



WAGE

Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues

FIELD GUIDE



**Business and Social Support for Female
Entrepreneurs in Timor-Leste (BEST)**

JULY 2022



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About the WAGE BEST Project

Women and Girls Empowered (WAGE) is a global consortium, funded by the U.S. Department of State Secretary's Office of Global Women's Issues (S/GWI), to advance the status of women and girls, led by the American Bar Association Rule of Law Initiative (ABA ROLI) in close partnership with the Center for International Private Enterprise (CIPE), Grameen Foundation, and Search for Common Ground (Search). WAGE works to strengthen the capacity of civil society organizations (CSOs), and private sector organizations (PSOs) in target countries to improve the prevention of and response to gender-based violence (GBV); advance the women, peace, and security agenda (WPS); and support women's economic empowerment (WEE). In this context, WAGE provides direct assistance to women and girls, including information, resources, and services they need to succeed as active and equal participants in the global economy and public life. WAGE also engages in collaborative research and learning to build a body of evidence of relevant promising practices in these thematic areas.

Addressing the intertwined, gendered business and social challenges faced by female-owned micro and small enterprises (MSEs) in Timor-Leste is a critical step to combating widespread household poverty and ensuring a stronger economic future. Given the interlinked nature of poverty and GBV in Timor-Leste, where rates of abuse and domestic violence against women are higher in poorer areas, women MSE owners need a holistic set of services that can address the financial, business, and social constraints (such as GBV) that they face.

WAGE's strategic initiative, Business and Social Support for Female Entrepreneurs in Timor-Leste (BEST) is a multi-disciplinary program aimed at addressing the intertwined social, economic, and regulatory challenges faced by women micro entrepreneurs in starting, maintaining, and expanding businesses. Launched in 2020 and implemented by Grameen Foundation in partnership with ABA ROLI, this two-year program works to build the capacity of local microfinance institutions (MFIs) and women empowerment-focused civil society organizations (WE CSOs) through technical assistance and small grants. WAGE BEST facilitates the development, piloting, and evaluation of formal linkages between MFIs and CSOs that ultimately enable vulnerable women to succeed as entrepreneurs as well as provide them with increased access to financial, entrepreneurial, and social support.

WAGE believes that if the capacity of leading CSOs, specifically MFIs and WE CSOs, in Timor-Leste is improved to enable women clients' access to not only microfinance, but also business training and GBV awareness raising, then more vulnerable women will become successful entrepreneurs. The BEST initiative aims to provide women micro entrepreneurs in Timor-Leste with access to a more holistic package of financial and social support, leading to enterprise growth and resilience.

Purpose of the Field Guide

The *Mitigating Unintended Harmful Consequences: Intrahousehold Dialogue Field Guide* was developed to support CSOs in Timor-Leste to organize and facilitate discussions with beneficiary household members in order to mitigate the risk of GBV when women engage in an economic activity. This field guide provides considerations for when an intrahousehold dialogue should be organized; steps to take before, during, and after a dialogue is conducted; strategies and best practices in designing a dialogue; and five dialogue activities to conduct with household members, particularly partners and married couples.

The Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Field Guide is part of a complete training package that includes the following:

1. ***Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Training of Trainers (TOT) Guide*** – to be used by WAGE staff to prepare CSO staff to facilitate dialogues with beneficiary households.
2. ***Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues TOT Power Point Slides*** – to accompany the TOT guide to prepare CSO staff to facilitate dialogues with beneficiary households.
3. ***Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Field Guide*** – to be used by CSO staff to facilitate dialogues with beneficiary households.

Goal

The Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues training package is to:

- Mitigate harmful unintended consequences that may occur as a result of women's participation in decision making and economic activities outside the home as a result of power imbalances, potentially leading to mistreatment or gender-based violence (GBV). Through the strengthening of inclusive decision making at the household level by bringing partners and spouses together to address harmful gender norms, beneficiaries will recognize the limitations that are placed on families when both men and women are expected to adhere to norms that do not allow them to reach their full potential, i.e. lack of joint decision-making, shared efforts to earn an income, or sharing household tasks.

Objectives

By the end of the intrahousehold dialogues, the participants should be able to:

- Define the difference between a debate and a dialogue.
- Uncover gender roles and norms common in their community and how they influence the lives of both men and women.
- Communicate about household chores and decisions between men and women in a safe space.
- Identify power imbalances within the household and community and work to find a better balance.
- Explore new ways that men and women can work together to increase household income and family harmony.

Audience

This field guide is intended to be utilized by WE CSO staff/trainers who are working directly with beneficiaries at the community level and who have participated in the WAGE BEST “Gender, Power and Gender-Based Violence in the Context of Women’s Economic Empowerment” training. The primary beneficiary of the outcomes of this guide are women clients, their spouses and/or partners, and other household members who have key decision-making roles at home.

Process Description

This field guide aims to build the capacity of WE CSO staff to engage households in conversations about gender roles and household power dynamics as they relate to beneficiaries and their families. It consists of five interactive sessions that seek to engage families in talking about harmful gender norms, gender-based violence, time use and decision making. It is important to read the Key Steps in Organizing Dialogues carefully to understand what to do before, during, and after carrying out the dialogues.

Materials Needed

- Name tags
- Flip charts
- Markers/pens
- Tape
- Printed copies of the Household Decision-Making Worksheet
- Printed copies of the Household Action Plan Worksheet
- Approximately 3 pieces of A4 paper for each participant

The materials needed to conduct each session are found under the heading “Materials needed” for each dialogue.

Time Needed

This Intrahousehold Dialogue is designed to be completed in five sessions. Each session can be completed in 80-120 minutes (1.5-2 hours). In consideration of the political unrest in Timor-Leste, it is strongly recommended to finish the dialogues at 4:00 pm at the latest. It is recommended that the dialogues be organized with intervals of 2 weeks to allow participants to practice concepts and observe changes in their households as the dialogue sessions progress.

Mitigating Harmful Unintended Consequences: Intrahousehold Dialogues
Suggested Delivery Schedule for WAGE BEST

| Week | Intrahousehold Dialogue | Objectives By the end of the activity beneficiaries will have: | Duration |
|-------------------------|---|---|---------------|
| 8-29-2022- 9-2-2022 | 1. Welcome and Introduction | <ul style="list-style-type: none"> Introduced themselves. Explored characteristics of a dialogue Identified ways to help a dialogue be effective and safe | 2 hours |
| 9-5-2022- 9-9-2022 | 2. Division of Household Roles | <ul style="list-style-type: none"> Explored men's and women's roles in the household from the opposite sex's perspective. Analyzed the gendered division of domestic work between women and men. Identified that the equitable division of household work can help increase women's income and help the family prosper. | 2 hours |
| 9-12-2022- 9-16-2022 | 3. Exploring Positive and Negative Gender Norms | <ul style="list-style-type: none"> Explored what society expects of a "typical" man and a "typical" woman. Challenged what society says a man or a woman must be or can do. Identified that negative gender norms can lead to a power imbalance causing mistreatment or violence. | 2 hours |
| 9-19-2022- 9-23-2022 | 4. Household Decision Making | <ul style="list-style-type: none"> Discussed the positive and negative aspects of individual and joint family decisions. Evaluated women's and men's roles and decision-making power in a household. Practiced dialogue skills to hold productive discussions about the equitable participation of women and men in the household decision-making process. Identified 2-3 ways they can make household work and decision-making practices more equitably distributed in their home. | 1 hour 45 min |
| 9-26-2022- 9-30-2022 | 5. Family Harmony and Household Action Plans | <ul style="list-style-type: none"> Defined relationships between family members and how they treat each other, and how this relates to family harmony. Discussed positive practices as they relate to family harmony. Developed a family action plan to increase harmony in their household. | 1 hour 15 min |

ALL DIALOGUES ARE TO BE COMPLETE BY 10-17-2022

Cost Drivers

The primary cost drivers for the use of this tool are staff time and budget to conduct the dialogues. Budget considerations should include the following items:

- Training of facilitators;
- Transportation;
- Venue for dialogues;
- Materials needed for the activities;
- Meals or snacks for participants;
- Travel allowance for participants, if necessary.

Safeguarding and Do No Harm

Safeguarding involves actions to protect implementing staff and beneficiaries from harm by inadvertent or deliberate actions that place them at risk resulting from WAGE project activities. It is crucial to successful programming, the reputation of the program, and the wellbeing of beneficiaries and staff.

Safeguarding includes a concept called “Do No Harm” (DNH). DNH means that our intentions to do good or provide help must outweigh the potential for harm. In order to reduce the risk of harm, an assessment of potential risks and mitigation strategies must be conducted before facilitating gender dialogues due to the very sensitive topics being discussed - such as GBV. While it is never possible to predict every possible outcome of an intervention with proper analysis of the potential risks involved and potential harm, strategies can be put in place to mitigate these risks.

Annex A contains a Safeguarding Plan for conducting intrahousehold dialogues in Timor-Leste. This plan should be carefully reviewed, and the mitigation strategies should be in place before any dialogues are conducted. Note that the safeguarding plan is not exhaustive of all potential risks. Implementers must carefully identify any additional risks that are present in the communities in which they work and design appropriate mitigation strategies. The safeguarding plan in Annex A provides space for additional risks and mitigation strategies identified by implementers.

