws of Kenya** establishes offences and their punishment. It provides that any person who unlawfully hurts/injures or tries to hurt another person slightly or majorly by use of their hand or any object, liquid, explosive, is guilty of a major crime and shall be sentenced to prison for life. Further, a person who unlawfully attacks and harms the other physically is guilty of a minor crime and is liable to imprisonment for five years.
3. **The Protection Against Domestic Violence Act (PADVA) (2015)** provides for protection and relief for victims of domestic violence, that a spouse and any children or any dependents in living in the house. The Act provides that any person who reasonably suspects that a domestic violence offence has been committed should report it. The victim of violence, the witnesses, and the person who makes report shall be given

protection by the state, or the court may issue an order for such protection where they are threatened or are likely to be threatened or intimidated. The Act further provides for compensation for victims of domestic violence who suffer personal injuries or damage to property or financial loss.

4. **The Sexual Offences Act, No. 3 of 2006** provides a framework around cases of sexual offences in Kenya. It makes provisions about sexual offences, their definition, prevention, and the protection of all persons from unlawful sexual acts. Offences under the act include rape, attempted rape, gang rape, defilement, indecent acts, defilement, attempted defilement, sexual harassment, and cultural and religious sexual offences among others.
5. **The Prohibition Against Female Genital Mutilation Act No. 32 of 2011.** Offences under the Act include promoting female genital mutilation, being in possession of tools or equipment for such purposes, and failing to report such mutilation.
6. **The HIV Prevention and Control Act, No. 14 of 2006** provides for the protection of persons living with HIV and prohibits intrusion and compulsory testing, as well as discrimination in the healthcare system, work environment, service provision, and society in general. Further, it prohibits revealing to another person the status of the people living with nor affected by HIV.
7. **The Counter-Trafficking in Persons Act of 2010** protects girls, women, and children against trafficking and aims to prevent, suppress and punish trafficking in persons, especially women and children, and provides for the offences relating to trafficking in persons.
8. **The Victims Protection Act, No. 17 of 2014** provides for the protection of victims of crime and abuse of power. It provides for down victims' rights protection during the criminal process including that of independent legal representation, access of information, and support services for vulnerable victims.
9. **The Bail and Bond Policy Guidelines** offer guidance to judicial officers on how to assess bail applications for sexual and gender-based violence cases. The guidelines take into consideration chances of interfering with victims and witnesses before bail or bond is granted.
10. **The National Guidelines on Management of Sexual Violence in Kenya** provide information on the management of sexual- and gender-based violence (SGBV) including history taking and examination of adults, history taking and examination for children, management of physical injuries, post-exposure prophylaxis (PEP), pregnancy prevention, management of sexually transmitted infections, medical management of perpetrators of sexual violence, as well as follow up of survivors of sexual violence. This is meant to ensure that all the medical psychosocial legal needs of a survivor in both a stable and humanitarian context.

11. **County SGBV Policies.** Various counties have adopted policies to combat sexual and gender-based violence. The policies provide a framework for the implementation of concrete measures in the prevention and response to SGBV aimed at eliminating SGBV in the counties. Examples of counties that have these policies in place include Migori County, Meru County, Taita Taveta County, and Kisumu County.

Facilitator Resource 3.4

Laws that Protect Women against Violence – TANZANIA¹⁴

Tanzania has committed itself to numerous regional and international instruments and declarations to curb violence against women. There are a number of multi-sectoral instruments that guide implementation. They are listed below.



1. **National Plan of Action to End Violence Against Women and Children (NPA-VAWC 2017/18 – 2021/22)**
2. The coordination structure of the NPA-VAWC operates at both the national and local level. At the national level, there is an NPA-VAWC National Protection Steering Committee (NPSC), NPA-VAWC National Protection Technical Committee (NPTC) and Thematic Working Groups (TWGs). At regional, council, ward, and village levels, the PO-RALG (President's Office – Regional Administration and Local Government) is responsible for coordination of all issues related to NPA-VAWC. At various government levels, protection teams have been / will be created to address VAWG.
3. **National Guidelines for the Integration and Operationalization of One Stop Centres for Gender Based Violence and Violence Against Children Services in Health Facilities (NGIOOSC)**
4. **Gender-Based Violence (GBV) Policy Guidelines for a Multi-sectoral Response to GBV**
5. **The Sexual Offences Special Provisions Act (1998)** which provisions aims to prevent sexual violence and harmful traditional practices. However, the law has never been amended to define female genital mutilation (FGM) nor criminalize medicalized FGM, cross-border FGM or failure to report FGM to relevant authorities. The government is currently finalizing a **National Strategy to End FGM**.

In Tanzania, intimate partner violence (IPV) is referred to as domestic violence or violence against women (and children). The language IPV is not used in Tanzania laws and policies.

Sexual violence between spouses or marital rape is a grey area and is still a moot question which will have to be addressed by courts either through a criminal case or a constitutional reference (it has never to-date). Under the **Sexual Offences Special Provisions Act¹⁵** the law states that it is an offence for: 1) a male person to rape a girl or 2) a male person commits the offence of rape if he has sexual intercourse with a girl or woman under circumstances falling under any of the following' descriptions:

¹⁴ This brief was prepared by Pastoral Women's Council, October 2021.

¹⁵ https://www.tanzania.go.tz/egov_uploads/documents/The_Sexual_Offence_Special_Provisions_Act_4-1998_en.pdf

- a. Not being his wife, or being his wife who is separated from him without her consenting to it at the time of the sexual intercourse.
- b. With her consent where, the consent ... has been obtained by the use of force, threats or intimidation or by putting her in fear of death or of hurt while she is in unlawful detention.

