

ESCÚCHAME

INTRAHOUSEHOLD DIALOGUES

Pictorial Guide



USAID
FROM THE AMERICAN PEOPLE



Quote and reproduce this guide

This work, "ESCÚCHAME: Intrahousehold Dialogues -- Pictorial Guide," is licensed Creative Commons License CC BY-NC-SA (<https://creativecommons.org/licenses/by-nc-sa/4.0/>). You are free to share the material (copy and redistribute the material in any medium or format) and adapt the material (remix, transform, and build on the material). In doing so, you must give appropriate credit (below), use the material for non-commercial purposes, and if you remix, transform, or build upon the material, you must distribute your contributions under the same license.

If this work is adapted for use, we recommend the following acknowledgment:

This work, "[NAME OF YOUR DERIVATIVE/ADAPTATION]" is a derivative of "ESCÚCHAME: Intrahousehold Dialogues -- Pictorial Guide" licensed under CC BY 4.0 developed by Jenna Smith, Bobbi Gray, Emily Brown of the Grameen Foundation USA. The ESCÚCHAME: Intrahousehold Dialogues -- Pictorial Guide was first published on the Grameem Foundation website at <https://grameenfoundation.org/escuchame-curriculum> in February 2024. This material does not necessarily reflect the views or policies of the United States Government, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government. Neither does this material suggest endorsement by Grameen Foundation USA or ODEF Financiera, Honduras.

To cite this work, we suggest the following citation:

Smith J, Gray B, Brown E. (2024). ESCÚCHAME: Intrahousehold Dialogues - Pictorial Guide. Grameen Foundation USA. <https://grameenfoundation.org/escuchame-curriculum>

Note: This Pictorial Guide is designed to be used with the ESCÚCHAME: Intrahousehold Dialogues -- Facilitator's Guide and is not considered a stand-alone document.

ESCÚCHAME

Session 1: Division of household roles and responsibilities

Supporting Graphics for Facilitators







Option 1: Open questions

Each participant introduces themselves and answers the questions:

- When you were young, what did you want to be when you grew up?
- Who is the first person in your family to wake up in the morning?

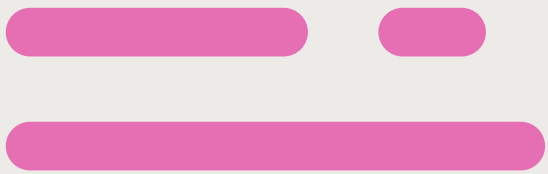


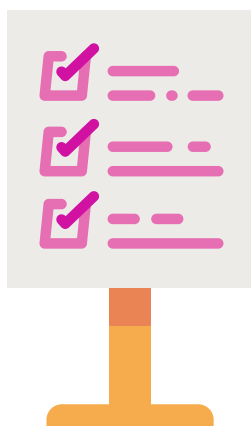
Option 2: "Who is most likely to..." game

Couples stand back to back and indicate to whom the statement best applies by holding up the shoe or something that represents themselves or their spouse.

- ...say "sorry" after an argument?
- ...arrived late for an appointment?
- ...to give in to your children's wishes?
- ...compete in a singing contest
- ...try a new food.
- ...put money in savings versus spending it
- ... win a foot race

If printing, print on the back of the picture with the corresponding graphic.





We hope this dialogue will be a place for us to talk safely and make decisions together to keep our families and communities healthy for everyone. Before we continue, we need to establish some ground rules to ensure that our dialogues are respectful of everyone and that we can achieve our goals. What are some ground rules that are important to you?

Obtain group consensus for each suggested ground rule and record them on a flipchart. Place the flipchart where all participants can see it.

If printing, print on the back of the picture with the corresponding graphic.





First, we talk about ACTIVE LISTENING. Can someone explain what it is? How can you tell when a person is not actively listening? (*ACTIVE LISTENING is where we pay full attention to the content, often involving nodding, eye contact, and other body language cues. It is different from "listening."*) To understand what Active Listening is and is not, we are going to have a conversation where one person does not listen.

With your partner, you are going to talk about a hobby that you are passionate about. Why are you passionate about your hobby? How did it begin? What effect does it have on you? The other person's job is NOT to "actively listen." *After one minute, ask the group the following questions:*

- How did you feel?
- What did you see?
- What did you learn?

If printing, print on the back of the picture with the corresponding graphic.





As the Speaker, you will select questions from the Conversation Starter Question Cards. You will then give them to the Listener, who will ask you those questions, so take a moment to look at the cards and select the questions you feel comfortable answering. Put your chosen cards in a separate pile and share them with the Listener.

You will have 5 minutes to answer as many of these questions as you can. You do not have to rush your answers, and you do not have to answer all the selected questions. You can always repeat the exercise and include questions that you have missed. When completing this step, please try to make your answers as honest and detailed as possible.

Handout Annex C: Conversation Starter Cards (that have been cut into small cards).

If printing, print on the back of the picture with the corresponding graphic.





If there is a difficult question, before answering, take 2-4 deep breaths to give yourself some space, reflection, and confidence before answering the question.

If printing, print on the back of the picture with the corresponding graphic.





As the Listener, you will ask your partner the questions he or she selected from the Conversation Starter Question Cards. It is your job to pay attention and listen without judging. As you complete the exercise, remember that it takes courage to talk about personal experiences. Listen carefully when your partner opens up to you, and be respectful in your response to the information they have shared.

You will have 5 minutes to ask as many questions as this time frame allows. You don't have to get through all the selected questions, so try not to rush the process. It is more important that you listen and pay attention to what the Speaker is sharing with you. You can always repeat the exercise and include any questions you may have missed.

If printing, print on the back of the picture with the corresponding graphic.





Now that you have fulfilled your role as Speaker or Listener, it is time to reflect on your experience. I am going to ask you a series of questions. *Give each person an opportunity to reflect on the questions.*

Ask the Speakers:

- How did it feel to share your personal stories with the Listener?
- Did you share things about your life that you may not have shared before?
- What was the most difficult for you to share?

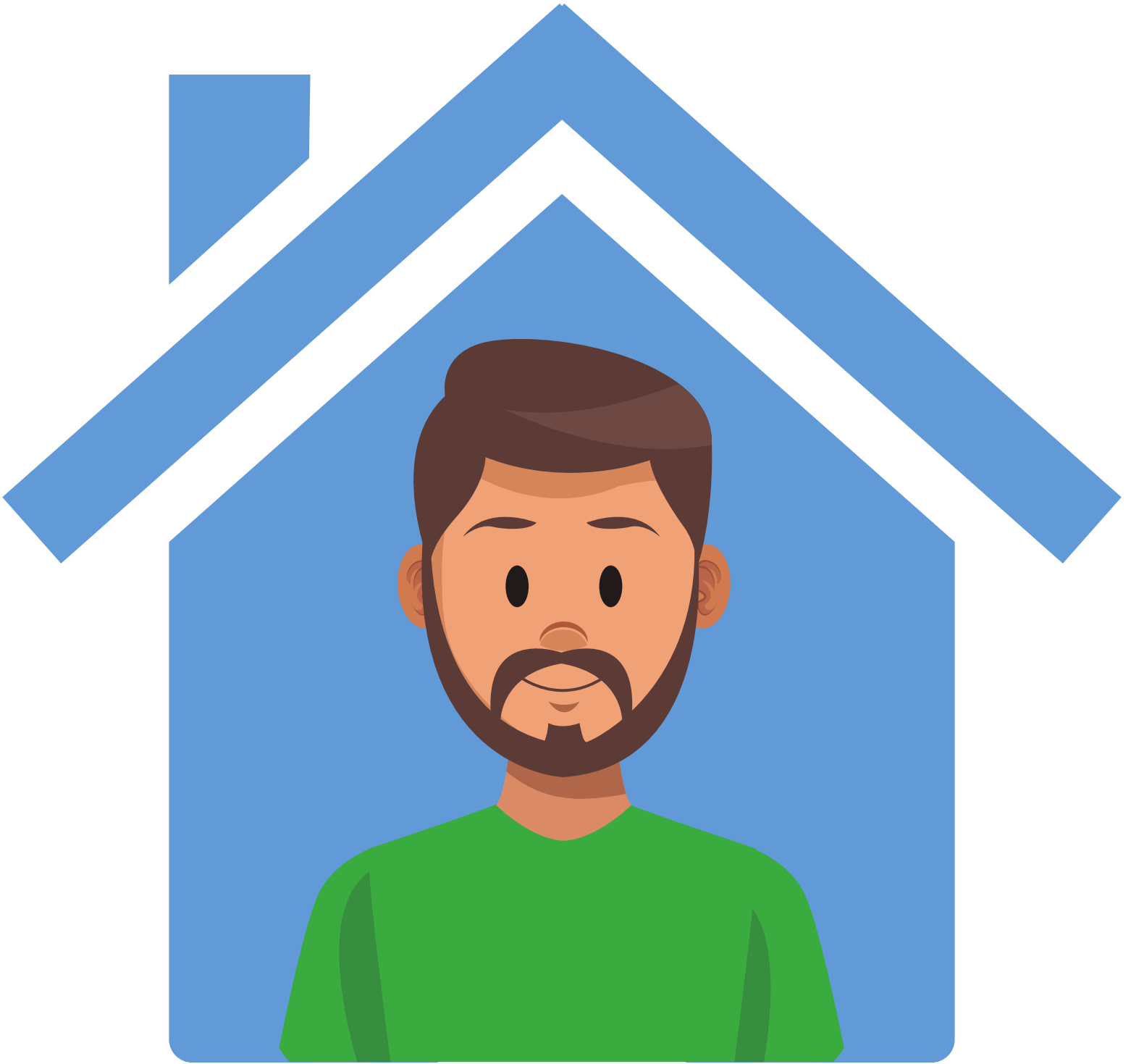
Ask the Listeners:

- How did it feel to listen to the Speaker?
- What did you learn about the Speaker that you didn't know before?
- Do you share any of the experiences described by the Speaker?

Ask everyone:

- When we show a willingness to share information with others, they are likely to reciprocate. Have you noticed this before?
- How has this exercise changed the closeness you feel towards your partner?

If printing, print on the back of the picture with the corresponding graphic.



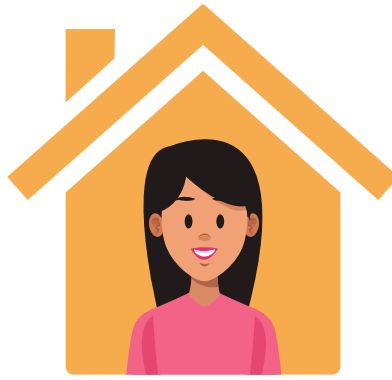


The male facilitator asks the following questions to guide a dialogue with all the men:

- What differences do you notice between the way men and women spend their day?
- Who usually has more free time? Men or women?
- How do you define work?
- Which activities or tasks are considered work?
- What is your opinion about the role of men and women in maintaining the home?
- What do you think are your strengths in managing your household as a man?
- How have the roles of men and women who manage their households changed over time?
- How do you feel about these changing roles and how do you deal with these changes?
- What are some activity(ies) that can be exchanged between you and your wife?
- If you had more time in the day, what would you use it for?

If printing, print on the back of the picture with the corresponding graphic.



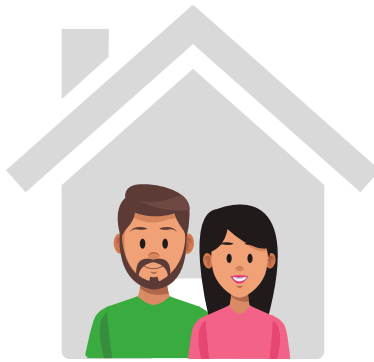


The female facilitator asks the following questions to guide a dialogue with all the women:

- What differences do you notice between the ways men and women spend their day?
- Who usually has more free time? Men or women?
- How do you define work?
- Which activities or tasks are considered work?
- What is your opinion about the role of men and women in managing the household?
- What do you think are your strengths in managing your household as a woman?
- How have the roles of men and women who manage their homes changed over time?
- How do you feel about these changing roles and how do you deal with these changes?
- What are some activities that can be exchanged between you and your spouse?
- If you had more time in the day, what would you use it for?

If printing, print on the back of the picture with the corresponding graphic.





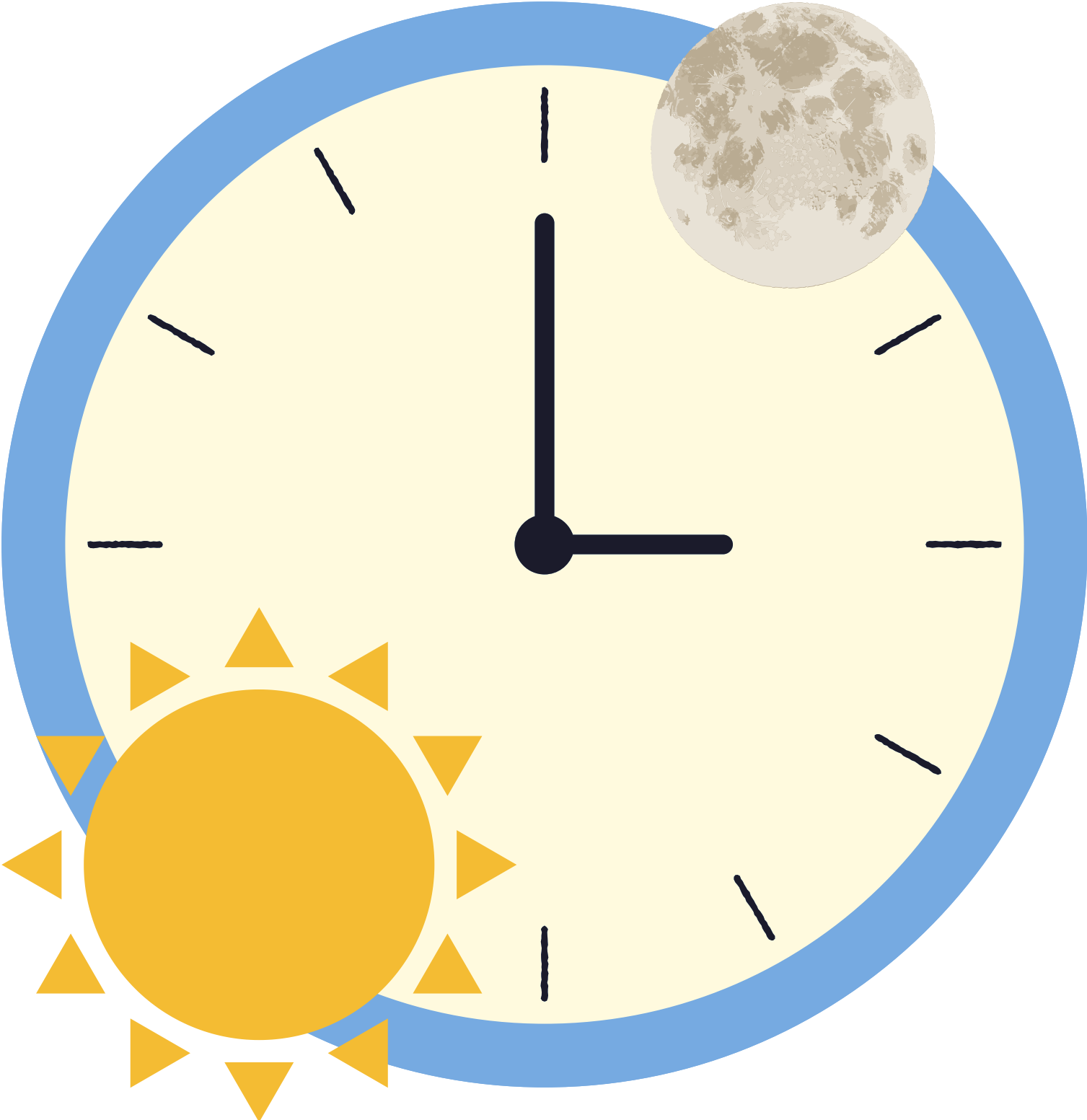
Ask the group in plenary:

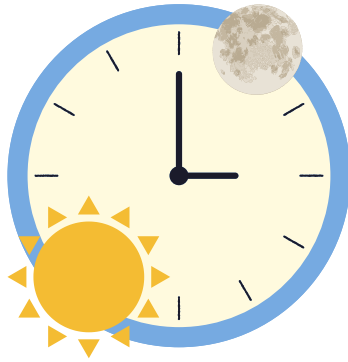
- What activities did your mother and father not do that now you do? What has changed and what do you think will change with your sons and daughters?