The other critical aspect of safeguarding when engaging beneficiaries about the risks of GBV is to be prepared if a victim discloses. If a victim asks for help, be sure to have the appropriate contact information of local GBV support. You can note the information here and refer to it as needed:

Local GBV Support Center Phone Number _____

Local GBV Support Center Address _____

How to use this Field Guide

There are a variety of features written in the text and embedded in the format of each activity in the Field Guide. The intention is to give the training officer or facilitator written signals that make the delivery of the activities easier. The following example includes a list of the features, which can be found throughout this manual:

Information Box - The box at the start of each activity has 3 elements in it:

Objectives: what the participants will be able to do by the end of the activity.

Materials Needed: list of actions or materials that must be ready before the activity can be presented.

Time Needed: an estimated amount of time needed to complete all of the steps designed for the activity.

Steps:

The sequential steps needed to facilitate the activity are listed in the order recommended for implementation.

This Field Guide uses several formatting features to advise facilitators on how to lead the workshop. Special features used in the following pages include:

| Formatting | Meaning |
|----------------------------------|--|
| Regular font | Specific information, instructions, or questions for the facilitator to read or closely paraphrase to the participants. |
| Italics font | Instructions or guidance for the facilitator (not to be read to the participants). |
| Question symbol (❓) | Highlights specific questions to ask the participants. |
| [Information in Square brackets] | The “correct” or desired answer to expect in response to a technical question. |
| Hand graphic (👉) | This symbol represents “thank you” in sign language. Remember to thank participants for their participation whenever you see this graphic. |

What is an Intrahousehold Dialogue?

A structured but safe forum, guided by an experienced facilitator, for men and women, spouses, and partners to engage face-to face in a group setting to address (usually) sensitive topics at the household level and develop solutions specific to that particular household. Intrahousehold dialogues should be participatory and interactive, providing opportunities for all participants to safely voice out their concerns and share their views for the benefit of their household and community, and to solve common problems.

Aims and Benefits of Conducting an Intrahousehold Dialogue

Not only does the participatory approach of intrahousehold dialogues offer a way to “break the ice” on sensitive topics that might otherwise be difficult to discuss between household members, but it also provides an opportunity for household members to learn from each other and come up with solutions to identified problems. An intrahousehold dialogue is often the most efficient method of fact-finding and resolving issues because it:

- Promotes social interaction among different households in the community regardless of status.
- Promotes self-esteem, confidence, and tolerance among household members, as well as trust, accountability, and self-introspection.
- Promotes the sharing of information and ideas between individuals of different levels and backgrounds.
- Promotes a deeper understanding of households in the community, situations and practices, interests, opportunities, and challenges.
- Temporarily takes down barriers (e.g., age, gender, status) created by tradition and social and gender norms.
- Promotes accountability and ownership among community members.

The Difference between a Dialogue and a Debate

While there might be elements of debate in a dialogue, there are key differences between the two communication platforms. In short, debates often identify facts and opinions on a specific subject, in order that one party might convince the other of their ideas or view (to “win”), while dialogues are solution-driven and involve working towards a mutually beneficial conclusion(s).

Furthermore:

The purpose of a dialogue is to motivate couples to work towards a common vision, understand issues and find specific solutions.

Dialogues also differ from debate in terms of process. People in debates listen in order to find mistakes and prepare themselves to counter arguments, whereas participants in dialogues listen to each other’s perspectives in order to understand differing views, needs, expectations or solutions.

People engaged in debates are often resistant and naturally defensive, striving to be right throughout the engagement with the opposing party. In a dialogue, people display open-minded attitudes and a willingness to be wrong, to make concessions and/or accept the opposing view.

As a result, dialogues require a certain level of trust while a debate encourages distrust.

| | Debate | Dialogue |
|----------------------------|---|--|
| Goal | Winning | Understanding |
| Nature | Combative | Collaborative |
| Involvement | Usually, two opposing parties | Inclusive |
| Process | Listening to find flaws and counter-arguments | Attentive listening to understand and find solutions |
| Type of Communication | One-way communication | Two-way communication |
| Assumption of Participants | Having the right answer and having to defend it | Having a piece of the answer and wanting to explore the other pieces |

Source: Adapted from CGI Anglais – Interactive

Key Steps in Organizing Intrahousehold Dialogues

Before the Dialogues

Step 1. Build a Dialogue Team

Household dialogues can be difficult to organize on your own. As such, forming a dialogue team to organize and facilitate the sessions will help make it easier to carry out by distributing tasks. Involving community leaders and members who will participate in the dialogues fosters buy-in and ownership of the project goal. The dialogue team can be composed of, but not limited to, those who have credibility with the group you are targeting to invite to the dialogues, such as:

- Community/group leaders involved in the organization;
- Leaders of cooperatives/associations/community-based enterprises where women are members;
- Village elders or officials; and
- Identified dialogue facilitator/s.

Before the intrahousehold dialogues, gather the dialogue team to discuss the purpose of the intrahousehold dialogues and to set clear expectations and roles. The team can help with the following tasks:

- Selecting and inviting participants;
- Preparing logistical needs such as looking for conducive venues and materials;
- Acting as co-facilitators during the facilitation of the dialogues; and
- Support in monitoring the progress of participants' decisions and commitments.

Invite men and women to the dialogue team to ensure a balanced representation of gender, especially since topics covered in the dialogue delve into gendered roles in the household. The dialogue team must include at least one woman and one man.

Dialogue facilitators play a very crucial role in the success of intrahousehold dialogues. Because of the potentially controversial nature of these dialogues, they require advanced facilitation skills. Hence, facilitator selection is a particularly important step in the preparation stage.

Who should facilitate the dialogues? A facilitator who:

- Has experience designing and/or facilitating participatory workshops and consultations;
- Is knowledgeable in GBV;
- Is familiar with adult learning principles and conflict management techniques;
- Is familiar with the local context and knows the local language; and
- Has participated in Grameen's Gender and Power Dynamics (GPD) training.

Ensure a gender balance in the facilitators, especially since topics such as those related to gendered roles, social norms, and GBV can be highly controversial. As a rule, there should be at least two facilitators – one male and one female – to conduct the dialogues. Having both a male and a female facilitator can help balance out the discussions. It is not recommended to conduct the dialogues if male and female facilitators are not available.

Step 2. Determine the Group of Participants

Identify which households you want to invite to the dialogues. Knowing your audience will help you understand their context and make necessary adaptations to the session guides. Talk to community leaders to probe into the cultural norms, values, and practices of the community relative to issues of gender norms, gender-based violence, and decision-making. Ask about their literacy levels and daily schedules to help you tailor the sessions to their current situation.

To maximize the time and quality of the dialogues, it is best to limit the group to a maximum of 20 participants, or 10 pairs of household members, per facilitator. Group size should also be further defined by the learning space available as well as any social distancing restrictions in the case of COVID-19 or other community restrictions.

Step 3: Define the Date, Time, and Place of the Dialogue

Date/Time

Participation and completion of intrahousehold dialogues will greatly depend on the participants' availability. Consult with the target group of participants on their most convenient days and time to encourage attendance. The dialogues are flexible and can easily be adjusted depending on their availability.

Make sure that your schedule accommodates all participants by:

- Considering the season of the year. During planting or harvest season, community members may require a midday time slot.
- Considering the time of day. In Timor-Leste, most people prefer late morning hours (9:00-12:00 noon) after doing chores for the household.
- Considering the day of the week. Some communities have routine activities that you may need to work around. Be sure to get that information during the community mapping.
- Considering the distance to the venue. As participants may need to walk to and from the venue, it is advisable to finish the activity by 4:00 in the afternoon.
- Allowing participants to suggest the most convenient time slots through the inner counsel.
- Consider the need to look after the participants' children. As both husband and wife will attend, their children need to be looked after. Provide a space, and to the extent possible, and support to look after small children in the venue where they can stay while the dialogues are ongoing.

Place

Find a space that is accessible to participants and conducive to learning and dialogue. Design the physical set-up to facilitate group interaction. Arrange seats in a semi-circle or U-shape so participants are facing one another. Place tables and other furniture outside the circle to create an open space for group activities. Ensure that the learning space is comfortable, well-ventilated, well-lit, and free from distractions.

An intrahousehold dialogue may take place:

- Under a tree
- In a community hall
- In a school classroom
- At the marketplace
- In a hair salon or other meeting place

- In a place of worship
- In a boardroom

Although some programs have seen success in implementing in bars, pool halls, drinking spots and other areas where people congregate to drink alcohol or smoke, it is advised that facilitators do not conduct dialogues in such places unless there is a specific reason to do so.

Step 4: Select and Invite Participants

Select Participants

Participant selection is another vital element in the preparatory stage of the dialogues and can make or break the process. Since many of the topics covered in the dialogues revolve around issues of gender and power dynamics within the household, there is a risk of disagreements and/or problems within the household. Hence, it is not only critical to select experienced facilitators, but it is also important to choose participants who already show signs of being open, ready, and willing to participate in discussions about harmful social and gender norms, women participating in economic activities and women's equality in general. Ideally, these couples have the potential to be change-makers in the community with the confidence to act on what is discussed in the dialogues and be positive role models for the community. It is best to coordinate with village officials, community leaders, and/or elders when selecting and inviting your target participants.

It's a good idea to have a list of back-ups/alternates to the target households just in case some of them are not able to join.

Participants from previous activities organized under the WAGE BEST program are encouraged to attend. The dialogues provide an opportunity to enhance what the participants learned during the economic empowerment trainings delivered by Alofa Foundation and Ba Futuru in maximizing business activities with the support of their husbands and families.