From the reading of the provisions, a husband can commit a sexual offence against his wife, if they are separated and she has not given consent OR under the circumstances provided in b.

6. Harmful social norms are a major push factor of IPV in the country. While, **Article 13 (1) and (2) of the Constitution of Tanzania** provides that all persons are equal before the law and entitled to the same legal protection, it has been argued that gender-aware Constitutional provisions are limited in their application because of the provisions of Article 30(2), which states:

... no provision contained in this Part of this Constitution which stipulates the basic human rights, freedom and duties shall be construed as invalidating any existing law or prohibiting the enactment of any law or the doing of any lawful act under such law ...

7. This provision is the basis of application of customary law alongside other formal laws in the country. In fact, customary law was formally codified and included in the laws of the country under the **Customary Law (Declaration) Order No 436 of 1963**. This law discriminates against women and girls on various fronts, especially, with regards to inheritance. It recognises patrilineal inheritance practices of most communities in the country and treats women and girls as third-class citizen in property and land ownership. The law, also provides for wife inheritance by a relative of the deceased husband and ousts the rights of a widow over custody of her children thus:

The widow has no share of the inheritance if the deceased left relatives of his clan; her share is to be cared for by her children, just as she cared for them.

The customary laws in Tanzania have the same status in our courts as any other law, subject to the Constitution and any other statutory law that may provide to the contrary. The existence of customary law (as codified under **Order No 436 of 1963**) has informed a lot of discriminatory judicial decisions because interpretations have been allowed to override the principle of equality guaranteed in the Constitution in favour of discriminatory customary laws and practices.

¹⁶ http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S1727-37812019000100014&lng=en&nrm=iso&tlng=en
AND <https://www.ecolex.org/details/legislation/local-customary-law-declaration-no-4-order-gn-no-4361963-lex-faoc179737/>

For example, in the case of *Scholastica Benedict v Martine Benedict*, the Court of Appeal denied a widow the right to inherit matrimonial property when she and her stepson claimed ownership of the matrimonial home, which was part of the deceased's estate. The widow sought the right to remain in the house as it was the matrimonial home and she claimed that she was thus entitled to inhabit it after the death of her husband. The court ruled according to Haya (local tribe) customary law, which makes no provision for a widow to remain in the matrimonial home after her husband's death. The Court further decided that a widow can inherit from her husband only if he is the last surviving member of his clan and there were no other heirs when he died.

8. **Order No 436 of 1963** has also led to codification and application of customary law in other pieces of legislation. For instance, the **Law of Marriage Act (LMA)** allows for early marriage at age 15¹⁷, polygamy, wife inheritance, and discriminatory division of matrimonial property in the event of divorce and separation.
9. With regards to physical violence, there are offences created under the **Penal Code, Cap. 16**, which are normally regarded as including domestic violence by the police and judiciary. Such offences include: assaults, common assault, and assault causing actual bodily harm. The common assault is defined as an act by any person who unlawfully assaults another (section 26). On the other hand, assaults are defined as acts committed by any person that causes actual bodily harm (section 27). The sanctions on conviction are imprisonment for one year and five years respectively. A critical look at the two sections shows that for common assault to qualify as a criminal offence, the act must be unlawful and if wife or child beating does not result in grievous bodily harm, a charge for common assault of a spouse would not stand.
10. Section 66 of the **Law of Marriage Act (LMA)** takes away the right of a spouse to inflict corporal punishment on another spouse comes in an attempt to address domestic violence. The Law states '*no person has any right to inflict corporal punishment on his or her spouse.*' However, in practice, wife beating occurs in many rural and urban areas as a result of socialization that insubordinates women. Most communities and law enforcers tend to hold the view that wife beating (e.g., slapping, arm twisting, pinching etc.) is permissible as long as no grievous bodily harm results from the assault.¹⁸
11. Additionally, the **Village Act** which establishes various land dispute tribunals with unequal representation of women, and ignores male unequal power in land ownership, governance and management.

¹⁷ This provision was challenged in court in 2019 in which the Court of Appeal ruled it was unconstitutional but not amended to the law has ever taken place

¹⁸ <http://www.svri.org/sites/default/files/attachments/2016-07-05/Tanzanian%20review%20GBV%20report%202014%20by%20TAWLA%20TAMWA%20CRC%20GNP%20ZAFELA.pdf>

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Facilitator Resource 3.4

Laws that Protect Women against Violence – UGANDA¹⁹

Currently, Uganda does not have specific laws addressing sexual and gender-based violence (GBV) (including intimate partner violence). The laws that protect against GBV are integrated into various other laws. A number of bills meant to consolidate offences and penalties related to sexual-and gender-based violence are currently in review.



Deriving authority from the Constitution, below are some of the policies and laws that can be used to protect people in Uganda against intimate partner violence (IPV).