Say: The idea that certain types of work should be done by women and others by men is based on what we have learned in our communities/society at large and is not based on biology. For example, the greater participation of women in jobs that require domestic and caretaking skills is directly related to the fact that girls are often raised to help with this type of work in the home.

Unfortunately, these activities are undervalued by society and sometimes even by women. It is important to recognize the immense contributions that women have always made inside and outside the home and to know that it is possible for women to take over activities traditionally carried out by men, just as it is possible for men to take over activities carried out by women, including housework and childcare.

If printing, print on the back of the picture with the corresponding graphic.





We have discussed how men and women spend their time and why. Now, if you could design your own 24-hour day and divide housework between husband and wife, what would it look like? With your group, discuss your ideal 24-hour day. Write or draw your ideas on your paper. Be prepared to discuss these ideas with the whole group, both men and women.

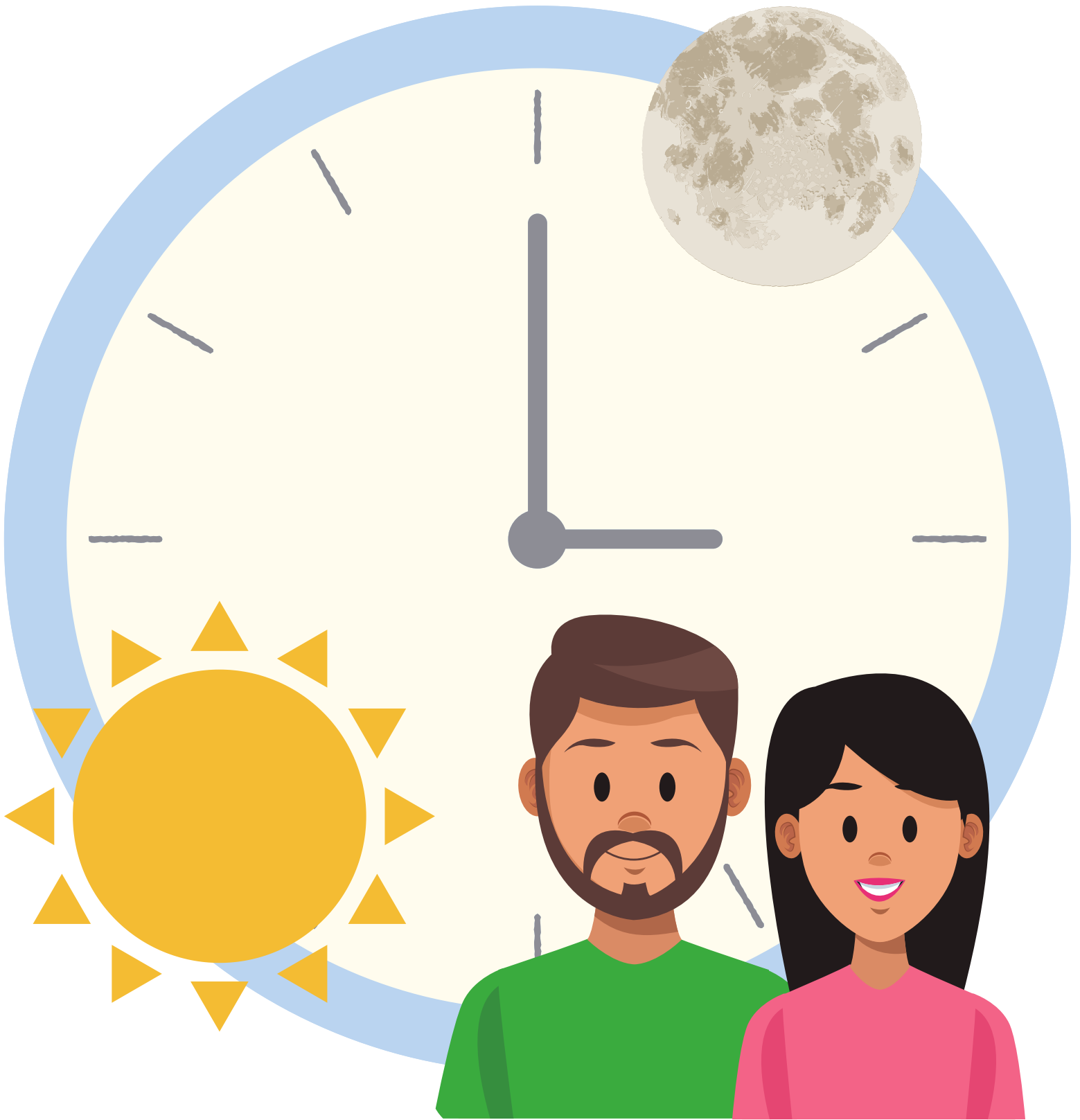
Ask:

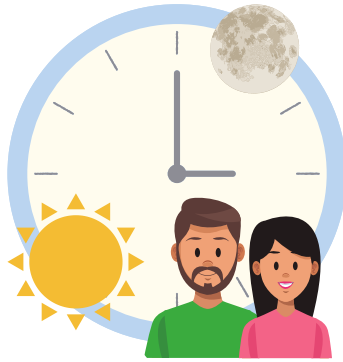
- Who would like to share their ideal day? What would be the tasks of the wife and what would be the tasks of the husband?

As each participant shares, ask the group the following questions:

- What are the disadvantages of this ideal day?
- What are the advantages of this ideal day?
- How is this ideal day different from what you are doing now at home?
- What would have to happen in your home to make this ideal day come true?
- How do you feel about these changing roles and how do you deal with these changes?

If printing, print on the back of the picture with the corresponding graphic.





If women and men share household responsibilities, there is a greater opportunity for each to earn an income outside the home that will benefit the entire family. Think of it like a vehicle: "To get to your destination, you need both wheels to work equally and in harmony!"

Now you will have the opportunity to discuss your ideal day with your partner. Find your spouse and share what you discussed with your group. If you won't be attending today with your spouse, that's okay. Find someone else to sit with or you can share your ideas with the facilitator.

Ask yourself the following questions:

- What is your ideal day like and why?
- Does your ideal day include making time to work and rest for both of you?
- What changes would be necessary to make your ideal day a reality?
- What is one thing each of you could do to support each other in getting closer to your ideal day?

If printing, print on the back of the picture with the corresponding graphic.





Today we are discussing how making housework equitable between husband and wife can help increase a woman's income to help support the home.

You had the opportunity to discuss your ideal day with your spouse, which may have included a desire to share household chores more equally. As you leave today's session, continue to discuss your ideal day with your partner. Before our next session, see if you can put some of your ideas into practice. Find at least one way to make housework more equal between husband and wife. You will have an opportunity to share your experiences before we begin the next dialogue.

Remember your ideal day and how to use dialogue skills to consider what changes could be made at home to share chores.

If printing, print on the back of the picture with the corresponding graphic.

ESCÚCHAME

Session 2: Decision Making at Home

Supporting Graphics for Facilitators







- Who would like to share what you found most interesting about our last dialogue?
- What did you discuss at home?
- Did you notice any positive changes in your home as a result of the last dialogue?

If printing, print on the back of the picture with the corresponding graphic.