Invite Participants

When inviting participants, be sure to clearly convey the objectives of the dialogues and the potential benefits to the target participants' families and businesses. Highlighting these will promote buy-in and participation in the dialogues. The invitation should include the date, location, time, topics, and reason why they are invited. Use various means of communication to reach out to them such as house visits, calls, or social networking platforms. Send out formal invitation letters when necessary. It is important to mention in the invitations that participating in the dialogues is entirely voluntary and that they have the right to refuse participation.

Remind participants one week before and one day before the scheduled session to increase the likelihood of attendance.

Step 5: Prepare materials, presentations, and notes.

Prior to the session, the facilitator should:

- Carefully read this field guide and practice the activities with the co-facilitator to acquaint themselves with the topic, flow of activities, and the preparations needed to carry out the session. The information box at the beginning of each session guide provides a list of session objectives, materials and preparation needed, and required time to complete the session.
- Assess the appropriateness of the content by the audience's needs, ages, and education levels.
- Review and practice the following facilitation skills:
 - **Asking open questions.** The facilitator asks questions that cannot easily be answered with "yes" or "no." Open questions encourage participation and dialogue.
 - **Probing.** The facilitator asks follow-up questions after a participant has spoken. Probing questions can help clarify a participant's statement, encourage deeper reflection or a more detailed response, and/or demonstrate respect for the participants by showing they have knowledge the facilitator hopes can be shared.
 - **Stacking.** The facilitator states the order in which participants will speak. Stacking helps participants remain engaged in the conversation, as they know that they will have a turn to speak and helps prevent everyone from speaking at once.
 - **Waiting.** The facilitator waits for at least 5 seconds before responding to participants and/or allows at least 3 participants to respond before s/he responds. Waiting gives participants, the time to think before speaking and demonstrates that it is safe to share in the learning environment.
 - **Redirecting.** When asked a question by a participant, the facilitator bounces the question back to the group by asking questions such as: "What do others think?" Redirecting builds engagement and peer-to-peer learning, allowing participants to learn from the rich experiences of their community members.
 - **Summarizing.** The facilitator repeats the main ideas of a conversation. Summarizing reassures participants that their ideas have been heard and provides an opportunity for the facilitator to underscore key technical points.
 - **Weaving.** The facilitator refers to a previous topic or to an upcoming topic while facilitating an activity. Weaving draws connections between linked conversations and reinforces important points.

Some sessions also require extra preparation such as role-plays. Each step in the dialogue process provides further instructions for facilitators on how to go about the suggested activities. Be sure to plan and make arrangements for such activities to ensure a smooth flow of the dialogue session.

During the Dialogues

Introduce the Dialogue

Start each dialogue session to break the ice and make participants feel comfortable. Welcome and thank them for attending the session. Learn participant's names by using nametags or conducting introductions.

The first session particularly focuses on building an environment of comfort, safety, and trust among participants and the dialogue team. It sets the tone for the next sessions by laying down the main purpose, setting expectations, and establishing ground rules.

Successive sessions begin with a review of the action step from the previous session. Participants will have the opportunity to share their experiences based on applying what they learned from the previous session. This step also provides an avenue for participants to ask questions from previous sessions if needed.

Animate the Dialogue

The next step in the session is the primary section of the dialogue and is divided into three parts.

The first part introduces the topic through various types of exercises such as small group discussions, role-plays, and stories.

The second part is the group discussion based on the topic presented. This Field Guide offers a set of semi-structured questions to help navigate the discussion with participants. The questions highlight the major items that should be covered in the dialogue. However, do not be confined by these questions. Feel free to ask additional questions or probe into participants' ideas. You can also skip some questions depending on the flow of the discussion, for example if participants address several questions simultaneously.

The last step of the dialogue is called the "action step." This is an opportunity for the facilitator to close the dialogue with a challenge to participants to apply what they have learned at home. At the beginning of the next session, participants will be able to report on their experiences.

Regulating the flow of discussion is important. Encourage everyone to participate in the dialogue but do not force or pressure anyone to talk if they do not feel like talking. During small group discussions or activities, co-facilitators can help ensure that everyone is involved and that no one is excluded. Better ideas surface when everybody is involved. Everyone needs to join in the discussion to increase the quality of dialogue and the quality of the solutions and decisions made. Be aware of the time spent on each question but ensure that participants are not left hanging from the discussion. As a facilitator, you may also want to use a "Parking Lot" or a large sheet of paper or flipchart where you take notes of any remaining questions or issues that come up in the dialogues.

During the dialogue, ask a member of the dialogue team to help with note taking and documenting the process, discussion, and action points, including points of disagreement and consensus. Highlight quotes and stories from participants. These can serve as evidence of action and change in reports and can be used to further advocate for support to the household dialogues.

For additional facilitation techniques, see the section "Understanding the Role of Facilitators in the Dialogues" below.

After the end of each dialogue, meet with members of the dialogue team present in the session to evaluate and debrief about the session and to make appropriate adjustments for the next one. Some example questions to ask the team could be:

- ② What went well about how we facilitated the dialogue?
- ② What should we improve upon next time?
- ② Did we observe any participant breakthroughs?
- ② Were there any moments of concern?

Facilitators play a crucial part in the success of the household dialogues. Their main focus is to guide participants through the whole dialogue process to ensure that the flow of discussion stays on track with the session objectives. A good dialogue facilitator:

- Ensures that the dialogue objectives are clearly understood by participants;
- Endeavors to know participants;
- Does not control the content of the discussion;
- Ensures meaningful participation of all participants;
- Creates a safe environment for openness;
- Speaks clearly, uses simple terms, and avoids jargon;
- Listens actively and encourages participants to do the same;
- Avoids negative comments;
- Is flexible and knows how to make adjustments to schedules and dialogue processes when necessary;
- Engages participants in a conversation to understand their insights; and
- Encourages ownership and control of participants over their decisions and actions.

Tips for Dialogue Facilitators

- Remember that the facilitator does not have all the answers. The participants come to the session with a great deal of experience and have many things to add. All participants (including the facilitator) must teach and learn.
- Physical set-up or structure is important. Preferably, organize participants in a semi-circle or U shape to ensure that everyone can see their co-participants during the dialogue. Discarding tables in the middle will help create a more open environment for the dialogue.
- At the start of the activity, break the ice and aim to build trust.
- Set clear ground rules based on the group's consensus. Review these rules when conflicts or disagreements arise.
- Know your audience. This will prepare you for asking the right questions.
- Look out for participants' verbal and non-verbal cues. Pay attention not only to those who are actively participating but also to those who are not.
- Acknowledge and respect the insights of each participant. Appreciate the value of participants' knowledge and input.
- Probe and/or clarify points when needed, especially during disagreements.
- During small group discussions or activities, co-facilitators can help ensure that everyone is involved and that no one is excluded. Better ideas surface when everybody is involved. Getting everyone to join in the discussion increases the quality of dialogue and the quality of the solutions and decisions made.
- Be patient after asking a question. Allow for silence. Do not probe with additional questions if the individual is uncomfortable.
- Always remember the Intrahousehold Dialogue Safeguarding Plan (*See Annex A*)

| Group Dynamics: Potential Challenges and Tools to Address Them | | |
|--|---|--|
| Group Type | Facilitator's Role | Example Tools |
| Groups experiencing unequal levels of participation. | <ul style="list-style-type: none"> Identify extremely quiet and/or talkative participants and try to understand why they are behaving in a certain manner. | <ul style="list-style-type: none"> Quiet participants: <ul style="list-style-type: none"> “Tour de table” (participants speak in rounds) Elicitation – i.e., politely call on people by name. Encourage participants to write opinions/answers if uncomfortable speaking aloud. Talkative participants: <ul style="list-style-type: none"> Acknowledge their desire to speak. Approach individual independently. Observe and describe the dynamic to help participant recognize the imbalance. |
| Groups experiencing disagreement or conflict due to differences in religious, political, or social beliefs. | <ul style="list-style-type: none"> Verbally identify what the conflict is. Help members embrace moments of conflict by recognizing them as learning/growing opportunities. Work through it together while keeping/building trust. | <ul style="list-style-type: none"> Repeat back what you hear to make sure you are clearly understanding both sides of the conflict. Move towards personal reasons of conflict. Role reversal activities. Emphasize the goal of the dialogue. Remind group of ground rules. State facts and provide examples. |
| Discussion-adverse groups (e.g., groups who tend to say only what might be considered polite or politically/socially correct). | <ul style="list-style-type: none"> Encourage honesty. Reflect together on the need for dialogue on the given subject. | <ul style="list-style-type: none"> Conduct a poll with extreme opinions. Break into smaller groups. Ask hard questions. Introduce alternative perspectives (videos, articles, etc.) |
| Groups struggling to stay engaged. | <ul style="list-style-type: none"> Emphasize the need for dialogue. | <ul style="list-style-type: none"> Remind the group of ground rules (no phones, etc.) Distribute roles within the group (e.g., facilitator, rapporteur, etc.) Ask group about their interest in the dialogue. |
| Groups with imbalances of power. | <ul style="list-style-type: none"> This can be recognized through the choice of language and wording, framing, etc. Help participants become aware of the imbalance in behavior. | <ul style="list-style-type: none"> Divide into sub-groups. Make use of both emotional and analytical questions. |

After the Dialogues

The dialogues do not end with the five sessions. A critical component of the dialogue is monitoring the progress of the implementation of the action step set in each session. Follow-ups can be integrated into regular weekly or monthly meetings of members of the organizations. The dialogue team can also organize focus group discussions with participants who completed the dialogues after three months or six months to check on the changes they have made in their households/communities, and to gather feedback on any challenges, lessons learned, and good practices they experienced. These can serve as additional input, impact, and examples of the dialogue process as part of a monitoring and evaluation process.

