



Family Decisions:

How farming families can work together as a team

Facilitator manual



About TOMAK

TOMAK (*To'os ba Moris Di'ak*, or Farming for Prosperity) is a 5-10 year agricultural livelihoods program funded by the Australian Government in Timor-Leste. Its goal is to ensure rural households live more prosperous and sustainable lives. To do this, TOMAK supports the implementation of parallel and linked interventions that aim to:

- Establish a foundation of food security and good nutrition for targeted rural households;
- Build their capacity to confidently and ably engage in profitable agricultural markets.

TOMAK works primarily in inland mid-altitude areas that have some irrigation capacity. In its first phase, this comprises 66 *suku* (villages) located in Baucau, Bobonaro & Viqueque municipalities.

Across the program, TOMAK is committed to understanding and promoting gender equality and ensuring women's voices are heard in decisions that affect their lives and livelihoods. This training promotes inclusiveness and joint decision-making over household resources, with an aim to ensure families have year-round access to sufficient and nutritious food and that women benefit equally from improvements to agricultural production and market access.

The approach and content of this training was drawn from various field assessments and the implementation experiences of TOMAK and its partners. Related materials from others working in this area were reviewed and, in some cases, adapted to the Timorese context. The original source has been referenced for any sessions where content draws from existing materials.

For more information on our work please visit www.tomak.org.

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- CARE International, *Farmer Field and Business School Toolkit* - <https://www.care.org/work/world-hunger/agriculture/models/farmers-field-and-business-school-toolkit>
- IWDA, *Gender and Economy in Melanesian Communities Manual* - <https://iwda.org.au/resource/gender-and-economy-in-melanesian-communities-manual/>
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Table of contents

About this manual.....	5
Why was this manual developed?.....	5
Changes you should expect to see.....	6
How to use this manual.....	7
Information for facilitators*	9
Being prepared for sensitive situations.....	10
Managing sensitive situations	11
Training summary	12
Session 1: General communication.....	14
Session 2: One-way and two-way communication	16
Session 3: Trust walk.....	18
Session 4: Household decision-making processes.....	20
Session 5: Making decisions over family resources	23
Session 6: Everyone’s contribution in a farming family	28
Session 7: Everyday activities and timesheet.....	30
Session 8: Working together in the household	32
Session 9: Household financial resources.....	34
Session 10: Negotiation for household resources.....	36
Session 11: Positive communication - managing tension over resources	39
Appendix 1: Integrating gender and disability into training plans.....	43
Appendix 2: My future plan action worksheet	46

About this manual

Why was this manual developed?

The TOMAK program supports Timorese households to maximise benefits from the resources they already have to support and feed their families, while diversifying and expanding these resources further.¹ This involves promoting improved household farm management and production techniques, while simultaneously shifting household nutrition behaviours, practices and decision-making to ensure there is year-round access to nutritious food for the whole family.

One important part of this approach is to promote joint decision-making between couples over household resources, even if the ownership of these resources is unequal. Distribution of resources within households almost always follows prevailing socio-cultural norms. Decision-making power within a household is closely linked to the resources that each partner brings to the marriage or household, as well as their age and gender. In Timor-Leste, dominant socio-cultural norms typically result in women bringing fewer resources to a household than men.

This can perpetuate a cycle of gender inequality, whereby women and girls from one generation to the next continue to have a perceived lower status than men, and thus can experience less access to and control over household resources. The exclusion of women from resource ownership can be a barrier to them raising their own opinions and ideas about how household resources are used.

Building awareness of gender dynamics in households, improving couple communication, and promoting joint decision-making can empower both men and women to contribute positively to their household. International research has found that children whose mothers participated in all household decisions were 15% less likely to be stunted and 32% less likely to be wasted, than mothers who did not participate in making any decisions.² Other research found that women with high involvement in decision-making were less likely to have low body mass index (BMI) and more likely to take a sick child for treatment.³ Another study found that nutrition-sensitive interventions that specifically target women's empowerment such as increased control over household income, consistently showed a positive effect on child nutrition.⁴

As we empower women it is also important to engage men to become more involved in the health and welfare of their children, including taking on larger roles in caring for children and reducing the potential for domestic violence. Research has found that joint decision-making is associated with a lower probability of domestic violence compared to when husbands make decisions alone.⁵ Focusing on joint household decision-making allows couples to develop the respect and trust to share their aspirations for the future, enabling them to set goals for their family and better deal with any setbacks they may face along the way to achieving them.

This training curriculum aims to challenge and promote behavioural changes at the individual, couple and household level. These changes should lead to more gender equitable decision-making and a fairer allocation of household resources to benefit all family members, especially

1 Resources can include: belongings, land, water, food, trees, animals, property, equipment, income, money, labour, etc.
2 Rahman M, Sima U & Goni M. Impact of Maternal Household Decision-Making Autonomy on Child Nutritional Status in Bangladesh, 2015
3 Singh K, Bloom S & Brodish P: Gender Equality as a Means to Improve Maternal and Child Health in Africa in *Health Care Women Int.* 2015 Jan; 36 (1): 57–69.
4 Ruel MT, Alderman H. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition in *Lancet* 382: 536–51 2013.
5 Zegenhagan s, Ranganathan M & Buller MA Household decision-making and its association with intimate partner violence: Examining differences in men's and women's perceptions in Uganda in *SSM Population Health* Vol 8, August 2019

women and children. The training comprises a range of interactive participatory sessions that address household decision-making around food production, nutrition-related practices, division of labour and resource allocation.