1. **The National Policy on Elimination of GBV in Uganda (2019)** was developed to foster a zero-tolerance environment and provide comprehensive response, care, and support services to survivors/ victims, as well as to eliminate impunity and end gender-based violence. The policy focuses on physical, sexual, and economic violence, as well as harmful traditional practices such as female genital mutilation (FGM), early and forced marriages, and dowry-related violence.
2. **The National Male Involvement Strategy for the Prevention and Response to Gender-Based Violence in Uganda (2017)** is aimed at engaging men and boys to become change agents in their communities and workplaces, promoting peace and security, mitigating conflicts, protecting the rights of women and girls, sensitizing their peers, and ensuring victims/survivors receive appropriate services.
3. **The National Community Development Policy for Uganda (2015)** recognizes gender sensitivity as one of its guiding principles and an action area on male involvement for reproductive health, as well as community dialogue approach to address GBV and other harmful cultural practices.
4. **The Equal Opportunities Policy (2006)** sets gender as one of the priority areas with a focus on equitable access and control of resources, and addressing negative cultural practices that limit opportunities for marginalized men and women.
5. **The Uganda Gender Policy (2007)** which, under the priority of gender and rights, seeks to address issues of gender inequality in access to justice, socio-cultural discrimination against women and girls, GBV, and limited awareness about rights.
6. **The Uganda National Culture Policy (2006)** seeks to promote community action on cultural practices that promote and impinge on human dignity.

Although both women and men experience GBV in Uganda, women are more likely to suffer every form of violence (UDHS, 2006) with the majority cases of violence against women committed by an intimate partner.

¹⁹ This brief was prepared by Uganda Community Based Association for Child Welfare (UCOBAC) – October 2021.

7. **The National Health Policy (2012)** recognizes domestic violence, rape, sexual abuse, and abuse of children, which are often related to excessive use of alcohol, as some of the common ills that affect the health outcomes of Uganda. The policy seeks to address these ills through health promotion and prevention.
8. **The Penal Code Act CAP 120 Article 123** (Punishment for Rape) provides a definition of rape and states that any person who has unlawful carnal knowledge of a woman or girl without her consent committed rape.

Victims and all practitioners can also be supported by a number of other laws that outline incidences of gender-based violence:

9. **The Domestic Violence Act 2010 and its Regulations 2011**
10. **The Prohibition of Female Genital Mutilation 2010 and its Regulations 2013**
11. **The Prevention of Trafficking in Persons Act 2009**
12. **The Employment Act 2006**
13. **The Prohibition of Sexual Harassment Regulations (2012) (refer to the Children Act CAP 59)**

Co-Facilitator Planning Sheet for SYFF Together Session 3

Session 3 Activities and Steps	Minutes	Lead Facilitator	How Co-facilitator Will Help
Activity 3.1: Welcome and Youth Champion Assignment Check-In Step 1 Step 2	15		
Activity 3.2: Harmonious Relationships Share Power Step 1 Step 2 Step 3	65		
Activity 3.3: Harmonious Relationship Are Non-Violent Step 1 Step 2	30		
ENERGIZER	5		
Activity 3.4: Resolving Conflicts Harmoniously Step 1 Step 2 Step 3 Step 4 Step 5	75		
Activity 3.5: Knee-to-Knee Step 1 Step 2 Step 3	10		
Activity 3.6: Youth Champion Assignment Step 1	5		
Activity 3.7: Session Closure Step 1 Step 2	10		

Session 4: Securing Your Family's Future—Time for Action!

Session-at-a-Glance

Activity	Time
Activity 4.1: Welcome and Youth Champion Assignment Check-In	15 minutes
Activity 4.2: Rope Pull	40 minutes
Activity 4.3: Taking Action—Making a Will	65 minutes
ENERGIZER	5 minutes
Activity 4.4: Knee-to-Knee	15 minutes
Activity 4.5: Commitments to SYFF Goals	30 minutes
Activity 4.6: Certificates and Session Closure	15 minutes
Total Time	About 3 hours

Learning Objectives

At the completion of this session, couples will be able to:

1. Discuss how it feels to be liberated from the “pull” to stay inside their gender boxes.
2. Share how they will support each other in “dropping the rope” (stepping outside the gender box).
3. Make a will.
4. Share one message about stepping outside the gender box with their children.

Materials

Supplies

- Gather standard list of [supplies](#) listed above in the introduction section of this curriculum manual.
- Two 10-foot pieces of rope (like a clothesline type of rope)

- TRUE and FALSE signs (One set of signs for every two couples. For example, if you have 12 couples, you will need 6 sets of signs.)
- 5 post-its per couple (with the first names of the couple on each post-it).
- Certificates (one for each couple) (See separate PowerPoint document for template.)
- OPTIONAL: Incentives such as a t-shirt, cap, etc.
- OPTIONAL: Refreshments and music

Flipcharts

- Flipchart 1.2: SYFF Together Goals (both sheets)**
- Flipchart 1.3: Group Agreements for Learning Together**

Handouts/Worksheets in the SYFF Together Participant Workbook

- Handout 4.1: Making a Will**
- Handout 4.2: Last Will and Testament Template**
- Handout 2.2: Resources that Can Help with SYFF Goals (Action 1: Making a Will)**
- Worksheet 4.1: Getting Ready to Make a Will**

Preparation

1. Complete standard set of [preparation tasks](#) listed above in the introduction section of this curriculum manual.
2. Post **Flipchart 1.2 SYFF Together Goals (both sheets)**.
3. Create TRUE and FALSE signs (One set of signs for every two couples. In other words, if you have 12 couples, you will need 6 sets of signs.) Write “TRUE” in large green letters on one piece of printer paper and write “FALSE” in large red letters on another piece of printer paper.
4. Prepare 5 post-its for each couple by writing their first names on it (see diagram to your right). For example, if you have 10 couples in the course, you will need 50 post-its. Have the post-its ready to distribute during *Activity 3.5, Step 1*.
5. Prepare a certificate for each couple (see PowerPoint file for the template).
6. OPTIONAL: Secure an incentive for each participant such as t-shirt, cap, etc.
7. OPTIONAL: Secure refreshments and music for a post-course celebration.