Dialogue 1: Welcome and Introduction

| Objectives |
|--|
| By the end of this activity, ¹ participants will have: 1. Introduced themselves. 2. Explored characteristics of a dialogue. 3. Identified ways to help a dialogue be effective and safe. |
| Materials Needed |
| <ul style="list-style-type: none">• Name tags• Flip charts• Markers• Tape |
| Time: 2 hours |

Steps

1. Welcome, and introduction activity – 20 minutes

Say:

Good morning/afternoon, everyone! Welcome to our intrahousehold dialogues! Together during the next 5 sessions, we will have an opportunity to discuss important issues that can help your family be more prosperous and safer.

Instruction: Introduce yourself and keep things relaxed and positive. This can be achieved by cracking a joke or talking about current affairs which everyone may be familiar with, highlighting news about the community or what the community is known for. Greet participants and observe protocol if community leadership is present. If the group is made up of younger people, an icebreaker activity might be a good way of quickly building group cohesion and relaxing tension or formality.

Provide an overview on the objectives of the activity. Do a brief introduction of your organization and vision. If needed, select a timekeeper to keep you and the other presenters on track.

Say:

We organized these sessions with the intention of providing a safe space for couples to communicate about household chores and decisions between men and women. During the process, we will uncover roles for men and women common in your community and how they influence your lives. You will be encouraged to explore new ways to work together to increase household income and family harmony.

Let us start today's session by standing in a circle. We are going to play a game to get to know each other better and learn about the life experiences that we have in common.

¹ Some activities and information drawn from Mercy Corp Household Dialogue Toolkit, page 18.

I am going to ask some questions and I would like you to stand with those who answer the question the same way you do. For example, if I ask whether you like the color red, you will find others who like the color red and stand with them.

Instruction: Ask the following questions – or adapt as needed so that the questions are relevant to the participant's life. This exercise allows participants to share their experiences. The facilitator should build on participants' experiences to clarify objectives.

Say:

- ① Who here is married? Who here is unmarried?
- ① Who here is the head of the household?
- ① Who does the laundry for your family?
- ① Who makes important decisions in the family?
- ① Who cooks for your family?
- ① Who here earns an income? Who doesn't earn an income?
- ① Who here has a business?
- ① Who here is able to decide how they spend their income?
- ① Who is the first person in their family to wake up in the morning?
- ① Have you taken part in community or household dialogues before?

Instruction: This activity will help the facilitator to identify issues to discuss during the training and gauge participant's level of understanding and experiences.

Say:



Thank you for your participation! Now I would like each of you to share your name and one thing that makes you unique.



Thank everyone for their participation.

2. Creating a safe dialogue environment – 40 minutes

Instruction: Ensure that everybody is seated on the same level, preferably a semi-circle. This increases the feeling of equality in the room and enables more eye contact and participation in the group.

Say: Since we will be discussing sensitive topics together, we want to create a safe environment where everyone has a voice.

Instruction: Ask participants to carefully watch four role plays that will be presented by the two facilitators and note the difference in behavior in the two roles.

You should not explain what the two are doing or which dialogue is better – let participants decide as they watch.

Inform participants that they will be asked to provide feedback.

Introduce participants to feedback rules:

- Start and end with positive feedback,
- Feedback should focus on what a person did,

- Be honest and critical but focus on what can be improved,
- Help other person to make improvement, and
- Praise a person for making improvements.

Role Play 1 (a)

One facilitator plays a young person, and another facilitator plays an older person in a typical household. The conversation is about the number of children they want. In the first role play, the young person does not show any dialogue skills.

The younger person:

Approaches the older person at a bad moment (e.g., the old person is busy or almost asleep) without asking whether it is a good time to talk.

The younger person should start the dialogue standing, rather than sitting in a quiet place where both are comfortable.

The younger person expresses concerns about problems in the home, health concerns and how tired he/she is and doesn't give the older person a chance to say a word. The younger person does not explain what he/she wants to talk about and why

Suddenly ends the dialogue without thanking the older person for sharing his/her views.

The older person:

Cuts the other person off, dismisses the younger person and blames him/her for any problems.

Turns away, showing no interest.

Says to the other participant that it is up to him/her and that it is now his/her problem.

Role Play 1 (b)

Two people (one male one female) make more effort and show essential dialogue skills.

The younger person:

Starts by asking if it is a good time to talk and finds a comfortable place.

Shows the gestures that are customary for approaching older people in a respectful manner.

Thanks the older person for sharing his/her views and stories with him/her.

The older person:

Welcomes him/her and lovingly asks what is bothering the younger person.

Says that they can talk in confidence and that he/ she won't be judged.

Both people listen attentively without interruptions.

Asks other person questions for clarification, offers suggestions, and asks how the younger person feels about them. The older person shares his/her experiences and related troubles when he/she was young.

The conversation does not solve the problem but is a start to a mutually respectful relationship.

Ask:

- ② What were the differences between the two dialogues?
- ② Which was a better dialogue and why?

Role Play 2

Instruction: Ask two different participants to perform a role play, trying to show all the dialogue skills that they just identified.

Role Play 2a

They should role-play a young person asking an older person in the household about how young people were taught about marriage and parenthood in the past. All the other participants watch the dialogue.

Role Play 2b

Ask another two participants to come forward to do another role play. This time, an older participant should interview a younger participant about his/her worries about growing up, getting married and becoming a parent. What worries him/her most? With whom can he/ she talk about these concerns?

Ask:

- ② What went well, and what did not go well?
- ② Did they show respect and active listening skills?
- ② Would any of you have done anything differently?

Say:



Thank you for your participation!

During our next four sessions together, we will be discussing important topics together. Some of the topics may be new ideas and possibly even challenge you. It is important that everyone feels safe to share their views and opinions while keeping an open mind to new ideas that can help our families prosper. \

3. Establish Ground Rules – 15 minutes

Say:

We will call the next four sessions together “dialogues” or conversations where we can safely and respectfully talk about how to make decisions together to keep our families and communities safe for everyone. Before we continue, we need to establish some ground rules to ensure that our dialogues will be respectful to everyone and that we will be able to achieve our objectives. What are some ground rules that are important to you?

Instruction: Obtain group consensus for each suggested ground rule and list them on a flip chart. Post the flip chart where all of the participants can see.

Examples of ground rules:

1. Arrive on time.
2. Be present, avoid using cell phones.
3. Ask questions if in doubt or unclear.
4. Participate and contribute to the discussion.

5. Respect others' opinions and views even if you disagree with them.
6. Listen actively when others are speaking.
7. No side conversations.
8. Respect the privacy of participants. Do not share private information beyond this group.
9. Be open-minded!

Say:



Thank you for your participation!

4. Action Step - 5 minutes

Say:

We all come into the dialogues with different life experiences and all those experiences are valid. Making positive changes takes time. Our dialogue can be seen as a fresh starting point for everyone, even if the starting point is different.

As you leave today's session and return to your homes, reflect on how you can employ some of the dialogue skills you learned today with each other as you discuss the needs of your household. You will have an opportunity to share your experiences during our next session.

Before we close today's dialogue, what questions do you have?



Thank you for today's participation!

Remind participants of date, time, and venue for the next session!

Dialogue 2: Division of Household Roles and Responsibilities

| Objectives |
|---|
| By the end of this activity, ² participants will have: |
| <ol style="list-style-type: none">1. Explored men's and women's roles in the household from the opposite sex's perspective.2. Analyzed the gendered division of domestic work between women and men.3. Identified that the equitable division of household chores can help increase women's income and help the family prosper. |
| Materials Needed |
| <ul style="list-style-type: none">• A4 paper• Flip-chart paper• Markers |
| Time: 2 hours |

Steps

1. Review the action step from previous session - 15 minutes

Say:

Before we begin, I would like to ask you to reflect on our last session. We discussed positive ways of having a dialogue. You were asked to practice some of these skills in your household. I would like to give you an opportunity to share your experiences.

Ask:

- ② Would any of you like to share your experience practicing positive dialogue between each other or in your household?
- ② Have any of you noticed anything new or different about interactions in your household based on what you learned in the first dialogue?

Allow as many who would like to share and thank them for their participation.

2. Stepping into each other's shoes - 15 minutes

Say: Today we are going to talk about men's and women's household responsibilities. To start I need one man and one woman (not married to each other) to be volunteers.

Ask:

- ② Who would like to volunteer?

² Information and activities for this dialogue were drawn from session 2 in the RICHES Intra-household Dialogue Guide for Families and Communities, page 38 of the Mercy Corp Household Dialogue Toolkit, and page 28 "The 24 Hour Day" activity in the SNV Social and Behavior Change Communication to Address Gender Norms that Limit Women's Economic Empowerment Facilitator's Handbook.

Instructions: Select one woman and man and invite them to come to the front of the group.

Be sure to keep this activity lighthearted and let the participants have fun.