Changes you should expect to see

The sessions in the manual are designed to build the trust between couples and increase their awareness of the gender dynamics that exist in their households. As the training progresses, participants start to reflect on what influences their current decision-making and how this impacts different family members. Participants go on to analyse the benefits of joint decision-making and how this can improve the whole family's health, wellbeing and prosperity. Participants are encouraged to shift their decision-making processes and workload distribution to improve household nutrition and achieve farm goals.

The training includes simple and practical sessions that give individuals and couples the knowledge and skills needed to follow through on ideas and actions they have identified when they return home. Facilitators and/or field staff should provide ongoing support to training participants to maximise the uptake of learning into concrete behavioural changes. The changes will be small but significant in the beginning and should build up over time. Changes observed may include:

- Husbands and wives increasingly feeling like they are working as a team and sharing the load
- Women feeling more confident to bring up their opinions with their husbands and other family members, even if they may disagree
- Increased respect and ability to listen to opinions and ideas, with reduced possibility of conflict
- Improved trust that decisions are being made for the benefit the whole family, not just individuals
- Wives and husbands initiating financial discussions with each other more often, and including other family members
- Spouses undertaking more joint decision-making and/or shifting resources to improve household nutrition

- Men thinking more about nutrition issues and/or making additional small purchases of food (such as eggs, beans and fish)
- Women feeling improved ownership and control over household resources
- Men undertaking more household tasks such as child care and meal preparation
- Spouses (especially wives) feeling supported to take up opportunities to learn, including attending technical trainings, or to attend trainings or activities together
- Couples and/or households setting goals together and working towards achieving them
- Couples being better able to cope with the stress and strain of managing their resources



How to use this manual

This manual should be used by facilitators who have been trained in the methodology. Ideally, the facilitation team should be made up of at least by one female and one male facilitator.

The sessions in the manual have been purposefully developed for farming couples or families to do together within a larger group with other couples/families. They are best used with families who are part of a medium to long-term activity or group, such as savings and loans groups, food production groups, farmer groups, and parent or family nutrition groups.

The training flows in a way that brings optimal understanding of the topics, while also building the trust and skills that participants need to communicate as a couple or family. It is recommended that facilitators running the training consider the following when planning their training to ensure the optimal learning and behaviour change outcomes:

- Follow the flow of the sessions from the beginning to the end. Following the sequence of sessions will maximise the participants' learning and their potential for behavioural change. Do all sessions as soon as possible in a maximum of 6 months.
- Sessions can run according to the available time of the group, including full days, half days, or as single sessions across a few months.
- Sessions can be delivered within a formal or informal training setting. The sessions are designed to be inclusive of participants with different literacy levels. There are no formal

presentations and the activities are designed to be engaging, interactive and discussion-based. The training can be run in a community with limited facilities.

- There is flexibility in how the sessions can be delivered and facilitators may decide to choose individual sessions which best meet the needs of their participants or group. However, it is important that as many sessions as possible are covered. TOMAK partners are advised to contact TOMAK lead trainers to discuss any alterations.

Facilitators should provide a file or folder to each participant so that they can keep any materials or worksheets related to the sessions. These sheets allow the participant to take notes and to also retain a copy of some of their thoughts and ideas.

There is also an action worksheet for participants in Appendix 2 called '*My future plan*'. This worksheet is used at the end of each session or at the end of multiple sessions that have been delivered together. The facilitator first asks participants to reflect on the session(s) they just participated in. Participants should be encouraged to think about what ideas or thoughts they had during the session and if there is anything they would like to change going forward (individually or in their family). Participants can write and/or draw on the sheet. As they do this, the facilitator should ask them to think about what steps they can take towards achieving this change in 1) the next week and 2) the next month. Participants should keep the worksheet to remind them of what they had planned to do.

The action worksheets provide facilitators with information about how participants plan to use the information and skills they have learned once they return home. These sheets can be used as a reference in future meetings between the participants and the facilitator and/or field monitoring staff.

One of the biggest challenges for facilitators will be getting a couple or family to attend a group together. Families will be juggling different commitments and arranging couples to attend together requires preparation. Facilitators should consider the needs of the couple to ensure they both attend.

Here are some tips to make this more possible:

- Prior to the training, spend time orienting the family to the material in the training and the importance of both partners being able to attend.
- Talk through the considerations and arrangements needed for a couple to attend-consider child care arrangements.
- Adjust the duration and frequency of sessions to fit in with participants' availability, commitments and workloads. For example, if it is not possible to run half or full-day trainings, consider facilitating individual sessions over a longer period of time such as 8 x 2-hour sessions.
- Ensure snacks and food are not going to be prepared by the participants who should be attending the training.

Information for facilitators*

We use the word facilitator rather than trainer to show that our approach focuses on helping others learn (facilitation) rather than teaching people what we think they need to know (trainer). We like to think of adults' minds as a fire to be kindled (facilitated), rather than an empty vessel to be filled (trained).



Preparing for the training

A good facilitator:

- Has a clear and thorough training plan and has organised logistics well in advance of the training. Review *Appendix 1: Integrating gender and disability into training plans* to ensure that gender and disability have been considered before the training.
- Considers the needs of every participant including any participants with disabilities to ensure the training space is comfortable and appropriate for everyone.
- Facilitates other people to better understand the skills and knowledge they already have. Before each session, facilitators should consider whether participants will understand key concepts, whether they have been exposed to the information before, whether any information should be simplified, and which language(s) to use.

Facilitator attitude and professionalism

A good facilitator:

- Facilitates others' learning, rather than teaches
- Doesn't assume they know more than everyone else and respects participants' existing capacities, knowledge and experiences
- Is flexible when working with groups
- Manages group dynamics and encourages participants to engage in productive discussion

*Adapted from the 'Information for the facilitator' section of *The PNG Family Farm Teams Manual* (ACIAR).