Procedure

Activity 4.1: Welcome and Youth Champion Assignment Check-in (15 minutes)

STEP 1: Welcome the Group (Facilitators' Remarks) (5 minutes)

1. Both facilitators greet and welcome the group by saying something like:
 - Welcome everyone to the last session of the SYFF Together Course! We hope everyone had a good week.
2. Distribute the **Securing Your Family's Future's Participant Workbooks**.
3. Give participants green ribbons if they forgot to bring it.
4. OPTIONAL: Ask if there is a couple who would like the group in an opening prayer.
5. Briefly explain the topic of today's session by saying something like:
 - Today is our last session in the SYFF Together course. We have learned a lot. We have talked a lot. Today is a day for action. We are going to plan for writing a will, among other things.

STEP 2: Review Youth Champion Assignment (Large Group Report and Discussion) (10 minutes)

1. Lead a large group report out and discussion with the questions below.
 - **Let's take a few minutes to talk about last week's Youth Champion assignment. Who had a chance to talk with one or more of their children non-violent ways to resolve conflict?** (Ask for a show of hands.)
 - **Would one of the couples like to share the conversation they had with a child? Who was the child? What happened during the conversation?**

Facilitator Note

Plan to hear from only a few volunteers. Recognize that each couple's situation is different, and some may not have been able to do the assignment.

Give positive reinforcement and express your appreciation to those couples who completed the assignment.

Activity 4.2: Rope Pull (40 minutes)

STEP 1: Introduce Activity (Facilitator Presentation) (10 minutes)

1. Explain the challenge of living outside the box by saying something like:
 - We have talked a lot about the gender box over the last few months. I think we all agree that we no longer want to live inside the confines of a box. It's not natural. It limits us. And in some cases, can harm us, our families, and our communities.
2. However, living outside the gender box takes courage. The SYFF goals, or actions, that we have been discussing require men and women to step outside their gender boxes and live in a more gender-equitable world.
3. Ask one participant (or several) to read aloud the goals on **Flipchart 1.2: SYFF Together Goals (both sheets)**. Thank the participant(s).
4. Ask:

- **Based on everything we have learnt, why is it challenging for some men to live outside the gender box? What about women?**



Examples of possible responses:

- Worries about what other people think
 - Worries that they will be judged, criticized, ridiculed
 - Worries about power being taken away (rather than shared)
 - Worries about being faced with violence if they step outside the box
 - The belief that stepping outside the box will diminish one's culture
 - Don't know how to step outside the box
 - Don't believe that stepping outside the box is possible
 - Don't feel supported
- **Yet, there are a lot of benefits to individuals and families if we step outside the gender boxes. What are some of these benefits?**

Examples of possible responses:

- Better relationship with spouse
- More productive use of land
- Healthier children
- More educated children
- Greater sense of security
- **Feeling like a wise and just man**
- **Feeling like an empowered and wise gardener**

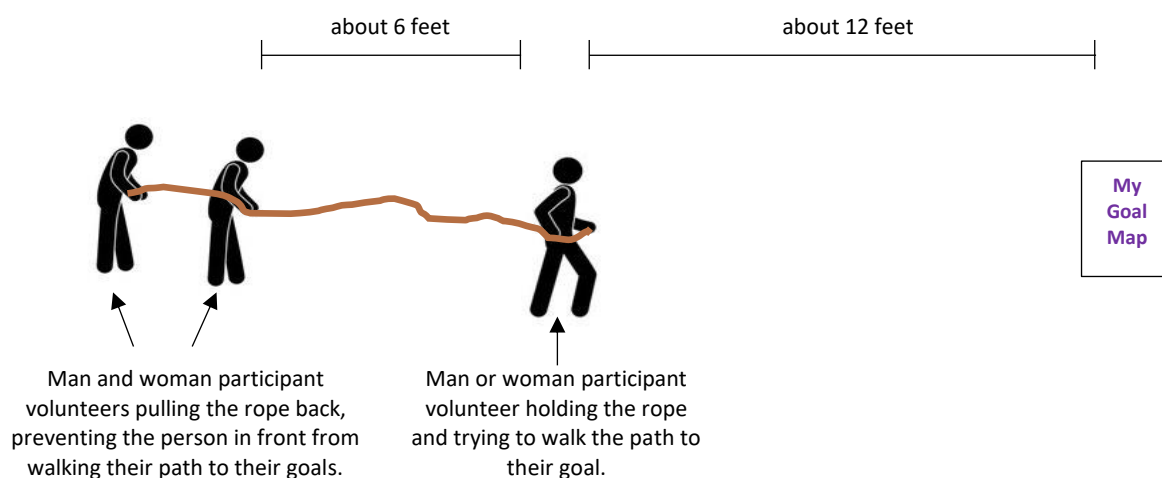


5. Say something like:
 - Sometimes when people try to step outside the gender box, they feel like they constantly are being pulled back in. We are going to do an activity now to show how we can avoid being pulled back into the box.