Ask the woman to imagine she is a man. Ask her to introduce herself (as a man) to the group and to share everything that she does from morning to night. If it is helpful, she can imagine the roles of a man within her household.

Once she finishes, ask the man to imagine he is a woman. Ask him to introduce himself (as a woman) to the group and share everything that she does from morning to night. If it is helpful, he can imagine the roles of a woman within his household.

After these presentations, ask each of the volunteers the following questions:

- ② How did it feel to introduce yourself as someone from the opposite sex?
- ② What was it like to imagine yourself in someone else's shoes?

Ask the larger group the following:

- ② What were some of your thoughts as you listened to each of the volunteers?
- ② Were there any tasks that you would have added or left out?



Instructions: Give special thanks to the volunteers and invite them to return to their seats.

3. Time-mapping activity with men and women in separate groups – 45 min

Say:

Now we are going to divide the men and the women for a separate activity to dialogue about household roles.

Instructions: The male facilitator should work with the men, and the female facilitator should work with the women. Ask the men and women to separate into one group of women and one group of men. Provide each group a sheet of flip chart paper and markers.

In each of the groups, the facilitator divides participants into smaller groups of 3 and asks the men/women to think of all of the tasks that a woman and a man perform in a household in a typical 24-hour day. This can be in words or pictures depending on literacy levels. The participants should identify if each task is paid or unpaid.

While the men and women are still divided into separate groups, each small men's group will present their pictures to the rest of the men, and each small women's group will present their pictures to the rest of the women.

Once the presentations are done, the male facilitator conducts a dialogue with all the men and the female facilitator conducts a dialogue with all of the women. The men and the women are still separated from each other for these dialogues.

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

- ② What differences do you notice between the ways in which men and women spend their day?
- ② Who generally carries out more activities or tasks during the day? Men or women?
- ② Who generally has more leisure time? Men or women?

- ② How do you define work?
- ② Which of the activities or tasks are considered work?
- ② What activities or tasks can your wife never do? Why?
- ② What activities can you, as men never do? Why?
- ② What are one or two activities that can be exchanged between you and your wife?
- ② If you had more time in the day, what would you use it for?
- ② Do you think that daily household work has been given less value over time?
- ② What is your view on men's and women's roles in providing for the household?
- ② What do you feel are your strengths in providing for your household as a man?
- ② Have roles of men and women providing for their households changed over time? If yes, how?
- ② How do you feel about these changing roles and how do you deal with these changes?
- ② What if anything, would you like to see changed?
- ② The female facilitator asks the following questions to guide a dialogue with all of the women:
- ② What differences do you notice between the ways in which men and women spend their day?
- ② Who generally carries out more activities or tasks during the day? Men or women?
- ② Who generally has more leisure time? Men or women?
- ② How do you define work?
- ② Which of the activities or tasks are considered work?
- ② What activities or tasks can your husband never do? Why?
- ② What activities can you, as women never do? Why?
- ② What are one or two activities that can be exchanged between you and your husband?
- ② If you had more time in the day, what would you use it for?
- ② Do you think that daily household work has been given less value over time?
- ② What is your view on men's and women's roles in providing for the household?
- ② What do you feel are your strengths in providing for your household as a woman?
- ② Have roles of men and women providing for their households changed over time? If yes, how?
- ② How do you feel about these changing roles and how do you deal with these changes?
- ② What if anything, would you like to see changed?

Invite everyone to stay in his or her group as the dialogue continues in plenary.

4. Explore reasons that roles should/should not change – 40 minutes

Ask the group in plenary:

- ② Are there some activities that are traditionally done by women that should never be done by men? What and why?
- ② Are there some activities that are traditionally done by men that should never be done by women? What and why?
- ② Are there any men in the community who carry babies, cook, etc.? What do you think of these men?

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/larger society and is not based on what our bodies and minds can and cannot do. Women spend more time in jobs that require caregiving and domestic work because girls are often raised to help with this type of work in the home.

People may argue, and it is a fair point, that this arises from women being the ones that bear children. This should be acknowledged and then debunked, by saying that WHILE only women can be pregnant and breastfeed, there is nothing else men cannot do in raising children and certainly not in taking care of 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 assume activities traditionally carried out by men, just as it is possible for men, in turn, to assume activities carried out by women, including domestic work and childcare.

Say:

Let's continue the dialogue in our groups of men and women. The men will gather in groups of three men. The women will gather in groups of three women.

The male facilitator leads the following exercise with the men and the female facilitator leads the following exercise with the women.

Pass out a piece of A4 paper and a pen to each of the men's and women's groups.

The male facilitator continues the below dialogue with the men and the female facilitator continues the below dialogue with the women.

Say:

We have discussed about how men and women spend their time and why. Now, if you could design your own 24-hour day and divide household tasks 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 to the whole group – both the men and the women.

After about 15 minutes, ask everyone to join together for a plenary dialogue about the ideal day.

Ask:

- ② Who would like to share their ideal day and what the tasks of the wife would be and what the tasks of the husband would be.

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

- ② What are the advantages of this ideal day?
- ② What are the disadvantages of this ideal day?
- ② How is this ideal day different from what you are doing now in your household?
- ② What would have to happen in your household to make this ideal day a reality?
- ② How do you feel about changing household roles and how do you deal with these changes?

Say:

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

Now you will have a chance to dialogue about what your ideal day is with your spouse. Find your spouse and share what you discussed with your group. If you are not attending today with your spouse, that is OK. Look for someone else to sit with.

Make sure that everyone has a partner. If there is anyone who doesn't have a spouse to sit with and can't find another partner, one of the facilitators can join him/her as a partner.

Make sure that couples are far enough apart so they can dialogue in private.

Ask each other the following questions:

- **What does your ideal day look like and why?**
- **Does your ideal day include making time for work and rest for both of you?**
- **What changes would be needed to make your ideal day a reality?**
- **What is something that each of you could do to support each other to get closer to your ideal day?**



After 15 minutes thank everyone for their participation.

5. Action Step – 5 minutes

Say:

Today we discussed how making household chores equal between husband and wife can help increase the woman's income to help support the household.

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

If your spouse was not here today, find time to discuss what you learned with him/her. Remember your ideal day and your dialogue skills to review what changes could be considered to share household tasks at home.

Before we close today's dialogue, what questions do you have?



Thank you for today's participation!

Remind participants of date, time, and venue for the next session.

Dialogue 3: Exploring Positive and Negative Gender Roles

| Objectives |
|--|
| By the end of this activity, ³ participants will have: |
| <ol style="list-style-type: none">1. Explored what society expects of a “typical” man and a “typical” woman.2. Challenged what society says a man or a woman must be or can do.3. Identified that negative social norms can lead to a power imbalance causing violence. |
| Materials Needed |
| <ul style="list-style-type: none">• Flip charts• Markers• 2 pieces of A4 paper for each participant |
| Time: 2 hours |
| <p>Note to Facilitator: As male participants become more aware of how some gender stereotypes can negatively impact their lives and their collaboration with women, they might think constructively about how to challenge the stereotypes and promote more positive gender roles and relations in their lives and communities. Until they do, it is important to take their fears and concerns seriously, to provide support, and introduce them to role models that happily and successfully live the life of a “modern man.”</p> |

Be sure to remind participants of the dialogue norms established in Dialogue 1.

Steps

1. Review the action step from previous session - 15 minutes

Say:

Before we begin, I would like to ask you to reflect on our last session. We discussed your ideal day and how household chores can be shared equally between husband and wife to make earning an income easier for the wife and to help the family prosper. You were asked to look for one way you could make household chores more equitable by our next session. I would like to give you an opportunity to share your experiences.

Say:

Remember, there are no right or wrong answers, and we want every voice to be heard for everyone to feel safe.

³ Some information and activities drawn from Mercy Corp Household Dialogue Toolkit page 20, and SNV Social and Behavior Change Communication to Address Gender Norms that Limit Women’s Economic Empowerment.

Ask:

- ② Did any of you make changes in who does some of the household chores since our last session? If so, what? Were the changes positive or negative?



Let several participants share, then thank them for their participation.

2. Explore what society says a man and woman must be – 30 min

Say:

We are going to pretend that an alien arrived from space and your job is to draw a picture for the alien to teach them what is a man and a woman.

The alien does not speak your language so you cannot use words.

Divide the participants into two groups Pass out a piece of flip chart paper and markers to each group.

Say:

Half of you will draw a picture of a man and half of you will draw a picture of a woman. Don't worry about how well you draw – this isn't a contest to see who an artist is. Feel free to draw what comes to mind to express your idea of a man or a woman.

As you are drawing, answer the following questions with your pictures;

- ② How do these individuals look?
- ② What do they do?
- ② How do they dress?
- ② What jobs do they do?
- ② How and where do they spend their time?
- ② What are their values and beliefs?
- ② How are they expected to act/behave in the community?

You will have 10 minutes to work on your drawing, then you will present your drawing to the rest of the group.

Instructions: After 10 minutes, ask participants to tape their drawing on the wall and one representative from each group to present the drawing.



Thank the representatives for their presentations.

Ask:

- ② What are some of the similarities of the pictures?
- ② Did anything in the drawings surprise you?
- ② How do these pictures relate to "real life"?
- ② What do you like/dislike about how a man or a woman is portrayed in these pictures?
- ② What would you add or take away from these drawings?
- ② What is determined by birth versus what is determined by what society expects of a man or a woman?