Managing group dynamics

A good facilitator:

- Gives opportunity to all participants (women and men) to speak and share their opinions. Strong facilitators remember to give special attention to shy or quiet participants and encourage them to speak if/when they are comfortable.
- Doesn't judge participants' responses or say that 'person A or B's answer is wrong'. A better approach is to welcome all participant responses before helping draw a reasonable conclusion that every participant can understand.
- Directs participants to make sure the discussion stays on topic.
- Arranges the training space in a way that makes people comfortable and encourages participation, e.g. having a circular seating arrangement rather than rows of chairs.

Being prepared for sensitive situations

This manual is designed to minimise any possibility of backlash in the training and/or on participants when they return home. That said, there is the possibility that sensitive issues will be raised, and that people in the training might have different reactions, opinions and/or experiences related to the training content. Couples may also disagree about something in the training that becomes a heated argument back home. Other participants may share personal information or stories without considering the consequences.

Usually sadness, anger or tension can arise when talking about issues where people have had negative experiences or if they feel their values or behaviours are being challenged. Such topics include: inequity, discrimination, socio-cultural norms, gender roles and responsibilities, use of income for costs that are perceived as negative (drinking, smoking and gambling), conflict and domestic violence.

Facilitators should anticipate this and be ready to manage difficult situations so that disrespectful behaviours are not accepted and arguments do not escalate. Facilitators should also see low level tension as a time to explore or broaden participants' knowledge of an issue, bringing them to see different perspectives and experiences in a safe space.



Managing sensitive situations

As this training has family members attending together it is important to understand that there is a risk that the training brings up issues that might lead to arguments and conflicts within the training and back home after the training. Here are some examples of difficult situations along with ideas for how facilitators can manage the situation sensitively.

Situation	At the moment it happens	After it happens
<p>If a woman or man brings up an experience that is sensitive (sad or traumatic) and they get upset or cry</p>	<ul style="list-style-type: none"> • Give them a chance to say what they want to say. Don't cut them off, even if they are crying. • Thank them for sharing and reassure them that it's OK to share in this forum and that the group appreciates them wanting to share. • Don't let other participants judge the person. Let other participants express their sympathy or reassurance to the person who is upset. 	<ul style="list-style-type: none"> • Check in with the participant at the next break to see how they feel, preferably one-on-one. • Keep an eye on them to make sure they don't feel exposed in the group. • If they don't attend the next day or session, have a field worker follow up.
<p>If a husband and wife start talking negatively to each other in a session, or perhaps share personal information about their spouse</p>	<ul style="list-style-type: none"> • Speak in a calm voice. Remind them it is OK to share but both members of the couple must feel good about sharing personal information. • See if you can help them to see each other's perspective. Ask questions of the husband and wife, e.g. "why might this behaviour upset your spouse?" and encourage them to listen to each other and not interrupt. • If you think the argument is getting worse, call a break in the session and ask other participants to leave or perhaps invite the couple to come outside to talk to you. 	<ul style="list-style-type: none"> • Monitor the situation and stay close to them in future activities. • Check in with the husband and wife individually. Look for risk of conflict flaring up again in the training or back home. • Talk with each member of the couple at the end of the day.

Training summary

Topic	Session summary	Learning outcomes
Session 1: General communication – 1 - 1.5 hours		
General communication and the importance of body language	This session introduces information about how people communicate, noting that communication is not just about what people say but also the body language they use. A role play activity asks people to act out different emotions without using words, while the other group members must guess the emotion.	Builds awareness that people often use body language to express themselves rather than speaking.
Session 2: One-way and two-way communication – 1 hour		
The importance of two-way communication as part of positive couple communication	This session highlights what it feels like to experience both one-way and two-way communication through a drawing activity. The group then uses this activity to reflect on common family communication dynamics and identify what they think are good communication skills between couples.	Participants reflect on their own communication practices in their family relationships.
Session 3: Trust walk - 45 minutes		
The value of building trust in relationships	This session requires a couple (husband and wife ideally) to take turns wearing a blindfold, with the other person guiding them with verbal instructions. Through the walk, the blindfolded person is instructed to perform different activities such as walking around an area or picking up a leaf. The group discusses how they felt when they were both guiding and being guided.	Participants reflect on how it feels to be trusted or to trust someone else and the importance of trust within a couple.
Session 4: Household decision-making processes – 50 minutes		
Understanding the difference between individual and household decision-making	This session explores how household decisions are made and the complexity involved in making these decisions. A montage of photos showing common household resources helps participants to reflect on who is included and excluded in the decision-making process over resources in their family.	Builds awareness that decision-making is gendered and some people can be included and/or excluded because of gender and age.
Session 5: Making decisions over family resources – 1 hour		
Understanding the factors and circumstances that influence family decisions over resources	Participants are split into three groups and look at one of three case studies that tell a story of complex but common situations in Timor-Leste families. The case studies pick up on nutrition and agriculture issues, such as feeding children, use of livestock, and use of income.	Case studies generate reflection and peer sharing. Couples identify the key influences impacting their decisions and why.
Session 6: Everyone's contribution in a farming family – 1 hour		
Analysing family responsibilities and workload based on gender and age	Participants use a worksheet depicting a range of different household and farm tasks and draw lines to the activities that different family members usually do in their household. Facilitators ask probing questions that ensure participants reflect on the workload balance in the family by age and gender.	Builds appreciation for each family member's contribution. Participants reflect on how age and gender can define men and women's household responsibilities and workload.