I feel clear now



1. **I** means you need to use statements from your own perspective, called "I" statements. Especially when you are in a difficult conversation with another person, you can focus on yourself because the only person you can control is yourself. For example, instead of saying "You never tell me how you feel" you can say "I would love to know how you feel about it."
2. **Feel** means it is important to share your feelings and describe your needs and wants. In the last dialogue, we practiced this idea and experienced the feeling of vulnerability when sharing with our partner.
3. **Clear** means that it is important to talk about specific situations and behaviors. When we want to reach a decision or resolve a conflict, we cannot talk about generalities (for example, using words like "always, never") or about the other person's personal characteristics (personality attributes). For example, "you never tell me how you feel" instead of "in the last month, you talked to me less than normal."
4. **Now** means that it is important to solve one situation/challenge at a time. Focus on the topic you are discussing. Do not refer to past problems. Do not introduce multiple issues/problems at once, as this makes it difficult to solve the challenge you started with.

If printing, print on the back of the picture with the corresponding graphic.



**I listen curiously, openly, and
without judgment**



1. **Listen** means active listening. Where we pay full attention to the content, often involving nodding, eye contact, and other body language cues.
2. **Curiously** represents the way in which we want to understand what the person says and does not say. Why does the person share their needs/desires in this way? We ask curious questions like a child to show our desire is to understand the perspective of the other person. We appreciate the other person as a treasure and recognize that we are enriched more by understanding other people.
3. **Openly** means the importance of using open questions when we want to learn more about the other person's perspective. One way to show openness is to use questions like "who, what, where, when, why" instead of questions that result in a "yes or no" answer.
4. **Without judgment** means that we are aware that we are judging and setting aside that bias or prejudice in order to appreciate a more complete picture.

If printing, print on the back of the picture with the corresponding graphic.





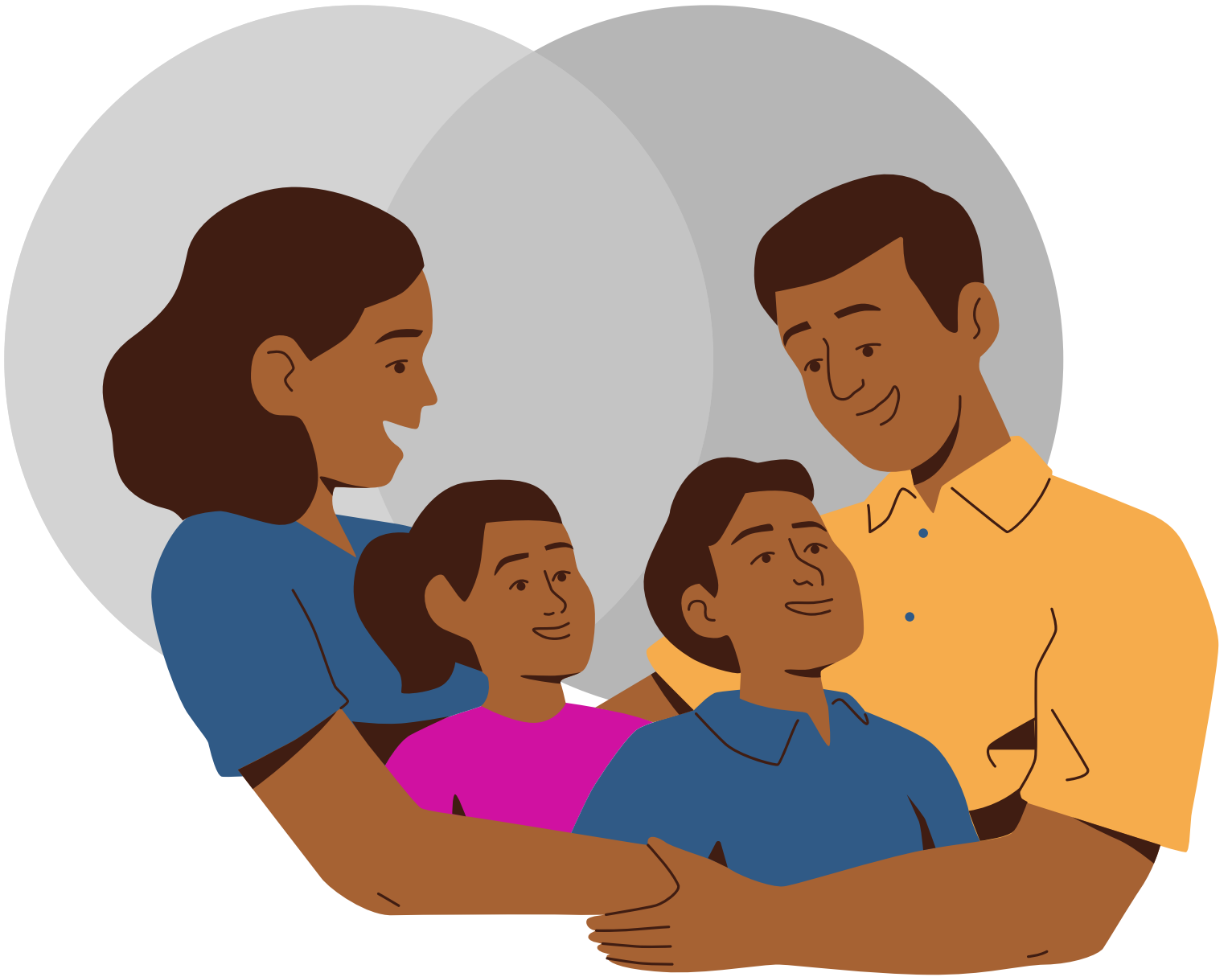
Today, like the last dialogue, we are going to practice dialogue skills before applying them to a real situation. In your pairs, I want one person to play the role of the speaker and the other to play the role of the listener. The person speaking is going to answer the question: **What is one decision you have made in your life that someone else did not agree with?** This could be a decision when you were a child, a young adult, or more recently. It could be a simple disagreement or a major one that you feel has been safely resolved.

The role of the listener is to listen actively using the **"I listen clearly, openly, and without judgment"**. Can anyone remind me of ways you can engage in active listening using this sentence? The role of the speaker is to practice **"I feel clear now."**

Give each pair 10 minutes, where the first five minutes one person shares and the other listens, and then reverse roles. After 10 minutes, ask:

- ***How did you feel?***
- ***What did you see?***
- ***What did you learn?***

If printing, print on the back of the picture with the corresponding graphic.





After 10 minutes of small group discussions, ask participants to return to the large circle.

[Conduct exercise where a Venn Diagram is created regarding decisions men and women take independently versus together.]

Say: Now that you've drawn your Venn Diagram of how decisions are made in your homes, let's hear what your groups talked about.

- *What did you observe in their Venn diagrams?*
- *What surprised you?*
- *Who else is consulted or involved in decision-making on domestic matters?*
- *When it comes to financial and business matters, what decisions do men primarily make? Women? Jointly by men and women?*
- *Who else is consulted or involved in decision-making on financial and income generation matters?*

If printing, print on the back of the picture with the corresponding graphic.