STEP 2: Explain and Conduct the Rope Pull Round #1 Activity (*Group Activity*) (10 minutes)

1. Ask for three men and three women to volunteer for the activity (they do not have to be couples) and come to the front of the room (somewhere you have open space, perhaps outside).
2. Ask one man and one woman to find the goal map they did two weeks ago and tape it to the wall. Alternatively, you can prepare two flipcharts that say “MY GOAL MAP” and tape them on the wall (at least 6 feet apart).
3. Give one piece of rope to the man and ask him to hold onto the front end of the rope. Give the other piece of rope to the woman and ask her to hold onto the front end of the rope. Have them stand about 6 feet away from each other and at least 12 feet away from their goal map taped to the wall.
4. Then ask for one man and one woman (2 people) to hold the other end of each piece of rope.
5. Tell the woman and man at the front end of the rope to look at their goal map taped on the wall about 12 feet in front of them. Ask them to hold tight to the rope (don’t let go) and start to take steps on the path to their goal.
6. As they do so, tell the man and woman at the other end of the rope to pull back to prevent the person at the front from taking steps to get to their goal map. Tell the group that this represents the people who keep pulling us inside the gender box.
7. Tell the participants that they can start the exercise. Allow them to struggle for a minute or so and then stop the activity.

Set up for Rope Pull



Set up the participants as depicted in the diagram above – twice = side by side. One rope led by a woman, the other rope led by a man.

Each “team” should be about 6 feet distance from each other.

STEP 3: Debrief Rope Pull Round #1 (Debrief Discussion) (5 minutes)

1. Ask the man and woman at the front of their ropes:

- **How did it feel to be pulled back as you were walking toward your goal?** (Give opportunity for both to reply to this question).

Examples of possible responses

- *Frustrated, Mad*
- *Overpowered, Controlled*
- *Discouraged*
- *Tired*

2. Ask the men and women at the back of each rope:

- **How did it feel to be pulling back on the rope, trying to prevent [NAME] and [NAME] from reaching their goal?**

Examples of possible responses

- *Tiring*
- *Not sure why I was spending so much energy trying to keep him/her back*
- *Less time to focus on my own goals*

STEP 4: Explain and Conduct Rope Pull Round #2 (Group Activity) (5 minutes)

1. Tell the volunteers that they are going to do this activity again.
2. This time, as the man and woman at the head of each rope struggle to walk toward their goal, they can simply choose to drop the rope. In other words, they can choose to release themselves from the pressure to be confined by artificial rules and expectations. Ask them if they are willing to do this.
3. Begin the demonstration again. Allow for the pulling and tugging to go on for a 10-15 seconds and then ask everyone to shout out “Drop the rope.” Watch the man and woman at the front of the rope, drop their ropes and walk to their goal maps. Lead a round of applause.

STEP 5: Debrief Rope Pull Round #2 (Debrief Discussion) (10 minutes)

1. Ask the man and woman at the front of the rope:
 - **How did it feel to just let go of the rope?** (Give opportunity for both to reply to this question).

Examples of possible responses

- *Freedom*
 - *Less work*
 - *Relief*
 - *Empowering*
 - *I can get to my goal faster*
- **How did it feel to reach your goal map?**

Examples of possible responses

- *Happy*
 - *Proud*
 - *Empowered*
- **How did it feel not to be the only person to let go of the rope?**

Examples of possible responses

- *Supported*
- *“Permission” to let go*
- *United*
- *Relief*

2. Ask the men and women at the back of the rope:
 - **How did it feel not to have to pull the rope back anymore?**
3. Ask the whole group:
 - **What did you learn from observing this activity?**
 - **Is it possible to “just let go” of the pressure to hold onto the rope or stay inside the gender box?**
 - **What do you say to others who don’t think it’s a good idea to “let go of the rope?”**
 - **[NAME] and [NAME] felt supported by being able to drop the rope together. What can we do support other men and women in our community to “drop the rope” or step outside the gender box?**

Examples of possible responses

- *Encourage them*
 - *Do not judge them*
 - *Do not encourage other people who may judge them; show that you disapprove of others judging*
 - *Provide support, help or advice, if asked*
 - *Join them*
- **How do you think you will feel when you support others?**
4. Say something like:
 - The purpose of this activity was to show you that the pull to stay inside the box is real, but also imaginary in some ways. It is possible to drop the rope and be released from the artificial confines that the gender box imposes on us.
 - **You are wise and just men. Women are wise and empowered gardeners.** All of you now have the opportunity to put your values and character into action. You can choose to let go of the rope. You can choose to step outside the gender box. By doing so, you will have a more secure future, a happier marriage, and a stronger family. You will feel happy, relieved, and empowered!
5. Ask:
 - **Do you agree?** (Make sure everyone says aloud “yes.” Ask several times until the group loudly says “yes.”)

Activity 4.3: Taking Action—Making a Will (65 minutes)

STEP 1: Introduce the Activity (*Facilitator Presentation*) (5 minutes)

1. Open the activity by saying something like:
 - When we release ourselves from the pressures of staying inside the gender box, or the pull we feel from others to stay inside the box, we live with integrity. By integrity, I mean not just having good values, but also living those values, modeling them for our children, and supporting others who share the same values.
 - Our values about being wise, just, empowered, respected, and caring for our children are more likely to be realized when we are released from pressures and pulls.
 - We are also more likely to understand the value of, and act on, the five SYFF land rights goals.
2. Ask one of the participants (or 5 participants) to read aloud the five SYFF land rights goals on **Flipchart 1.2: SYFF Together Goals (first sheet)**. Thank the participant(s).