Topic	Session summary	Learning outcomes
Session 7: Everyday activities and timesheet – 1 hour		
Understanding the differences and similarities between men and women's daily workload and responsibilities	Participants fill out a daily timesheet reflecting their workload and responsibilities and then compare this to people of the same gender. Men and women then share a collective women's and men's timesheet as a group and eventually the couple are asked to reflect on their responses together.	Promotes self-reflection on the participants own workload and the workload of their partner. Explores gender differences and questions unbalanced workload distribution.
Session 8: Working together in the household – 40 minutes		
Reflecting on socio-cultural norms that define household roles & responsibilities and how this can change	Participants read a story together from Lafaek Magazine (Special Edition on Promoting Equality) that depicts a family assigning household tasks based on gender. When this leads to an unbalanced workload, the family attempts to change the distribution of household tasks. Group discussion asks participants to reflect on if they could make this kind of change in their own household.	Participants consider how to change gender imbalances in their family and the steps they might need to take, including how to manage negative judgement they may receive from others.
Session 9: Household financial resources - 1 hour		
Awareness of the way couples and families behave, interact and make decisions about the use of household income	Facilitators present participants with seven flip card images depicting different kinds of financial behaviours between couples in a household, and encourage group discussion. The illustrations end with a positive example that promotes joint decision-making over income. Through the activity, participants explore the negative and positive impacts of different financial behaviours on the household.	Promotes reflection on the different ways couples manage money in their household. Motivates participants to move towards joint financial decision-making.
Session 10: Negotiating for household resources – 1 hour		
Awareness of the importance of negotiation and persuasive arguments in family resource decision-making	Participants look at the role of negotiation between family members in household decision-making. Couples then participate in an activity where they must negotiate how to use their resources (eggs). Three participants are tasked with convincing couples to either sell, eat, or keep the eggs for hatching. Together couples must decide how they use their eggs, in the face of persuasive arguments to use the eggs in different ways.	Participants consider how to make persuasive arguments and practice positive communication in household resource negotiations.
Session 11: Positive communication - managing tension over resources – 2 hours		
Awareness that decision-making can be stressful, and can lead to tension and/or violence that in turn impacts on themselves, their relationships and their family	This session has 3 parts: Part A: Builds awareness that there can be tension in decision-making Part B: Reinforces the need for positive household relationships and communication Part C: Gives information and strategies for preventing tension and conflict in the household during decision-making A duty of care session that recognises making some of the changes suggested in the training can challenge other people's ideas and create tension. The session makes participants aware of the potential for backlash and/or negative reactions from others when they attempt to make changes in their household, and explores ways to prepare for this.	Participants explore positive solutions, skills and tools to prevent and manage household conflicts both individually and as a family.

Session 1: General communication

- This session is about:**
- General communication
 - Couple communication
- Objective:** Participants reflect on the ways they communicate and practice positive communication skills
- Time required:** 1 - 1.5 hours
- Materials:**
- Feeling cards
 - Flipchart and markers
 - 'My plan for the future' action worksheet

Facilitating the session:

1. Start by explaining to participants how words are just one part of the way we communicate with each other. Body language and the way we use our voice are often much more important aspects of communication. Introduce the idea that this is true all around the world, no matter what language people are speaking.

Activity: Let your body do the talking

2. Ask participants to split into groups of 4. Give each group a set of 'feeling cards' illustrated below (facilitators should prepare the cards in advance of the session). Ask participants to take turns picking a card and then use only their body (specify face, body, arms and legs) to communicate that feeling to the rest of their group. Their fellow group members observe their expression and actions and try to guess what the person is feeling. The person acting out the card should not speak to the other group members when acting out their card. If there are any participants who have trouble reading, the facilitator can help them understand the card and participate in this game. Make sure each group goes through all their cards, rotating the group member who acts out the feeling card.

Feeling cards

<p>WORRIED</p> <p><i>E.g. When my child comes home late from school</i></p>	<p>PROUD</p> <p><i>E.g. When my child does well at school</i></p>	<p>DOUBT</p> <p><i>E.g. When people gossip about me in my village</i></p>
<p>UNHAPPY</p> <p><i>E.g. When I cook nutritious food but some family members say I waste too much money on food</i></p>	<p>ANGRY</p> <p><i>E.g. When a family member takes money I was saving for school fees and uses it to gamble</i></p>	<p>HAPPY</p> <p><i>E.g. When my garden is full of fruit and vegetables and I have plenty to feed my family</i></p>

<p style="text-align: center;">SCARED</p> <p style="text-align: center;"><i>E.g. When I've made a mistake and someone wants to punish me</i></p>	<p style="text-align: center;">STRESS</p> <p style="text-align: center;"><i>E.g. When animals come and destroy my crops</i></p>	<p style="text-align: center;">CONFIDENCE</p> <p style="text-align: center;"><i>E.g. When I make decisions in the family because people respect my opinion</i></p>
<p style="text-align: center;">SHAME</p> <p style="text-align: center;"><i>E.g. When I have to go to my savings group meeting but I don't have any money to save this week</i></p>	<p style="text-align: center;">FRUSTRATED</p> <p style="text-align: center;"><i>E.g. When I want to feed my child eggs but my mother-in-law won't let me</i></p>	<p style="text-align: center;">RELAXED</p> <p style="text-align: center;"><i>E.g. When I have returned home from farming, showered, eaten and can chat with the family</i></p>
<p style="text-align: center;">PANIC</p> <p style="text-align: center;"><i>E.g. When my child is sick, has diarrhoea and is losing weight</i></p>	<p style="text-align: center;">CONFUSION</p> <p style="text-align: center;"><i>E.g. When someone explains something new to me in language I don't understand</i></p>	<p style="text-align: center;">ENTHUSIASM</p> <p style="text-align: center;"><i>E.g. When I try something new to increase production on the farm</i></p>