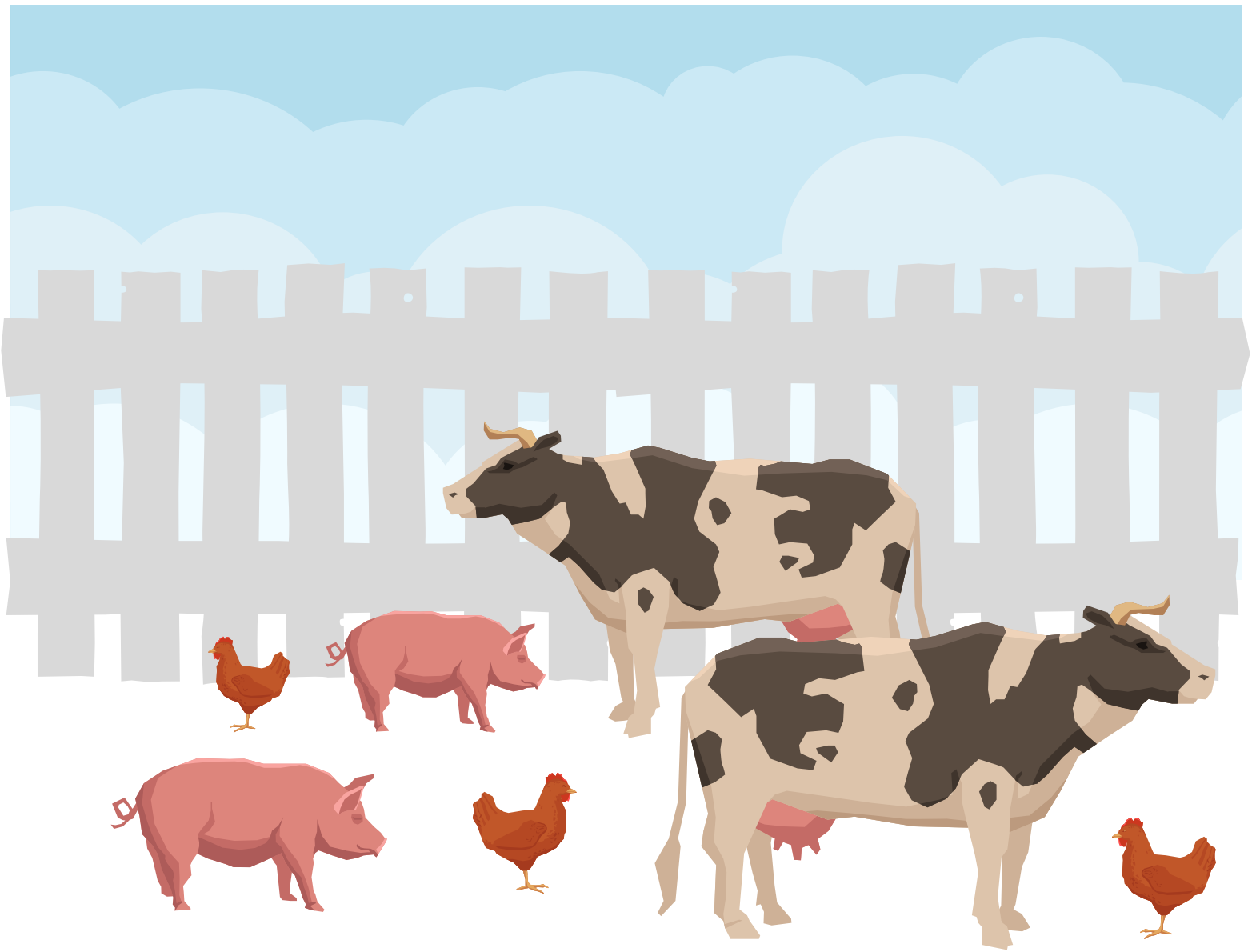




Now, I would like to explore the advantages and disadvantages of making decisions individually or together.

- What are the advantages and disadvantages of consulting other household members before making decisions on matters that also affect them?

If printing, print on the back of the picture with the corresponding graphic.





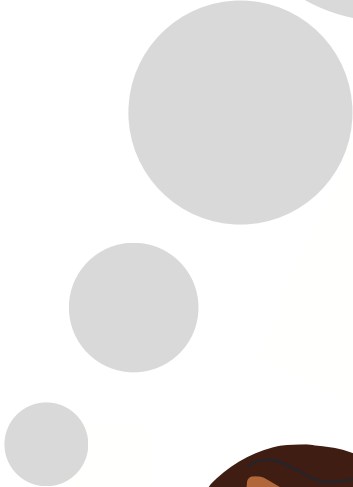
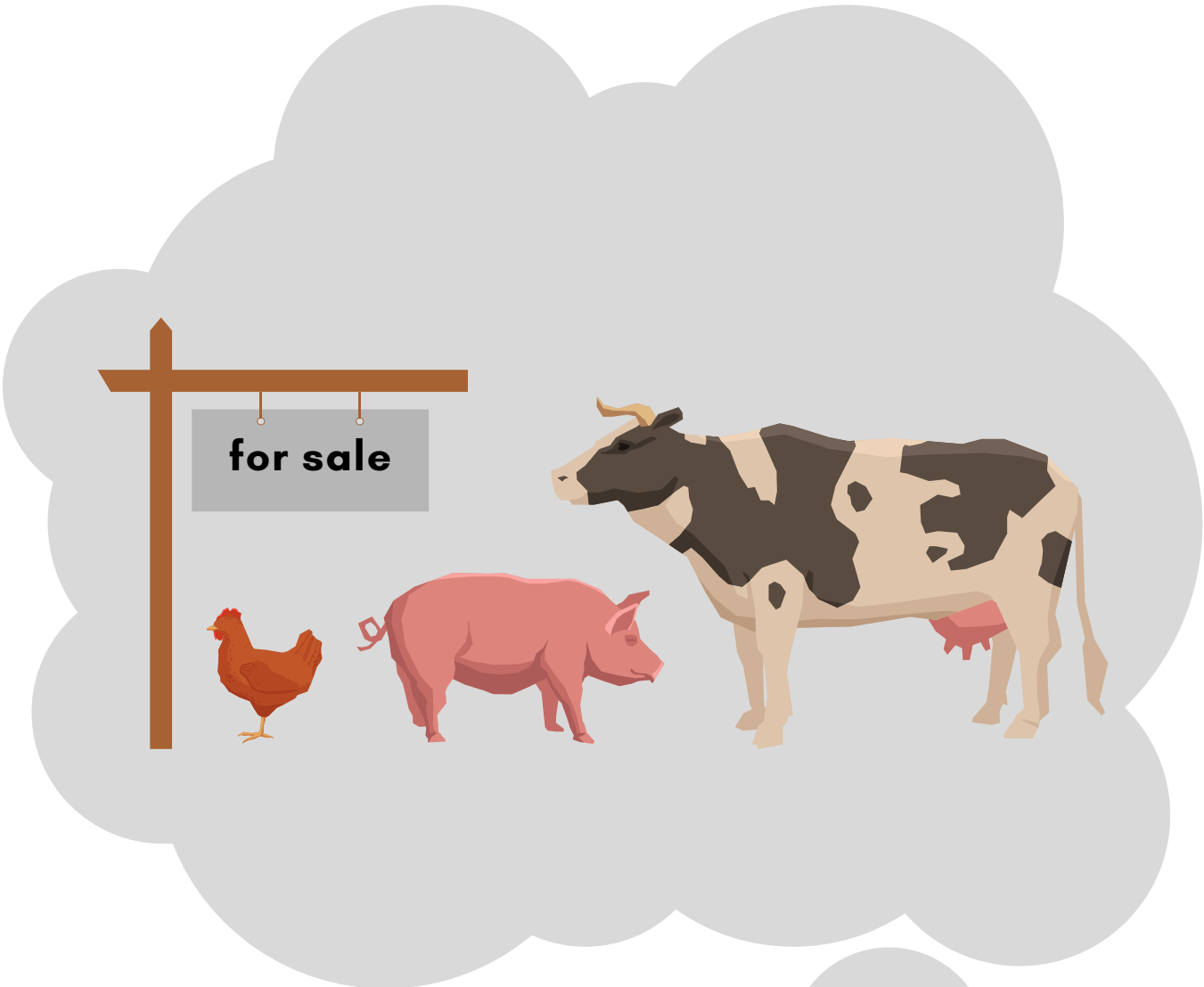
Read the following story:

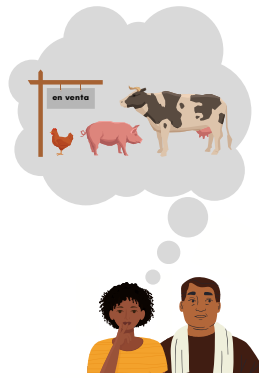
Luis Martinez's family

Luis Martinez's family raises cows, pigs and chickens. The women of his family are responsible for raising the animals, since they are the ones who spend all day at home. Men generally work outside and when at home they do not get involved in household responsibilities. They often spend time in the square talking with friends and neighbors. Men can receive political and town news through these discussions.

Luis' wife is not allowed to sell the cows, pigs or chickens she has raised. The women in her village must wait for their husbands (or other male family members) to make decisions about the sale of livestock. Although Luis' wife cares about the animals and knows everything about them, Luis has the power to decide when to buy, trade or sell the cattle.

If printing, print on the back of the picture with the corresponding graphic.