STEP 2: Define Will and Dispel Myths (*Small Group Work and Debrief*) (10 minutes)

1. Say something like:
 - We are going to work on one SYFF goal today—Making a Will. The work we do today will NOT be legally binding. They will just be notes that you can use later to make a formal will. (Be sure everyone understands this.)
2. Ask:
 - **Can someone remind us what a will is?**

Answer: A will is a legal declaration by a person of their wishes with regard to their property *after* their death. A will (written or oral) can be revoked or altered by the person making the will) at any time that s/he is competent.
3. Explain the next activity by saying something like:
 - I'd like you to form small groups of two couples (four people). Give the groups a minute to do this. (As they form the small groups, give each group a set of "TRUE" and "FALSE" signs.)

- I am going to read five statements to you. Some are factual statements, and some are opinion statements. I'll give you 30 seconds to determine whether the answer is true or false. After 30 seconds, I will ask each small group to raise the sign that represents their answer.

Statements

- **Making a will means you will die soon.**
FALSE
- **Once you make a will you can never change it.**
FALSE
- **Only sons should be left land or property.**
This is an opinion statement. Hopefully, the groups will say FALSE. If not, ask them what the reasoning is behind their answers.
- **A wife should inherit at least part of her husband's land in the event of his death.**
This is an opinion statement. Hopefully, the groups will say TRUE. If not, ask them what the reasoning is behind their answers.
- **Making a will is one way to secure your family's future.**
TRUE

4. After each group reveals their answers, correct misinformation as needed.

STEP 3: Review Will Making (Facilitator Presentation) (15 minutes)

1. Ask participants to find the following documents in their course workbook.
 - **Handout 4.1: Making a Will**
 - **Handout 4.2: Last Will and Testament Template**
 - **Handout 2.2: Resources that Can Help with SYFF Goals (Action 1: Making a Will)**
 - **Worksheet 4.1: Getting Ready to Make a Will**
2. Explain the activity by saying something like this:
 - These handouts may look familiar to you. **Handout 4.1: Making a Will** explains what a will is and the basic components of a will. **Handout 4.2: Last Will and Testament Template** is an example of what an actual could looks like. We reviewed both of these handouts in the SYFF for Men and SYFF for Women courses. We are not going to go over them in detail today.

- **Handout 2.2: Resources that Can Help with SYFF Goals** provides a list of community resources that can help achieve all of the SYFF Goals or Actions. For right now, we are going to focus on **Action 1: Making a Will**.
3. Read aloud the resources in the **Action 1** table and then ask:
 - **Did you know about these resources?**
 - **Has anyone here used these resources?**
 - **Do you know of other resources in your community that could help you with writing a will?**
 4. We are going to spend our time answering some important questions that will help us make a will. The most important worksheet, for now, is **Worksheet 3.1: Getting Ready to Make a Will**.
 5. In a minute, I am going to ask each of you to turn to your spouse and complete this worksheet. You can complete it in writing, or you can just discuss the questions and remember your answers. You will not be asked to share anything on this worksheet that you don't want to share. This is a private document.
 6. Let me read the questions aloud to you. (Review the handout aloud for the group.)
 7. You will have 20 minutes to work on this worksheet. Try to do as much as you can. However, we realize that couples might need more time to talk about some of the big decisions that need to be made when making a will.
 8. Does anyone have a question about the assignment?

STEP 4: Set the Couples to Work (*Couple Work*) (20 minutes)

1. Invite the couples to begin the assignment.
2. Move around the room and help couples, if needed.
3. Provide time checks as appropriate.

STEP 5: Debrief the Activity (*Debrief Discussion*) (15 minutes)

1. Lead a short debrief of the activity with the questions below.
 - **What was it like to work on making a will with your spouse?**
 - **Are there any challenges that you want to discuss as a group?**

- How do you think having a will help secure your family's future?
- Does anyone still feel superstitious about making a will? Does having a piece of paper like this (hold a piece of paper in your hand) have any effect on your health or life expectancy?
- Now that you have some work done on making a will, what will be your next steps? In other words, what are you going to do next to finalize a will?

Handout 4.1

Making a Will

What Is a Will?

A will is a legal declaration by a person of their wishes with regard to their property *after* their death. A will (written or oral) can be revoked or altered by the person making the will) at any time that s/he is competent. The legal word for the person making the will is “testator.”



There are two types of wills:

1. An **oral will** must be made in the presence of competent witnesses. The number of witnesses depends by country. In some cases, if a witness dies before the person making the will, the will not be accepted. In some countries, an oral will must be made shortly before the person making the will dies. The exception to the time limit applies to terminally ill individuals and persons in the armed forces.
2. A **written will** should:
 - Be in writing (typed or written in pen),
 - Include the name and address of the person making the will,
 - Include the name and contact information of the person who will carry out the testator’s wishes upon his/her death. The legal term for this person is “executor” (if a man), or “executrix” (if a woman).
 - Include detailed descriptions of the person’s property, location, and who will inherit it. (the legal term for a person who inherits from a will is “beneficiary”),
 - Be signed and dated by the person making the will in front of witnesses who know how to read and write. If the person making the will is illiterate, they can use their right-hand thumb print. Again, the number of witnesses needed can vary by country. In many cases the witness cannot be people who will gain from will. The witnesses must also sign the will.

Revocation, Destruction, or Alteration of Written Wills

- A will can be amended by the person making the will, as long as the alterations are witnessed and dully signed.
- A will is deemed to be destroyed if it is torn or the content cannot be understood.
- If several written wills exist, then the most recently dated one will be considered the valid will.
- In a situation where a person has both written and oral wills, the written will takes priority.

Who Can Make a Will?