3. Return to the large group to discuss the activity. Ask participants:

- *What did you think of this activity? Was it difficult to understand the feelings people were trying to express when they couldn't speak? If so, why? If not, why not?*
- *In your experience, do most people express their feelings and opinions with body language, or do they prefer to talk about what they are feeling?*
- *If a husband or wife in a couple doesn't talk much, how can their partner understand what they are feeling? What could be done to encourage them to talk more openly? (facilitator writes down participant responses to this question on a flipchart)*

4. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Communication is not just what a person says out loud but also what they say with their body language and facial expression.
- Good communicators use and respond to all types of communication.
- Learning to communicate well takes time and practice for everyone.
- A good communicator listens as well as talks, and thinks about how they can encourage other people to speak up when they may feel shy or reticent.

Session 2: One-way and two-way communication

This session is about:

- General communication
- Couple communication
- Communication in the family

Objective: Highlights the importance of two-way communication in the family. Helps families think about ways to talk **to** each other, not **at** each other.

Time required: 1 hour

Materials:

- A4 paper for each participant
- Pen for each participant
- 'My future plan' action worksheet

Source: Adapted from the 'One Way Communication' session from *The PNG Family Farm Teams Manual* (ACIAR).

Facilitating the session:

1. Split participants into pairs. Husbands and wives should pair up if participating together.
2. Split the pairs into two teams - the **Cat team** and the **Mouse team**.
3. Ask each pair (regardless of team) to pick one person to stay with you and ask the other person to go outside or to an area where they can't see their partner (they don't need to go too far, just out of sight of their partner). Ask them to wait until they are called back.
4. Give the participants who remained with you a blank piece of A4 paper to draw on. Ask them to draw a picture of a house - this doesn't have to be the house they live in but could be any house they can imagine. Give them 5 minutes to finish their drawing, then ask them to turn their paper over so no one can see what they have drawn.
5. Call the other participants to return and ask them to sit back-to-back with their partner. Give a blank piece of paper and a pen to the returning participants.
6. Ask the first participants from the **Cat team** to explain the original drawing to their partner, who will try to draw an identical house. But, the person trying to copy the drawing cannot ask any questions (they can only listen to their partner's instructions/description).
7. At the same time, ask the first participants from the **Mouse team** to also explain the original drawing to their partner, who will try to draw an identical house. But, the person trying to copy the drawing can ask their partner any questions they like about the house.



8. Give the teams 5-10 minutes to try and copy their partner's drawing. Once they have finished, they can then face their partner and compare their drawings, looking at what things are the same and what things are different.
9. Then ask everyone to come together as a large group and show their drawings to each other. Ask them a few questions about the activity:
 - *What did you think about this activity?*
 - *What was it like being part of the Cat team or the Mouse team?*
10. Explain to participants that those in the Cat team experienced one-way communication (just one person talking) and the Mouse team experienced two-way communication (both people talking and listening to each other). Encourage the group to reflect on how they communicate in their families:
 - *In your household, do people mostly use one-way communication or two-way communication? What about parents and children? What about older family members?*
 - *How do you think communication might be improved between couples in a household?*
11. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- It might feel easy to communicate by just talking at someone, but it's not easy for the person who only listens. One-way communication can create confusion between two people. We can see in our families and in the community that some people are not given the same opportunity to ask questions and express their opinion.
- Two-way communication is more motivating than one-way communication. We can achieve more when we use two-way communication.

Session 3: Trust walk

This session is about:

- Building trust between couples
- Sharing leadership

Objective: Participants understand and experience the value of working together and sharing responsibility. Demonstrates how women and men can trust each other and work together as a team, and gives women the opportunity to lead and make decisions.

Time required: 45 minutes

Materials:

- 10 blindfolds
- 'My future plan' action worksheet

This activity can be facilitated inside in a large room or outside.

Facilitating the session:

1. Split the group into pairs with a man and woman in each pair. If any couples are participating together, they should form a pair. Ask participants to decide who will be Person A and who will be Person B in their group.
2. Give each Person B a blindfold and explain that they are going to cover Person A's eyes with the blindfold and go for a short walk. Person B will decide where Person A goes.
3. All pairs can do the activity at the same time. Ask Person B to cover Person A's eyes.



4. Explain to participants that Person B will walk together with Person A, while giving them verbal instructions to help them walk safely. Person B should not guide Person A by the hand (unless absolutely necessary) and should use only verbal instructions to guide them. For example, Person B can explain to Person A "Take your next steps carefully as there is a slight drop." Person B might instruct their partner to touch something with their hand or to sit in a chair - they get to choose what Person A does.
5. Person A focuses on listening to Person B during the activity and tries to follow the information they are given.

6. Give participants about 5 minutes for the trust walk, then ask each pair to swap the blindfold to Person B, and give Person A an opportunity to lead their partner for another 5 minutes.



7. After both Person A and Person B have had a chance to experience both leading and being led by their partner, give participants a bit of time to talk to their partner before coming back together as a large group.

8. Facilitate a group discussion with participants about the activity:

- *What was it like when you couldn't see and had to depend on your partner?*
- *Was it easy to trust the person leading you? If so, why? If not, why not?*
- *How did you feel when you had to lead someone and they were depending on you?*
- *How important is it for people to trust each other in your household? Should other people be given opportunities to lead sometimes?*

Encourage participants to discuss the different feelings they experienced throughout the activity, rather than just recounting what happened.

9. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- We need to trust the person leading us before we feel comfortable to follow them. We learn to trust through our experiences, we don't just trust someone automatically.
- When someone puts their trust in us, it makes us feel good.
- We also benefit when we give other people the chance to lead (even if we are usually in charge). Sharing leadership can result in positive outcomes for the whole family.

Session 4: Household decision-making processes

This session is about:	<ul style="list-style-type: none">• Household decision-making processes• Joint decision-making• Inclusive and exclusive decision-making
Objective:	Participants understand the difference between individual and household decision-making
Time required:	50 minutes
Materials:	<ul style="list-style-type: none">• Flip chart and markers• Image tool depicting rural households• 'My future plan' action worksheet

Facilitating the session:

1. Begin by introducing participants to the concept of decision-making:
 - **Making a decision** involves choosing from 2 or more options to respond to a situation.
 - **Household decision-making** is different from making decisions as an individual.
 - **Individual decision-making** is generally done by one person based on his or her own needs. **Household decision-making** processes require consideration of the needs of every person living in the household as these decisions will affect everyone.
2. Ask participants to discuss the following question with the people sitting beside them: *Which decisions do you make as an individual and which do you make as a household?*
3. Circulate and listen to participants' discussions, explaining key concepts further if required. After 5 minutes, come back to the larger group. Ask participants to give some examples of individual and household decisions.
4. Explain to participants:
 - Household decision-making processes will be different for different families.
 - Decision-making can be more difficult when household resources are involved, e.g. land, inheritance, cultural ceremonies, money, food, livestock, people's time and responsibilities.
5. Place the images of rural households showing women, men, children, productive land and livestock in the middle of a flipchart. If you do not have these already printed, you can draw a few images showing familiar rural scenes (e.g. a house, farm, families etc.). Ask participants the following question: *Why do you think household decision-making about family resources is difficult?*



6. Write down participants' responses near the images on the flipchart.

You can find some example responses below. If needed, offer one or two suggestions from these examples to stimulate participant discussion.

<i>What is good for one family member might not be good for others</i>	<i>Limited resources</i>	<i>Brings on stress and conflict easily</i>
<i>Involves a lot of people and everyone disagrees with each other</i>	<i>Some people have resources (e.g. land), others don't have any resources</i>	<i>Difficult to know whether to consume resources, save them or sell them (e.g. eggs)</i>
<i>If we use all our resources for something big, we might not have enough left to use later</i>	<i>Not enough information to make a good decision</i>	<i>Relates to culture and inheritance</i>
<i>If you are not involved in a particular decision, it can be difficult to get what you want</i>	<i>Lack confidence to make big decisions</i>	<i>Scared to make the wrong decision</i>
<i>If you make the wrong decision, people will criticise</i>	<i>Sometimes makes people unhappy</i>	<i>Confusion</i>

7. Explain to participants that the list they created shows that making household decisions can be difficult for a variety of reasons.
8. Ask participants to divide into small groups (maximum 5 people) to discuss the following questions:
 - *How do you feel when you make a household decision by yourself?*
 - *How do you feel when you're not involved in household decision-making?*
 - *How do you feel when you have to make all the decisions by yourself and your husband/wife is not involved?*
 - *How do you feel when you make a decision together with your husband/wife?*Participants can write down their answers or just talk amongst their group (whichever they choose).
9. Once groups have had a chance to discuss each question, ask participants to return to the larger group. Invite a few people to share a reflection from their own experience. See if there are any differences between women and men's responses. In theory, men and women should have similar feelings when they are included or excluded from decision-making. Depending on participant responses, try to emphasise some of these similarities with the group.
10. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- There is a difference between individual and household decision-making.
- Decision-making about household resources can be complicated and stressful.
- It's important for both wives and husbands to participate and make decisions together, and to involve other family members in the decision-making process.

Session 5: Making decisions over family resources

- This session is about:**
- Household decision-making
 - Family resources
- Objective:** Participants understand the factors which influence decisions over household resources
- Time required:** 1 hour
- Materials:**
- 3 case studies and discussion questions (facilitator should print prior to the session)
 - 'My future plan' action worksheet

Facilitating the session:

1. Split participants into 3 groups with a mix of men and women in each group. Explain that you will give each group a case study to discuss related to animals/livestock, nutrition and family money.



2. Give each group their case study and guiding questions. For Groups 1 and 3, ask a volunteer to read the story and questions aloud to the other group members. If none of the group members can read, you can read out the story to the group. For Group 2, read out the story first before asking group members to read it aloud a second time.

Group 1: Animals - Pigs



The situation: “Joana and Mario live in rural Viqueque and have saved some money in a community savings group. They decide to buy 3 pigs to raise for their daughter’s wedding and for use in an emergency. Two months after they buy the pigs, one of the pigs dies.

Six months later, their son asks for one of the pigs to give to his wife’s family for a relative’s wedding. Mario is in Dili and Joana makes the decision by herself to give a pig to her son even though their daughter’s wedding is next month. Afterwards, one of their neighbours asks Joana if she is worried about Mario’s reaction. ‘Won’t he be angry when he learns about this?’”

Discussion questions:

- *What do you think about Joana’s decision? How do you think Mario will react when he finds out?*
- *If you want to sell a pig in your household, who makes that decision?*
- *From your experience, is there any difference between women and men’s involvement in decisions about buying, selling and saving money?*

Group 2: Nutrition



The facilitator should read this story aloud in a clear voice and with feeling so that participants can hear and understand. Then ask 3 participants to read the story again. (Requires one participant to be the narrator, and two participants to act out the characters of Jacinta and Jose).