- For the role-playing spouse (Luis' wife), how can you use your dialogue skills to approach Luis in this situation? What would you say?
- For the partner taking on the role of the man (Luis), how can you use your dialogue skills to make a plan to distribute decision-making practices more equitably? What would you say?

After 5-10 minutes...

- Why should family members be equally involved in decision making?
- What could happen if decisions are made by one person?

If printing, print on the back of the picture with the corresponding graphic.





Today we discussed that joint decision-making allows spouses to share responsibility, which can lead to less conflict and better decisions. At the end of today's session, share with your spouse at least one area of decision-making that you can try to make more equitable. You will have an opportunity to share your experiences before we begin the next dialogue. Remember the use of the phrases: **I feel clear now** (when you speak) and **I listen curiously, openly, and without judgment** (when you listen actively).

If printing, print on the back of the picture with the corresponding graphic.

ESCÚCHAME

Session 3: Troubleshooting

Supporting Graphics for Facilitators



USAID
FROM THE AMERICAN PEOPLE







Who wants to share with us the result of any discussions you had at home after the last dialogue?

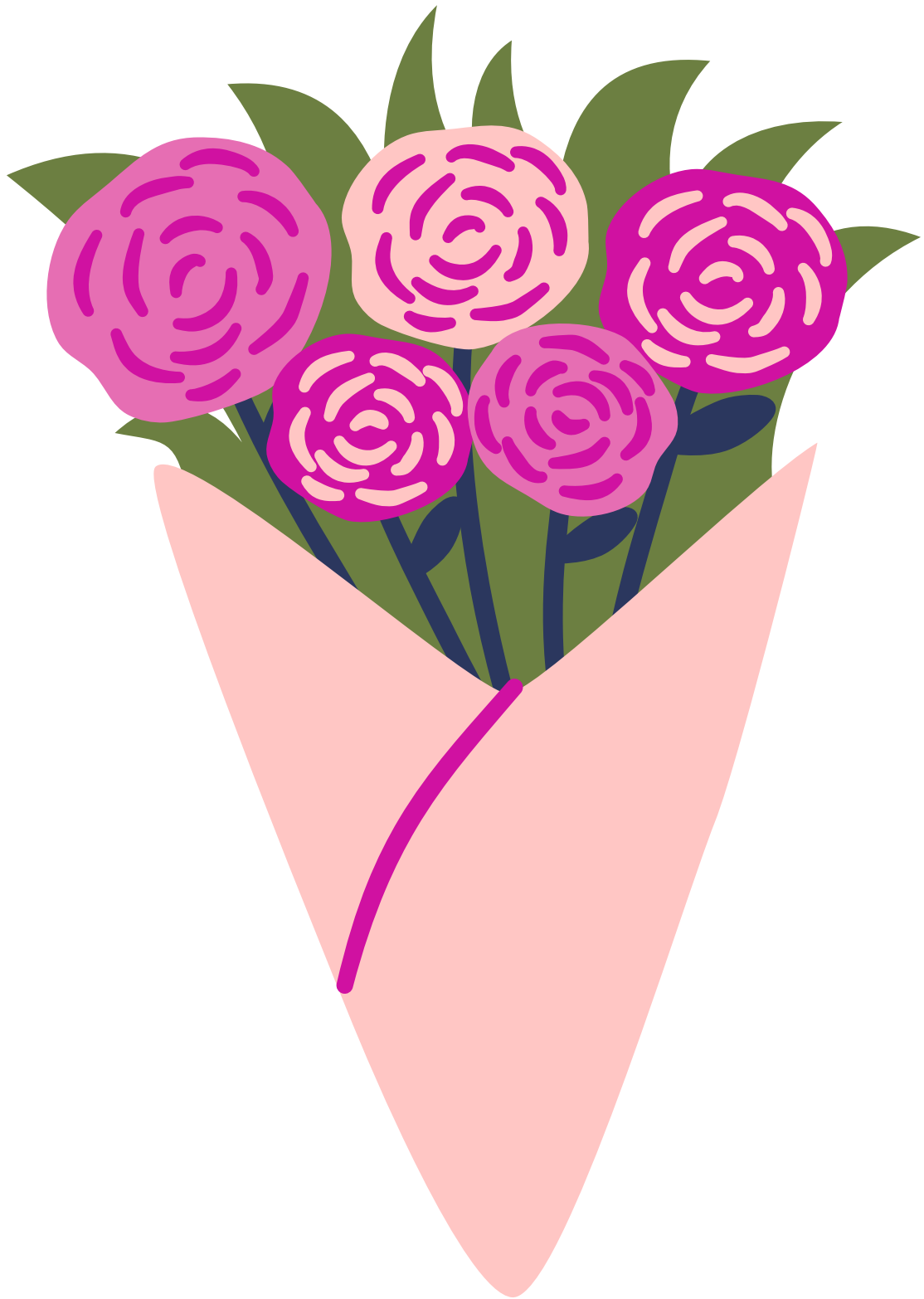
Ask for one or two volunteers to share what they discussed and the result.

Then ask: Today we'll talk about how we approach the typical challenges that households may face when starting or running a business. A common challenge that working parents face is how to take care of family and business and/or work at the same time. We'll present a problem-solving framework that can be used to address this challenge, as well as any challenges your home may face.

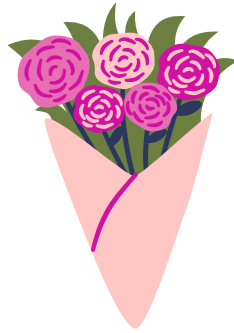
Then ask:

- Who has had to stop going to your business, stop working or be absent from work to care for your children or a dependent family member (elderly or sick)? Why is this a challenge? How do you feel when you have to figure out how to balance both?

If printing, print on the back of the picture with the corresponding graphic.



ROSAS

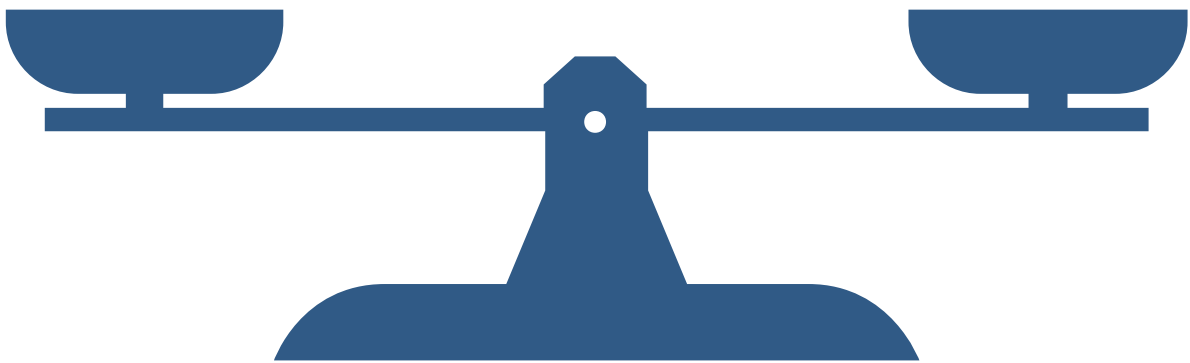


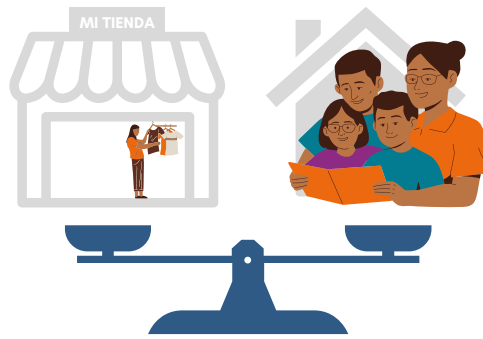
ROSAS

We would like to present a framework to support you from the moment you identify a problem to the point where you are evaluating a solution you have chosen. This framework is called ROSAS where:

- R stands for Recognize the challenge
- O stands for consider the Options
- S stands for Select an option
- A stands for Act
- S stands for See results

Handout Annex H: ROSAS Framework





Now we are going to use a story about Teresa and Pablo. Teresa is trying to run a business, but is having a hard time taking care of her children at the same time. As you listen to the story, think about how it relates to your own experiences or those of other people you may know. In addition, think about how this framework helps you outline the steps that Teresa and Pablo took or could take. *Read the story below:*

Teresa's store demands more time every day because her clientele is growing and she must provide good service. However, Teresa and her spouse Pablo are worried about neglecting their two young children because of their business, so they need to make sure their children are well cared for. Pablo also works, so he can't help all day either. Teresa, on the verge of tears, asks to speak with Pablo one night during dinner. "Pablo, I don't know what to do. My sales are growing, but I really only have three to four hours a day to work in my business when I get the kids ready for school, drive them to school, run to the store, bring the kids lunch, run back to the business, and then once I pick the kids up from school, they stay in the business running and distracting me from my customers, or until I just decide to close the shop early and go home. I feel like I'm not meeting customer demand and I feel like a terrible mom. I'm not doing either of them right."