Those making a will must be of legal age, of sound mind, and not be under any type of duress, force or threat. Legal age varies by country. Both men and women can make wills.

Who Are the Beneficiaries of a Will?

- Surviving spouse(s) recognised by formal or customary laws.
- Children of the deceased.
- Other legal heirs.

Where Should a Will Be Kept?

Keep your original will in a safe place where your executor/executrix will know how to find it. For example, you might want to keep a copy of your will at a lawyer's office or with a religious leader or best friend.

DEFINITIONS: Related to a Will

- **Testator** – the person who makes a will.
- **Executor** (male) or **Executrix** (female) – the person appointed to carry out the requests made in another person's will.
- **To Bequeath**– to give or to leave something in the will, for example, personal property or land.
- **Beneficiary** – a person who benefits from something in the will
- **Witness** – a person who watches the Testator sign their will and then signs the will affirming that the Testator is who they say they are.

Handout 4.2

Last Will and Testament Template

Note: This is an example of a how a Last Will and Testament can be written. It is in the most basic and simplest form of will. Consult with your local legal services to make sure the format and information included in your will is consistent with your country’s laws.

LAST WILL AND TESTAMENT

OF

_____ **(NAME OF PERSON MAKING THE WILL)**

A. Declaration

I, _____ (*your full name*), residing in _____ (*village, region, country*), and of ID number _____ (*your ID number*) being of sound mind and memory, and not acting under any duress or undue influence of any person or circumstance, do hereby make, publish, and declare this to be my Last Will and Testament.

B. Revoke Prior Wills and Codicils

I hereby revoke any and all Wills and Codicils previously made.

C. Appointment of Person Who Will Carry Out Your Wishes (Executor/Executrix)

I appoint my wife, _____ (*full name*), as Executrix²⁰ under this, my Last Will and Testament. If my wife shall predecease me, or fail or cease to serve for any reason, I nominate, my son, _____ (*full name*), as Successor Executor. If my son shall predecease me, or fail or cease to serve for any reason, I nominate my daughter _____ (*full name*), as Successor Executrix.

²⁰ An “Executrix” (for women) and “Executor” (for men) are the legal terms use to describe the person who is assigned to carry out the terms of the will.

D. Powers of the Executor/Executrix

I grant to the Executrix powers with respect to all the property forming my estate:

1. Distribute the assets of the estate.
2. Sell the assets of the estate at public or private sale for cash or credit terms.
3. Invest any surplus money of the estate in real or personal property as they think fit.

E. Family Members

My family consists of:

- My first wife, _____, *(full name)* born _____ *(birth date)*
- My second wife, _____, *(full name)* born _____ *(birth date)*
- My son, _____ *(full name)*, born _____ *(birth date)*
- My daughter _____ *(full name)*, born _____ *(birth date)*
- Etc.

I hereby declare my love and affection for my family.

F. Bequests²¹

I bequeath the described sums of money and items of personal or real property as follows:

1. My first wife, _____ *(full name)*, living at

(full address), _____
(description of bequest, e.g., money in bank account – provide amount of money, name of bank and location, and account number).
2. My second wife, _____ *(full name)*, living at

(full address), _____
(description of bequest, e.g., my apartment – provide full address of apartment and location).

²¹ A “bequest” is a legal term for what a person what’s to leave to someone named in their will.



3. My son, _____ (*full name*), living at _____
(full address), _____ (*description of bequest, e.g., my
10-acre plot (provide full description of land and location), and my car (provide details
about car)*).
4. My daughter, _____ (*full name*), living at
_____ (*full address*), _____
*(description of bequest, e.g., 10 my acre plot (provide full description of land and
location), and my animals (provide description, number, and location)*

[Include additional bequests, as needed]

In WITNESS WHEREOF, I sign and declare this instrument as my Last Will and

Testament, on this _____ (*month*), _____ (*date*) _____ (*year*) at
_____ (*location*).

_____ (*SIGNATURE*)

FULL NAME, TESTATOR²² (*print*)
ID NUMBER (*print*)

_____ (*SIGNATURE*)

FULL NAME, WITNESS #1 (*print*)
ID NUMBER (*print*)

_____ (*SIGNATURE*)

FULL NAME, WITNESS #2 (*print*)
ID NUMBER (*print*)

²² "Testator" is the legal term for the person who is making the will.

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Worksheet 4.1

Getting Ready to Make a Will

1. Make a list of your land and property below on the left side.
2. State who you want to leave these assets to (your beneficiaries) on the right side. Use the back page of this worksheet if you need more room.

List of Our Land and Property	Who will we leave it to in the event of our death (beneficiaries)?
1.	
2.	
3.	
4.	
5.	
6.	

3. Who do you want to be in charge of your will to make sure your wishes are carried out after your death? (This person is called the “Executor.”)

Name: _____

4. Where will you keep your will for safe keeping? (Do not write this down – just discuss it with your spouse.)
5. Who in the community can help you legally write your will? See **Handout 4.3**.

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ENERGIZER (5 minutes)

Examples of energizers and icebreakers can be found in the Appendices section of the SYFF for Men and SYFF for Women curriculum manual. Or feel free to use your own!

Activity 4.4: Knee-to-Knee (15 minutes)

STEP 1: Introduce the Activity (Facilitator Presentation) (5 minutes)

1. Introduce the activity by saying something like:

- Before we end today, we are going to do the Knee-to-Knee activity we did last week.
- Take a minute to get into the knee-to-knee positions with your spouse.