Narrator: “Jacinta is preparing rice porridge for her 8-month old daughter Rosa when her husband comes home with a fish.”

Jose: “Jacinta, is this what you’re feeding Rosa for lunch? It’s just plain porridge and very watery. Do you want to add some fish?”

Jacinta: “Rice porridge is quick and she likes it. Your mum said that foods like fish and egg will give her a rash and diarrhoea. Where did you get the fish?”

Jose: “I ran into Alberto on the way home. I told him that Rosa has been sick recently. He had some fish from the market and gave us one for Rosa. Alberto and Carmen feed their kids fish so they can be smart and strong.”

Jacinta: “Fish is expensive and what will your mum say?”

Jose: “Alberto’s kids like fish and it doesn’t give them diarrhoea or a rash. We don’t need to buy a lot but even a little fish is good for children. Carmen makes fish soup with some greens and takes out the bones carefully before giving it to their 7-month old baby.”

Jacinta: “If you talk to your mum, I will make fish soup for Rosa and the family. Then she can help me take out the bones and mash it for Rosa so she grows up smart.”

Jose: “I’ll talk to her. What grandmother wouldn’t want their grandchild to grow up smart and strong?”

Discussion questions:

- *What do you think about this story?*
- *Why does Jose prioritise nutrition for his child? How can husbands and wives support each other to put money towards nutritious food for the family?*
- *Grandmothers have their own way of thinking. How can husbands and wives involve them in household decisions?*

Group 3: Money and reinvestment

Discuss and compare the two stories below:



Story 1 - Mana Buileki:

Buileki and her husband produce vegetables to sell in the market. In the afternoon at the market, the couple sit together and write down how much money they earned. They also write down their expenses. At the end of the month they add up all their earnings and expenses to see if they made a profit that month or not. Together they decide to use some of their earnings to buy seeds and other farm materials. Although they started small, with regular investments in their farm they are able to increase their vegetable production and make more money.



Story 2 - Maun Mauleki:

Mauleki receives technical support from a program to learn new farming practices for shallots. With this support, he trials some modern equipment and his production increases. He earns more money from selling shallots and he gives the money to his wife to save. He already has shallot seeds for the next planting season but he wants to invest additional money to buy more materials and further increase production. His wife does not agree, saying that there is not enough money left after paying for school fees and cultural commitments (*lia*). Unsure of what to do, Mauleki returns to traditional farming methods which deliver a smaller income.

Discussion questions:

- *What do you think about these two stories? Which household do you think is managing their money better?*

Some example responses are below. If you need to stimulate discussion, you can suggest one or two of the answers below:

- ✓ *The first family because they are keeping records of their income and expenses so they can calculate their profits.*
- ✓ *The first family because by working together they both understand the financial situation in their household.*
- ✓ *Buileki's family manages money well by investing in farming which can help increase production and income.*
- *What are the advantages of bookkeeping (writing down income and expenses)? Do you do this in your family, or would you consider doing this?*
 - ✓ *When we don't know our income and expenses, we don't know if we made any money or not. Sometimes we have more costs than we receive in income from sales. We need to know about these costs.*
- *Is there any money left in your household after paying for school fees, cultural commitments and food? Do you reinvest money to improve your farming? Is there a way that you could increase your farm investment?*

3. Once the groups have had enough time to discuss, ask each group to present their results back to the other participants.
4. Summarise the session using the key messages below. Lastly, give each participant the '*My future plan*' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Household decision-making about the use of resources can be difficult and requires consideration of many factors. This process can be challenging for the whole family, especially when resources are limited.
- Sometimes age, gender (if we are a man or woman) and social expectations influence how we make decisions.
- It is important for families (especially husbands and wives) to communicate with each other and make decisions as a team. It's also valuable to include other family members like grandmothers so that they can support decisions that a couple makes together.

Session 6: Everyone's contribution in a farming family

This session is about:

- The contribution and workload of different family members in the home and on the farm

Objective:

Participants explore and share their thoughts about different family members' contributions and workload in the home and on the farm. Participants consider gender roles and inequalities that exist in the household, especially between paid and unpaid labour. Participants discuss how families can work together better.

Time required:

1 hour

Materials:

- Session 6 worksheet 'Contributions from family members' for each participant
- Pen for each participant
- 'My future plan' action worksheet

Facilitating the session:

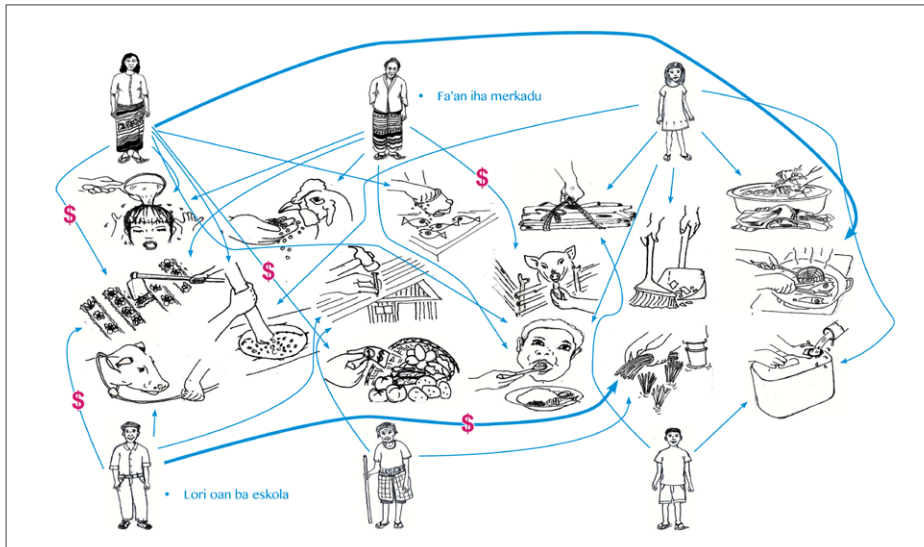
1. Distribute the Session 6 worksheet 'Contributions from family members' to each participant.