If printing, print on the back of the picture with the corresponding graphic.



Step 1: Recognize the Challenge



Stop reading the story and ask:

- How would you define the problem? How does Theresa feel? How can she identify with her feelings and this problem? *[Step 1: Recognize the challenge.]*

Divide participants into small all-male and all-female groups to discuss the problem. They can use the form to take notes or just be ready to share their conversation. Ask a representative from each group to share with the larger group one or two points discussed.



Step 2: Consider Options



Teresa and Pablo considered the options to solve their problem. They discovered that they had 4 options to guarantee the care of their children while giving Teresa more time in her business.

Option 1: Redistribute housework. For this to work, they would need to negotiate with family members how to equitably distribute domestic activities.

Option 2: Turn to a daycare service or child development center. They can be low-cost, free government programs or private establishments.

Option 3: Request the help of family and friends. In addition to asking for help from people close to you, you can also form support networks with other women who need help caring for their daughters and sons.

Option 4: Hire the help of an experienced external person. Sometimes in the community there are people with knowledge and experience in caring for girls and boys, such as students or women who have already raised their own daughters and sons.

If printing, print on the back of the picture with the corresponding graphic.



Stop reading the story and ask:

- What were the options that Teresa and Pablo found?

[Option 1: Redistribute housework.

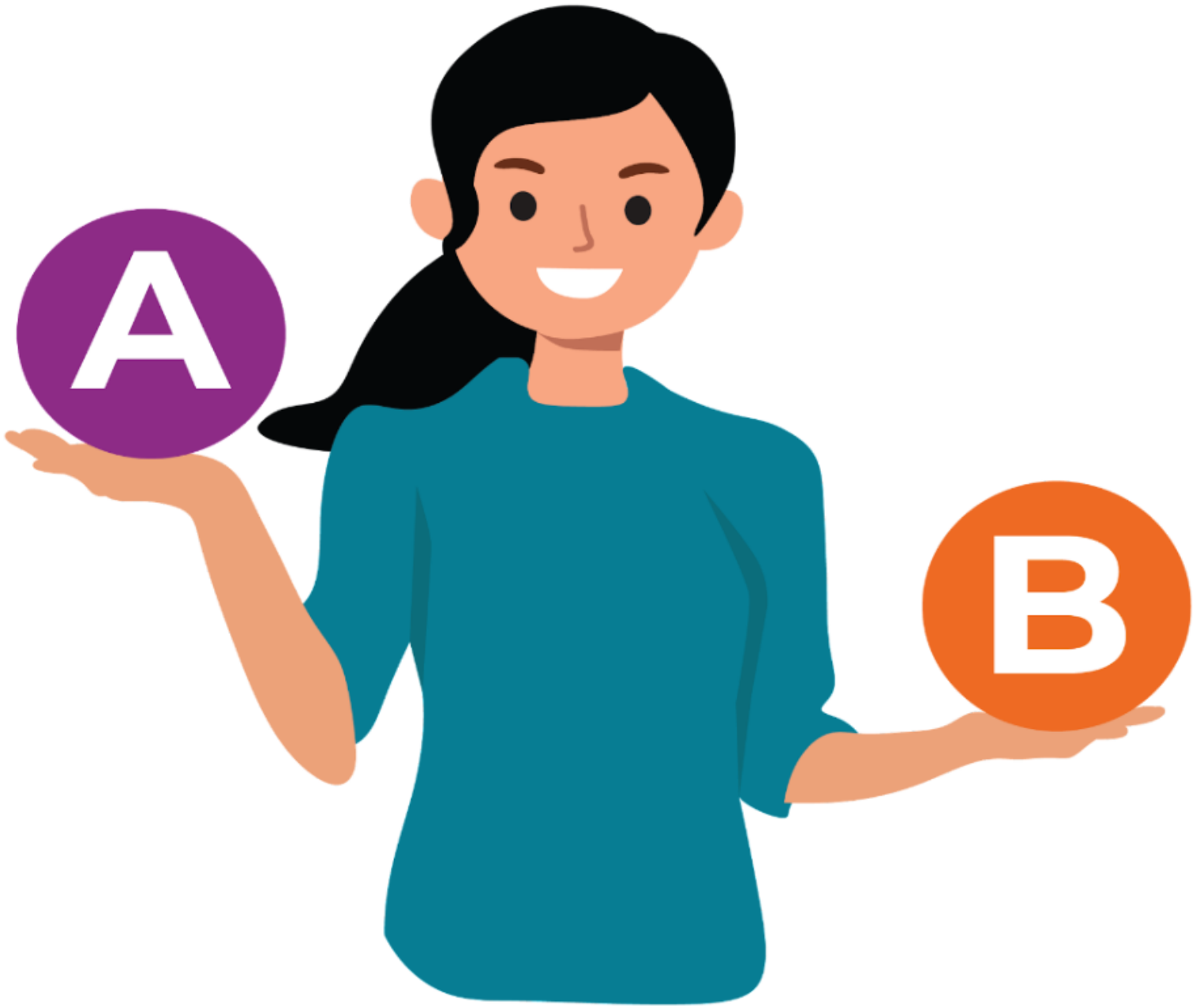
Option 2: Turn to a daycare service or child development center.

Option 3: Request the help of family and friends.

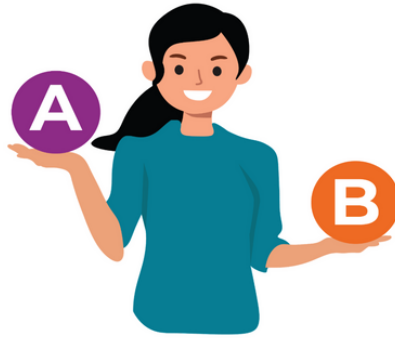
Option 4: Hire the help of an experienced external person.]

- Which of these care options do you think they could use to care for their children? Do you use any of these options in your home?
- Are any of the options that Teresa and Pablo's family are considering not be available to your family? Why?
- What additional options could you also propose to Teresa and Pablo?

If printing, print on the back of the picture with the corresponding graphic.



Step 3: Select an Option



To evaluate the options and make a selection, Teresa and Pablo evaluated the advantages and disadvantages of each option based on the following:

- Financial costs, which include the cost of paying for child care, which may include school supplies, uniforms, travel expenses, among others.
- Travel time, which is important because it can be a time when the business is closed.
- Opening hours available, to make sure which option offers you the best time.
- Quality of care, which encompasses the experience of the person caring for and the conditions of the place where care is provided.
- Emotional exhaustion level of asking family members for help, such as uncomfortable negotiations, receiving reproaches or complaints, or feeling or creating disappointment when someone has to say no.

If printing, print on the back of the picture with the corresponding graphic.



Stop reading the story and ask:

- Teresa and Pablo moved towards evaluating their options and selecting the right option for their family. Which of the details that Teresa and Pablo compared caught your attention the most? Why?
- Thinking about the 4 options that Teresa and Pablo are considering. To practice, choose at least two of the options and think about the advantages and disadvantages of each one. [For example, choose Use a daycare or child development center and Ask family and friends for help.]
- Write them down on the ROSAS Framework document or be prepared to share with the group what you discussed.