2. Say something like:

- You will have about 5-7 minutes to do three things.
- **First**, you will greet each other in a way that feels comfortable to you. For example, you might want to hold hands, give each other a quick hug or kiss, or simply a verbal greeting.
- **Second**, you will each share with each other about one way you will drop the rope, especially as dropping the rope is related to securing their family's future. For example, you talk about making joint decisions about how to use land, co-registering land, etc.
- **Third**, discuss one thing you want to tell your daughters and/or your sons about what they learned from the Rope Pull activity. Decide on one clear message you want to tell them, who will share the message with which child, and when.
- **Are there any questions about this part of the assignment?**

STEP 2: Set the Couples to Work (Couple Work) (7 minutes)

1. Invite the couples to get into the knee-to-knee position and begin the assignment. Move around the room and help couples if needed. Provide time checks as appropriate.

STEP 3: Facilitate a Short Debrief (*Large Group Debrief*) (3 minutes)

1. Ask:

- **Would anyone like to share one way they are going to drop the rope as it relates to securing your family's future?**
- **Would anyone like to share a message they will share with their children about the Rope Pull activity?**

Activity 4.5: Commitments to SYFF Goals (30 minutes)

STEP 1: Explain the Commitment Activity (*Facilitator Presentation*) (5 minutes)

1. Say something like:

- I want to congratulate all of you for all the good work you have done over the last few weeks. You shared meaningful and helpful experiences, opinions, and ideas. We all learned from each other.
- Learning new information about our land rights is important. Critical reflection on the gender box is important. Learning about how to complete a goal map is important. BUT... learning new information is not enough. Ultimately, we are counting on you to ACTUALLY step out of the gender boxes, let go of the rope, and take action to be the wise, just, and empowered people you are. We want you to ACTUALLY take action to reach each of the SYFF goals.

2. Ask someone in the group to read ***Flipchart 1.2: SYFF Together Goals (first sheet)*** aloud again.

3. Say something like:

- Now that we are almost at the end of the SYFF Together course, I would like each couple here to commit at least 3 of these 5 goals.
- [NAME of CO-FACILITATOR] is going to give you 5 post-its. You'll see that each post-it has your names on it.
- Take about 5 minutes to discuss with your spouse the 3 goals you are going to commit to achieving over the next 3 to 9 months, or by [MONTH] or [MONTH].

- After you have agreed on 3 goals, together, please come up to the flipchart (**Flipchart 1.2**) and stick your names next to the goals you have prioritized. Of course, if you would like to commit to more than 3 goals, please feel free to.
- **Does anyone have any questions about this assignment?**

STEP 2: Set the Couples to Work (*Couple Work*) (10 minutes)

1. Invite the couples to begin the assignment. Move around the room and help couples if needed. Provide time checks as appropriate.

STEP 3: Debrief Activity (*Couple Work*) 15 minutes)

1. After the couples have finished, read each of the SYFF Goals and the names of the couples who put a post-it by it.
2. Lead a brief discussion by saying/asking:
 - Congratulations! This is really great to see!
 - **What was it like to talk with your spouse about these commitments?**
 - **What was it like to publicly post your name next to the goals on the flipchart?**
 - **How do you think you will feel after you reach the goals you prioritized here?**
 - **Do you foresee any obstacles in reaching the goals you prioritized here? How can you overcome them?**
 - [NAME of CO-FACILITATOR] and I want you to know that we are here to help you achieve your goals. We can answer questions, connect you to the right people, help you complete paperwork, and even help you have discussions with your spouse. All you have to do is ask us or call us. (Make sure everyone has your cell phone numbers.)

Activity 4.6 Certificates and Session Closure (15 minutes)

STEP 1: Present Certificates (*Group Activity*) (10 minutes)

1. Say something like:
 - [NAME of CO-FACILITATOR] and I want to thank you again for all of your hard work. We would like to present each couple with a Certificate for successfully completing the SYFF Together course.

- You are now really masters at being wise, just, and empowered people!
 - You know that a **community thrives when everyone (men and women) in the community can realise their rights to land and property!**
 - You know that the gender box is artificial. **You know that you can break open the gender box so you can realize your true potential!**
2. Present each couple with a signed Certificate of Completion. Lead an applause after each couple receives their certificate. You may also want to take a photo of the couple and the two facilitators together.
 3. If you have opted to give participants an incentive for their participation, you can do so at this time.

STEP 4: Close Session (*Facilitator Comments*) (5 minutes)

1. Remind participants that they can keep their workbooks.
2. Remind participants how they can reach you in the future should they have questions.
3. Administer and collect Feedback Forms (optional).
4. OPTIONAL: Closing Prayer

Celebration

If your budget allows, provide some refreshments and play some music as a way to celebrate the end of the course.



Co-Facilitator Planning Sheet for SYFF Together Session 4

Session 4 Activities and Steps	Minutes	Lead Facilitator	How Co-facilitator Will Help
Activity 4.1: Welcome and Youth Champion Assignment Check-In Step 1 Step 2	15		
Activity 4.2: Rope Pull Step 1 Step 2 Step 3 Step 4 Step 5	40		
Activity 4.3: Taking Action— Making a Will Step 1 Step 2 Step 3 Step 4 Step 5	60		
ENERGIZER	5		
Activity 4.4: Knee-to-Knee Step 1 Step 2 Step 3	15		
Activity 4.5: Session Closure, Commitments, and Certificates Step 1 Step 2 Step 3 Step 4	20+		

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