Say:

People are born as male or female but learn to be girls and boys who grow into women and men. They are taught about appropriate behavior and attitudes, roles, and activities for them and how they should relate to other people. This learned behavior is what shapes social roles and practices of men and women in the community. The role of what a man should do and what a woman should do can vary from one culture to another and changes over time. These “roles” are part of gender norms. A gender norm is an idea or principle or belief that governs the way that people should act based on what is “appropriate” for a boy, girl, man, or woman to do, wear, say, etc. Gender norms often show up as “traditions”.

Ask:

- ② Have any of you been told to “act like a man” or “you play like a girl” or “that’s not very ladylike?”
- ② How did it make you feel?
- ② Can you think of ways you were treated differently because you are a woman/man?
- ② Are there things that you are expected not to do because you are a woman/man?
- ② What are the consequences of doing these things?

Instructions: Based on the discussion, highlight examples of traditional roles for a man or a woman in a household or in the community.

Ask:

- ② If you could change what society expects of a man or a woman, what would you change and why?

3. Positive and negative gender norms – 30 min

Say:

It is important to remember that what society says a woman should be and what a man should be varies across cultures; it is what we learn from the community as we grow up and changes overtime. Sometimes what we expect from a woman, or a man is positive and contributes to the household and community. Other times though, traditions about what a man and a woman are supposed to do can prevent a person’s ability to live a life of their choosing – such as if they can make decisions or not, participate in certain activities in the home or community, and if they are respected and equal with other members of the community.

Say:

Let’s look at an example of how expectations of a man’s work and a woman’s work may not always make sense:

Instructions: The two facilitators act out the following skit.

Sample Skit (Timor-Leste) on sharing household chores:

Mario and his wife Lisa, live together in Atauro Island with their 2-month-old baby. Every day Lisa goes to the well and leaves her baby asleep in the house. Today, the baby woke up and began to cry.

Mario: Lisa! Lisa! Where are you? Wait...maybe she went to the well.

Mario takes the child and goes to the village well. On his way he sees Lisa carrying a can of water on her head.

Mario: Here take your child, he won't stop crying.

Lisa: Please, be patient, can't you see I have a can of water on my head? Can you carry the water so I can feed him?

Mario: What?! Have you ever seen a husband carrying water for his wife in this village?

Lisa: But I can't feed the baby with this can on my head!

Mario: No, I can't do it! Do you want people to make fun of me?

Lisa: Fine. Why don't you take him and feed him yourself? It's your child too, right?

Mario: Don't make fun of me, you know very well that I don't have breasts to feed him.

Lisa: Exactly! That's why I'm asking you to help me with the water can. Look, he's crying.

Mario: But you know that fetching water is a woman's job.

Lisa: Yes, but men can do it too. Besides, you are very strong, so it might even be easier for you. And haven't you noticed in the neighboring village that it's men who fetch the water? Plus, I am the only one who can breastfeed our baby!

(After a few minutes of silence)

Mario: You are right, it never occurred to me. Here, give me the can! I will take it home and I can be an example for other men in our village.

Ask:

- ② Can you think of an example of when a man might be prevented from doing things that he wants to because of the family's/community's expectations of him?
- ② [For example, a man might want to cook a favorite dish for his family but this might be frowned upon by others because he is not acting like a traditional man, or for example, a man may feel a lot of pressure to be the "provider" for the family, and if the woman starts a business this may be seen as her taking on his role, and he may be seen as "less of" a man. In this situation, he may feel pressure to not support her economic activities outside of the household].
- ② Can you think of an example of when a woman might be prevented from doing things that she wants to do because of the family's/community's expectations of her? *[For example, a woman might want to have a small business to earn extra money, but this might be frowned upon by others because she is not acting as a traditional woman. Also, a husband may not want his wife to have a business because the traditional social expectation is that women should stay at home. He may feel uncomfortable because it could suggest that he is unable to fulfill his assigned gender role by providing for his wife and family.]*
- ② What are some examples of traditions in your community that prevent men or women from making decisions?
- ② What are some examples of traditions in your community that prevent men or women from seeking opportunities?

- ② What are some examples of traditions in your community that prevent men or women from being respected or equal?
- ② How have these traditions changed over the years?



Thank you for your participation!

It is important to remember that both men and women have unique qualities that the family needs to be prosperous. It is not that men should be women, or that women should be men, it is that they should be equally valued and work as equal partners to foster family harmony.

4. Identifying that negative social norms can perpetuate a power imbalance leading to mistreatment of women – 30 minutes.

Ask:

- ② In our communities, do we think men and women have the same influence and power? Why or why not?
- ② What is an example of a way that men have more influence and power over women?
- ② Do you think this is justified? Why or why not?
- ② What is an example of a way that women have more influence and power over men?
- ② Do you think this is justified? Why or why not?

In families, communities, societies, and institutions there are power imbalances, where some individuals or groups experience more full and meaningful participation in social, economic, and political life, and other groups experience less. In many communities around the world, there is a power imbalance between women and men. Some communities often give men power over women because of what society says man or a woman must be. Many traditions create preferential treatment of sons, discriminating against daughters and women from birth.

This leads to a power imbalance. This unequal power, combined with the harmful social norms and gender inequality that we have discussed until now, can result in men considering that women have less value and less rights. The most extreme form of power imbalance is when there is gender-based violence. That is what we will talk about now.

Ask:

- ② When you hear the term gender-based violence, what comes to your mind?

Instructions: Record participant's answers on a flipchart. Emphasize that they should not worry about giving the right or wrong answer. Highlight common ideas.

Say:

Gender-based violence is a term used for any harmful threat or act directed at an individual based on their sex, or if they do not act according to society's expectations for a man or a woman.

Note to Facilitator: According to [USAID](#): Gender-Based Violence (GBV) is an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. It is rooted in structural gender inequalities, patriarchy, and power imbalances. GBV is typically characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control and/or abuse. GBV impacts individuals across the life course and has direct and indirect costs to families, communities, economies, global public health, and development.

There are four types of gender-based violence.

Show a flip chart with the following types of violence and definitions written on it.

Physical and sexual violence maybe be types of violence that come to your mind when you hear gender-based violence. Let's discuss each form of violence:

- Number 1: physical, when someone physically hurts another person's body.
- Number 2: emotional, when someone hurts feelings or manipulates emotions. Examples of this type of violence include insulting people for what they do, i.e., leaving the house, or criticizing people over and over for not being a good worker, saying you can't do anything right or nobody likes you etc.
- Number 3: economic, when someone controls access to property, money, or resources; examples of this type of violence include when a woman starts a very small business, and a member of the household takes all of the money and products. This can result in the woman not being able to have products to sell and she may not be able to repay loans taken out for the business.
- Number 4: sexual, when someone controls or enforces sexual activity.

Take a moment and think about these types of violence and if you have seen examples in your community. The cause of gender-based violence is power imbalance between men and women as a result of harmful traditions about what a man and a woman is supposed to be but there are many contributing factors. Both men and women can be victims of gender-based violence.

In many communities, men and boys may learn that being a “*real man*” means being strong and tough, and that as the “*head of the family*” they are entitled to have the final word in their relationships and families. They may also be raised not to express their emotions and to use power or violence to resolve conflicts to maintain their “*honor*.” That being said, GBV can happen in the community – outside of households. GBV can happen to anyone, but in most places, it is women who tend to experience GBV.

Ask:

② Do you think that when women are empowered in their communities and in running a business this can put them at risk of violence?

If you know someone who is experiencing gender-based violence, please provide them with this information:

Local GBV Support Center Phone Number _____

Local GBV Support Center Address _____

The process of changing how we raise girls and boys and how we view women and men is not easy, but it is a necessary part of promoting healthier and more equitable communities. We are including this discussion on GBV because as power shifts in a household for example when a woman becomes engaged in earning an income, the risk of GBV can increase. GBV is a common problem in Timor-Leste and part of what we hope to accomplish with these dialogues is to talk about what it is, what the root causes are and discuss ways to stop it.

5. Action Step - 5 minutes

Say:

Today we discussed about your household and the community's positive and negative expectations of men and women. We talked about how these expectations can contribute to a power imbalance between men and women. We also talked about the most extreme form of power imbalance which is gender-based violence.

As you leave today's session, share with your spouse what you found most interesting about today's session. Discuss with each other how you would share what you learned today with a friend. What would you say? You will have an opportunity to share your experiences before we begin the next dialogue.

Before we close today's dialogue, what questions do you have?



Thank you for today's participation!

Remind participants of date, time, and venue for the next session!

Dialogue 4: Household Decision Making

| Objectives |
|---|
| By the end of this activity, ⁴ participants will have: <ol style="list-style-type: none">1. Discussed the positive and negative aspects of individual and joint family decisions.2. Evaluated women's and men's roles and decision-making power in a household.3. Practiced dialogue skills to hold productive discussions about the equitable participation of women and men in the household decision-making process.4. Identified 2-3 ways they can make household chores and decision-making practices more equitably distributed in their home. |
| Materials and Preparation Needed |
| <ul style="list-style-type: none">• Flip-chart paper• On 2 sheets of flip-chart paper, draw a Venn Diagram (see section 2).• Markers/pens• Tape• 20 pieces of paper (consider cutting A4 paper into 4 or 6 pieces) <p>On each paper print or write the 10 household decision areas (see section 2). You will need 2 sets, or a total of 20 papers.</p> |
| Time: 2 hours |
| <p>Note to Facilitator: This discussion focuses on the sensitive topic of decision-making between men and women, and how it affects household dynamics. The main objective of this session is to increase women's decision-making power and reduce their risks. The facilitator needs to create a safe and supportive environment where women and men feel free to express their opinions. When discussing sensitive topics such as household decision-making, it is possible that participants may not agree with the facilitator, or that they express discontent. In these instances, it is the facilitator's responsibility to guide participants and clarify that the discussion is not meant to "take women's or men's sides," but rather create an environment that is conducive to open and honest discussion.</p> |

Steps

1. Review the action step from previous session - 10 minutes

Say:

Before we begin, I would like to ask you to reflect on our last dialogue. We discussed about our household and community's positive and negative expectations of men and women. We talked about how these expectations can contribute to a power imbalance between men and women. We also talked about an extreme form of power imbalance, which is gender-based violence.