If printing, print on the back of the picture with the corresponding graphic.



Step 4: Act



Finally, Teresa and Pablo carried out Step 4: Act. Based on their needs, Teresa and Pablo chose the set of care options that best suited them. Teresa needs help to take care of her children from Monday to Saturday, so after negotiating with her husband, she agreed that he will take care of her children for a couple of hours every day. In addition, Teresa will take them to a government nursery in the afternoons and on Saturdays she will have the support of her mother. Teresa considers that this help for the care of her children will be temporary, because when they grow up they will be able to spend more time together in their business.

Stop reading the story and ask:

- What did Teresa and Pablo decide to do, given their options and how they evaluated them?

[Her husband will take care of her daughter a couple of hours a day. In the afternoons she will take her daughter to the government nursery. On Saturdays her mother will help her.]

- What would your family have chosen to do if there were similar options? If you have young children, how do you currently balance childcare and time at work or in the business?

If printing, print on the back of the picture with the corresponding graphic.



Step 5: See Results



Six months later, Teresa and Pablo set a date to check in again to make sure they were both happy with their childcare arrangements. Although everything had gone well, Teresa recognized that her mother was getting more and more tired with the care on the weekends, since Teresa's working hours on Saturdays were a little longer. Pablo noticed that the income had increased as Teresa spent more time in the store, which they both appreciated. He suggested that perhaps with increased business income, they could afford to pay a caretaker to come over to her house on the weekends. A friend of his had just mentioned that his family no longer needed his caregiver as the children were now old enough to take care of themselves. Teresa had also calculated the costs of hiring someone and compared them to the increase in income. They both agreed that it was more than enough to hire someone to come to their house and take care of their children. Teresa was relieved. Both she and Pablo were happy to come up with a solution that worked for everyone. Also, they had a little extra money to go out to dinner with the family from time to time, and the whole family was happy about that!

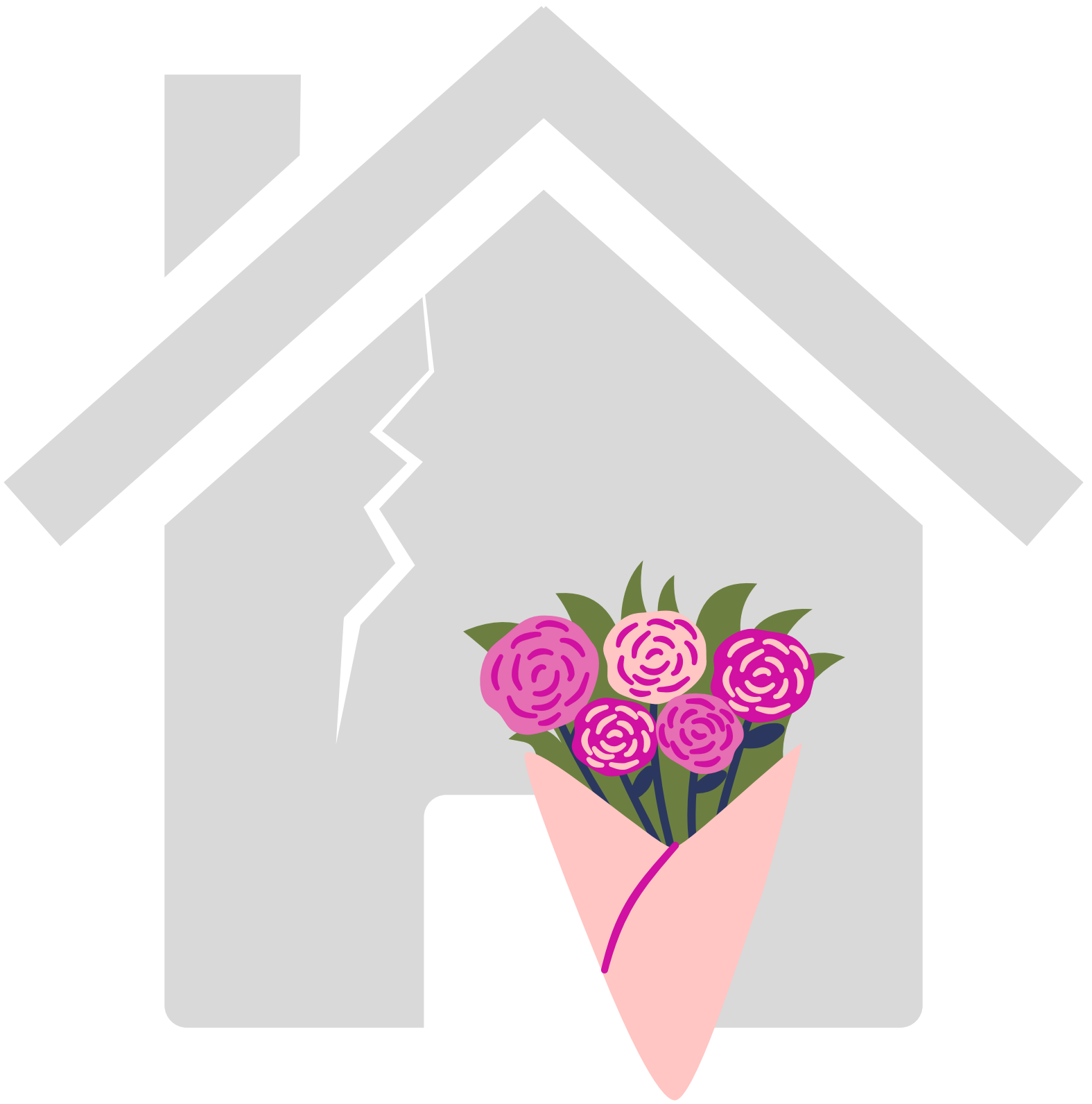
If printing, print on the back of the picture with the corresponding graphic.

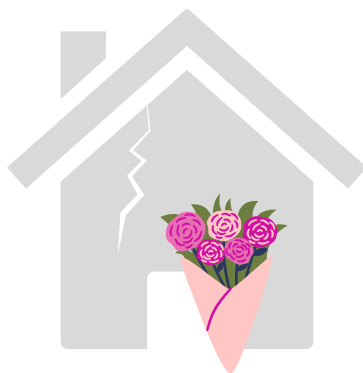


Stop reading the story and ask:

- After 6 months, what worked and what didn't work in Teresa and Pablo's child care choices? [Pablo helping and using the daycare during the week was working, but his mother helping on the weekends was no longer working well.]
- How could Teresa and Pablo also evaluate and know if their plan is working or not? Any other ideas?

If printing, print on the back of the picture with the corresponding graphic.





Now I would like to invite each person to think of a challenge that their family may be facing at this moment and that still needs to be resolved--that is, each person in the couple introduces a problem. Feel free to choose as simple or as complex as you both feel comfortable discussing. Work your way through the framework, taking notes or simply using the images as a reminder of the steps. The framework provides communication reminders, but who can remind us of the Speaker and Listener sayings we used last time to remind us of good dialogue skills? [*Speaker: I feel clear now; Listener: I listen curiously, openly and without judgment*]

Give the pairs 20 minutes to discuss a problem, then ask:

- How did it feel to use this framework as a problem-solving tool?
- What do you think will or won't work for your home when using this tool? Would you recommend how you would like to improve it or the process?

If printing, print on the back of the picture with the corresponding graphic.





I would like you to answer three questions about yourself, your partner, and you as a couple. You can answer the questions based on what you experienced during these dialogues or something more general.

1. What is one strength that I think my partner would say I possess?
2. What is one strength that I feel my partner possesses?
3. What is one strength that I would like to see us develop together as a couple?

To finish, ask:

- What's a big idea you take from these dialogues? What do you value most?
- What questions do you have?

It is important to know that sometimes the skills we have tried to build are not enough to solve all the challenges in our lives. If you need help as a couple, Cuéntanos, a digital platform you can visit for support, advice, or advice. You can visit Cuéntanos at www.cuentanos.org and choose "Honduras" or call their WhatsApp number: +504-9911-7158

If printing, print on the back of the page with the corresponding graph.