⁴ Information and activities for this dialogue were drawn from session 7 of the Mercy Corp Household Dialogue Toolkit and session 2 of the RICHES Intra-Household Dialogue Guide.

You were asked to share with your spouse what you found most interesting about our last session and how you would share what you learned with a friend.

Ask:

- ② Who would like to share what they found most interesting about our last dialogue?
- ② Did you notice any positive changes in your household as a result of the last dialogue?

Let several participants share, then thank them for their participation.

2. Personal Reflection on Decision Making – 15 Minutes

Say:

Today we are going to explore how decisions are made within the household, including men's and women's roles in these decisions and the impact of those decisions on the family.

Think for a moment about important decisions that you have made in your life. **Think about how you made this decision – did you ask for someone else's advice?** How did you know if you made the right decision?

Let's discuss some of your thoughts.

Ask:

- ② What are some of the important decisions that you have made in your life?
- ② How did you make this decision? Did you work out the problem on your own or did you ask someone for advice?
- ② If you made the decision on your own, what would you have done if other family members (i.e., your husband or wife) did not agree with your decisions?
- ② Who was impacted by the decisions you made?

3. Introduction to Joint Household Decision Making – 45 Minutes

Say:

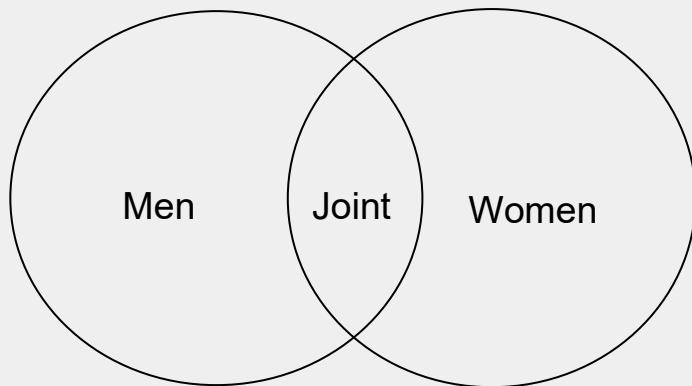
For our next dialogue, I would like us to delve deeper into the decision-making practices of your households. Understanding how your households make decisions can help you make better informed decisions.

Instructions: Break participants into two groups (male and female).

Provide them with papers of household decision areas, masking tape and a Venn diagram flipchart drawing.

Ask them to choose a reporter who will present the group's output later.

Note to Facilitator



Sample Venn Diagram:

List of household decision areas:

1. Children's education
2. Having children
3. Healthcare access and spending
4. Childcare
5. Household budget
6. Purchasing daily necessities (e.g., food, cooking oil, soap, etc.)
7. Employment
8. House repairs
9. Entertainment Expenses
10. Taking out loans

Say:

Think about how you make decisions in your family about household and financial/business matters. I am giving you a set of papers that represent 10 common household decision areas. Please discuss as a group who primarily makes the decision for each area (i.e., is it women? Men? Both?) and tape it to the Venn Diagram. Use the left side for decisions usually made by men, the right side for decisions usually made by women, and the overlap portion for decisions made jointly, including with other household members. If you discover that your group has varying decision-making practices in a particular area, place the paper in the category that is true for most of the group. Consider marking or flagging this paper and explaining the difference later during your presentation. You may also add other household decision areas that are not included on the cards. You have 10 minutes for your discussion.

Instructions: After 10 minutes of small group discussions, ask participants to go back to the big circle for the presentations.

Say:

Now that you've mapped out your Venn Diagram of how decisions are made in your households, let's hear what your groups talked about. **Can the reporter for each group please present the group's output?**

Instructions: After each group presents, collect their Venn Diagram.

Use the guide questions below to facilitate a group discussion.

Ask:

- ② What can you observe from our Venn Diagrams? Did anything surprise you, or contradict what your group discussed?
- ② When it comes to household matters, what decisions are primarily made by husbands? By wives? Jointly made by husbands and wives?
- ② Who else is consulted or takes part in decision making on household matters?
- ② When it comes to financial and business matters, what decisions are primarily made by husbands? By wives? Jointly made by husbands and wives?
- ② Who else is consulted or takes part in decision making on financial and income-generating matters?
- ② Among the areas that are usually decided on by men or women (such as those on the left and right of our Venn Diagram), are there any that you would like to make together with your partner?
- ② What are the advantages and disadvantages of making household decisions individually? What are the advantages and disadvantages of making household decisions jointly? What are the advantages and disadvantages of consulting other household members before making decisions on matters that also affect them?
- ② How can we change decision making practices in our households?

Say:



Thank you everyone for your input. Based on our Venn Diagrams, there are decisions made primarily by women (*highlight what's written on the right side*), and primarily by men (*highlight what's written on the left side*). We also see that there are decisions made by both men and women (*highlight what's written in the middle*). We have also looked at the advantages and disadvantages of making joint decisions as well as consulting other household members before we make decisions on matters that also affect them.

Joint decision making allows spouses to share responsibility which can lead to less conflict.

4. Dialogue Skills - 30 Minutes

Say:

Instructions: Ask participants to find a partner and sit near them (husbands and wives are OK). They may need to move around the room, so they aren't too close to other pairs.

Say:

I am going to read an imaginary story. After I am done reading, one partner will pretend to be the man in the story, and the other partner will pretend to be the woman in the story. You will trade off, so it does

not matter which role you have. I would like you to practice with your partner how you would start a conversation about how to make household decision making more equal for men and women.

Instructions: Read the following story:

Basilio Soares' Family

Basilio Soares' family raises buffaloes, cows, goats, and chickens. The women in his family are responsible for livestock rearing and spend most of their day caring for the animals. Men usually work outside of the home, and when they are at home, they do not engage in household responsibilities. They often spend time at the local tea shop talking with friends and neighbors. Men are able to receive village and political news through these discussions.

Basilio's wife is not allowed to sell the buffaloes, cows, goats, or chickens she has raised. Women in her village must wait for their husbands (or other male family members) to make decisions regarding the sale of livestock. Even though Basilio's wife cares for the animals and knows everything about them, Basilio holds the decision-making power regarding when to buy, exchange or sell the livestock.

Ask:

- ② For the partner taking on the role of the woman (Basilio's wife), how can you use your dialogue skills to approach Basilio in this situation? What would you say?
- ② For the partner taking on the role of the man (Basilio), how can you use your dialogue skills to make a plan to distribute decision-making practices more equitably? What would you say?

Instructions: After 5-10 minutes, ask the partners to switch roles and practice again.

Ask:

- ② Why should family members participate equally in making decisions?
- ② What might happen if decisions are made by one person only?

Say:



Thank you for your participation in this activity.

Instructions: Ask for comments and clarify any questions.

5. Action Step - 5 Minutes

Say:

Today we discussed that joint decision making allows spouses to share responsibility which can lead to less conflict and better decisions. As you leave 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.

Before we close today's dialogue, what questions do you have?



Thank you for today's participation!

Remind participants of date, time, and venue for the next session!

Dialogue 5: Family Harmony and Household Action Plans

| Objectives |
|---|
| By the end of this activity, ⁵ participants will have: <ol style="list-style-type: none">Defined relationships between family members and how they treat each other, and how this relates to family harmony.Discussed positive practices as they relate to family harmony.Developed a family action plan to increase harmony in their household. |
| Materials Needed |
| <ul style="list-style-type: none">Pens/markersFlip-chart paperOne printed copy of the Household Action Plan per household (see Annex B) |
| Time: 1 hour 15 minutes |

Steps

1. Review the action step from previous session - 10 minutes

Say:

Before we begin, I would like to ask you to reflect on our last dialogue.

In our last dialogue we discussed that joint decision making allows spouses to share responsibility which can lead to less conflict and better decisions. I asked you to share with your spouse at least one area of decision making that you can try to make more equitable.

Ask:

- Who would like to share their experience in trying to make decisions more equitable?
- Did any of you find yourselves considering making decisions together that you hadn't before? If so, what?



Let several participants share, then thank them for their participation.

It is true that when family members participate equitably in decisions, it fosters teamwork and results in improved family harmony.

⁵ Information and activities for this dialogue were drawn from session 10 of the Mercy Corps Household Dialogue Toolkit

2. Fishbowl Discussion - 45 minutes

Say:

Our first activity is called a fishbowl dialogue. We will be discussing family relationships and household practices that can increase family harmony.

Instructions: Arrange enough chairs for half of the participants to sit in a circle facing each other. Randomly select half of the participants to participate in the first round by sitting inside the circle facing each other. The remaining participants will either stand or sit behind those in the inner circle.

Say:

There will be two rounds of discussion for 15 minutes each. After 15 minutes, those on the outside of the circle will swap places with those in the inner circle, or the fishbowl.

For those seated in the fishbowl, your role is to actively participate in a discussion by sharing your opinion and asking questions to the other participants in the fishbowl. For those outside the fishbowl, your role is to listen carefully to the ideas presented inside the fishbowl. You should not speak when you are outside the fishbowl, but you may take notes or write down questions that come to mind while the other group is speaking.

Ask:

- ② Are there any questions about what I have explained?

Say:

I need one volunteer from each group to facilitate the fishbowl conversation. I will give you a list of questions that will help guide your group's discussion.

Please be mindful of our dialogue ground rules during this activity.

Instructions: Identify volunteer from inside the fishbowl and give them a list of the following questions:

Who do family members depend on?

Are family members interdependent (dependent on each other)? Do you have any examples, proverbs or songs related to family interdependence?

What are some small steps and efforts that can foster family harmony?

Which family members should make which efforts?

Do you have any life experiences that you can share related to these concepts?

Do women and men both have a role to play in fostering family harmony?

Does the respectful participation of both women and men family members in household decision-making processes (such as financial management) impact family harmony? Do you have any examples of this?

After 15 minutes, announce to the group that they will be switching roles. Those in the fishbowl will move outside the circle and become observers. Those outside the fishbowl will move inside the circle and become participants.

Say:

We are going to begin round 2. You will be given the same list of questions as the first group, but you are encouraged to build off of what was discussed previously. The same guidelines apply for this round.

Provide the list of questions to the volunteer for round 2 and begin discussion. After 15 minutes, invite participants to wrap up their discussion.

Say:

 Thank you for your participation. As you can see, family happiness and harmony are largely dependent on the relationships between its members, which reveal how they share with and support each other. Families that value the opinions of women, men, girls, and boys are often happier than those that are less balanced. These families are also better able to manage their finances and be prepared for future emergencies.

When all family members can access opportunities and progress towards their goals, families as a whole are happier.

3. Planning for Family Harmony - 30 minutes

For our final dialogue together, you will have an opportunity to work with your spouse as a couple to create your own family harmony plan to apply what you have learned in our series of dialogues. Before you meet with your spouse, you will first work in small groups to share ideas of what could be in a family harmony plan.

Divide participants into smaller groups and give them each flip-chart paper and a marker to record ideas.

Say:

For the next 15 minutes, please brainstorm with your group what items you might include in your household action plan to foster family harmony. You may write down your ideas on the flip-chart paper.

After 15 minutes, invite each group to present their ideas to the larger group.

 Thank you everyone for sharing your great ideas!

4. Creating a household action plan - 30 Minutes

Say:

Now you will have a chance to meet with your spouse to create your own household action plan.

Ask participants to find their spouse (if present). If only one spouse is present during the dialogue, that is okay. They can complete the following challenge activity by themselves or with a partner of their choice.

Make sure that couples are sitting far enough apart that they can discuss in private.

Distribute one copy of the Household Action Plan worksheet to each household.

Say:

With your spouse/partner, please fill out the worksheet. You may use pictures or words.

Facilitators should walk around the room and ensure that participants understand the prompt and provide assistance where needed. This activity can also be completed as a group with the facilitator reading the column headings aloud.

| Worksheet: Household Action Plan (printable version can be found in Annex B) | | | | | |
|--|---------------------------------------|------------------------------------|---------------------------------|------------------------------|---|
| Household Action Plan | What is our current situation? | What do we want to improve? | What actions are needed? | What is our timeline? | Who is responsible for making it happen? |
| 1 | | | | | |
| 2 | | | | | |

After about 20 minutes gather the group back together and stand in a large circle.

5. Closing circle - 5 Minutes

Say: This has been an amazing journey of five dialogues. We have discussed new and challenging topics.



Thank you for keeping an open mind and for the dialogue skills you all have shown throughout the process.

Ask:

- ❓ What remaining questions do you have?

Please give everyone a round of applause!

Annex A: Intrahousehold Dialogue Safeguarding Plan

| Risk | Description | Mitigation Strategies |
|--|---|---|
| Women skeptical of changing harmful norms | <ul style="list-style-type: none"> Women criticizing other women for allowing their spouses to help them. Women challenging idea of shared decision-making. Older women (or women with greater power) criticizing younger women for modern ideas. | <ul style="list-style-type: none"> Discuss how things don't stay the same, and people often progress for the better, for example, with access to education, or women working, access to electricity. Compare changes that people find positive that people might have been skeptical at first. Ex. metal roof, "ghosts will come and hurt people", and "then people put a metal roof on their house and the ghosts didn't come". Use examples like mobile phones. |
| Male/ community backlash | <ul style="list-style-type: none"> Men disapprove of or harass women participating in the program. Male spouses or partners do not want to participate in a program supporting women. Male spouses or partners respond negatively during the IHDs. | <ul style="list-style-type: none"> Community Entry plan. At the outset of the program, key male stakeholders, such as an implementer's general manager, lead trainers, branch managers, and local education facilitators will be engaged in the review of the project goals, training content, etc. to ensure their buy-in and input. Branch managers/local supervisors, given their knowledge of their community, will also determine the need for additional community member buy-in. Promote positive male behaviors in supporting their family versus blaming men. Lead trainers will consider the various threats to the IHDs and develop mitigation strategies and promote these strategies during the Training of Trainers for the IHDs IHDs will include both male and female facilitators that ensure equal power dynamics in facilitation and that are equipped to model positive behaviors being pursued. |
| Female timidity/ concern to participate in IHDs with spouse/ partner | <ul style="list-style-type: none"> Limited participation by women during the IHDs Women allowing/promoting husbands to speak on their behalf | <ul style="list-style-type: none"> Allow women to agree to spousal participation in all dialogues prior to spouse being invited. Women should be informed of the overall agenda in advance of the first dialogue. Allow women to opt-out of participating in the dialogues, if selected to participate. Use participatory methodologies and facilitation techniques during the IHDs to ensure engagement by all male and female participants. |
| (Re)traumatization of people affected by sexual harassment, GBV, and | <ul style="list-style-type: none"> Potentially triggering content of dialogues related | <ul style="list-style-type: none"> Train facilitators on GBV and safeguarding and have local emergency support numbers ready (domestic violence hotline, suicide hotline, local counseling teams, etc.) and |

| | | |
|---|--|---|
| other traumatic events (i.e., child labor, trafficking, suicide, natural disasters) or conditions | <p>to GBV or other potential triggering events.</p> <ul style="list-style-type: none"> Participants are re-traumatized through participation in activities and trainings due to past experiences. Discussions result in conflict between spouses and/other participants resulting in violence during or after the dialogue | <p>available to promote where survivors can seek support. This phone number should be clearly posted or shared.</p> <ul style="list-style-type: none"> Participants will be allowed to excuse themselves from sessions related to GBV and will be informed of this session in advance to decline participation quietly/privately with their facilitator/coordinator. A complaints mechanism/ feedback mechanism will be promoted during training to provide participants' a mechanism to share feedback or concerns with the partner or other stakeholders. Promote an anonymous means of submitting complaints, where feasible. Identify a Safeguarding Focal Point among partner staff that could support facilitators' own experiences with GBV or to support clients. Remind participants of the ground rules for dialogue (should be part of the first session of any dialogue, which requires a desire and buy-in of all parties to move forward, whether or not their views are fully shared). |
| Lack of privacy for holding dialogues | <ul style="list-style-type: none"> Non-participants loiter or listen in on the conversations that might intimidate participants and result in low participation. | <ul style="list-style-type: none"> Set ground rules that nothing will be shared outside of the group. Choose indoor/private location that limits external influence |
| Travel to and from IHDs | <ul style="list-style-type: none"> Risk of encountering violence or harm while traveling as a result of political unrest or other threats to safety. | <ul style="list-style-type: none"> Ensure all travel is started and completed before it gets dark. Provide travel/per diems as both incentives to participate and to promote safe travel (i.e., take taxi) |
| Availability of childcare or eldercare for participating couples | <ul style="list-style-type: none"> Participants decline or have irregular participation (come late, leave early, don't participate at all) due to organizing care for | <ul style="list-style-type: none"> Provision, where needed, for couples to participate together, for childcare or eldercare. Can be part of a per diem that includes travel and food, especially if travel distances are long. Hold sessions during the day when children might be in school |

| | | |
|--|--|---|
| | vulnerable household members. | |
| Comparison of couples/ participants to others in the group | <ul style="list-style-type: none"> Participants are doubtful of their household's ability to change for the better if they compare themselves to other couples who have seemed to made progress. They feel sad or frustrated their life does not mirror the perceived perfection of others' lives. | <ul style="list-style-type: none"> Remind participants of the ground rules for dialogue (which reiterates that we all come into conversations with different life experiences and that all experiences are valid, and change takes time. Dialogue can be seen as a fresh starting point for everyone, even if the starting point is different) |

Annex B: Household Action Plan Worksheet

| Household Action Plan | What is our current situation? | What do we want to improve? | What actions are needed? | What is our timeline? | Who is responsible for making it happen? |
|-----------------------|--------------------------------|-----------------------------|--------------------------|-----------------------|--|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

Annex C: Grameen Logo



Annex D: References

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