2. Explain that the worksheet shows different members of a family (a woman, elderly woman and girl at the top, and a man, elderly man and boy on the bottom). Explain that the pictures in the middle represent different activities that people usually do for their household (e.g. looking after children, selling in the market, working in the farm, preparing food, cleaning the house, gathering wood, fetching water, etc.).
3. Ask participants to draw lines to show the contributions that different family members usually make to their household. They can draw as many lines as they like (there could be many) showing the connections between different family members and different household tasks. If they don't have any female children, elderly men or one of the other types of family members

in their household, they don't need to draw any lines for that person.

4. Let participants know that they can draw additional family members or household tasks that are not included in the examples provided.
5. **Optional step:** Ask participants to mark any tasks that generate income with a \$ symbol. You can also ask participants to show which activities require the most work by making the lines for heavier tasks thicker than others (or by using a different colour).



Example of a completed worksheet with lines showing the contributions of different family members.

6. Ask participants to compare and discuss their drawings in small groups (3 people). Ask participants to discuss the following questions:
 - *What can you see happening in the drawing on your worksheet?*
 - *Were any of the contributions from different family members surprising to you?*
 - *Are there any differences between contributions that generate income and those that are unpaid? Any other differences? Think about the balance of tasks between women and men.*
 - *Consider the work of women and men in a family. If a husband and wife are invited to participate in a 3-day training together and the training is far from home, how would this be handled in your household? Who would have the most difficulty attending the training? Why?*
7. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Households have many different tasks and families must work together so that not all the work falls to just one or two people (e.g. to women and girls only).
- All contributions to the farm and household are important and we must value everyone's contributions, regardless of whether they generate income.
- Although each person has different roles and responsibilities in their household, they still contribute to the family's objectives and achievements.

Session 7: Everyday activities and timesheet

This session is about:

- Everyday household activities based on gender and age
- Gender roles and the impact of culture and community on the allocation of work

Objective: Participants explore and share their perceptions about the division of labour in their families. Participants consider the impact of gender roles and inequality, and think about how their family can better work together.

Time required: 1 hour

Materials:

- ‘*Everyday activities*’ worksheet for each participant
- Flipchart with empty timesheet for each group (2-4)
- Pens for each participant and markers for group work
- ‘*My future plan*’ action worksheet

Source Adapted from the ‘*A Day in the Life of a PNG Farmer*’ session from *The PNG Family Farm Teams Manual* (ACIAR).

Facilitating the session:

1. Split participants into groups, separating men and women. If young men and women are participating, you can divide the groups further into younger men and women, and older men and women. If there are not enough youth to form a group, just split into two groups.
2. Give each participant the ‘*Everyday activities*’ worksheet and a pen, and ask them to fill in their activities from the time they wake up until the time they go to bed at night (allow 10 minutes). Participants should fill in the worksheet based on their usual activities (not a holiday or special occasion). Participants can help each other in their groups.

Note: If some participants have already completed Session 6 ‘*Everyone’s contribution in a farming family*’ they can look at their worksheet for some ideas to use in this session.

Example: A day in the life of a woman farmer

Time	Activity
05:00	Wake up, fetch water
06:00	Prepare breakfast, bathe children
07:00	Go to the fields/farm
08:00	Remove weeds, plant crops, till the soil
09:00	
10:00	Take food from the farm to eat and sell
11:00	
12:00	Shower, lunch, sell produce by the side of the road
13:00	
14:00	Go to the market to sell produce
15:00	Prepare food

Time	Activity
16:00	Feed pigs and chickens
17:00	Fetch water, bathe children, clean the house, cook dinner and feed children
18:00	
19:00	Dinner with the family, wash dishes, clean house
20:00	
21:00	Sewing (clothes), sometimes prayer with neighbours
22:00	Weave tais, sleep (sometimes as late as 11pm)
23:00	

3. Once they have completed their worksheets, ask participants to discuss their daily activities with their group (allow 10 minutes). Give the female and male groups a flipchart and marker and ask each group to summarise their activities from the morning to the evening.
4. After they have made their summarised timesheets, ask each group to present back to the larger group. Give participants the opportunity to add to the summary of women and men's activities if anything was missed or forgotten.
5. Compare the women and men's timesheets and ask the following questions to the group:
 - *What differences are there between men and women's daily activities?*
 - *Are there any opportunities to manage these tasks and people's time differently? Pick one or two activities from the men's and women's timesheets and ask participants if other people could do that activity or not. For example, women often have many tasks early in the morning. You could ask participants if men would be able to do one or two activities from the women's list at that time (e.g. feeding young children).*
 - *Do women and men have the same opportunity to rest?*
 - *How can families support each other and work together better?*

Facilitator note: In this discussion there are no right or wrong answers and everyone's experiences will be different. You can explain this if any participants become defensive or try to change the timesheet of the other group's activities.

6. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Household tasks can change with time and with a family's situation. For example if a family has a new baby, or a member of the family gets a new job, or during harvest time - it's important for families to discuss these changes together and how they might affect the household.
- The distribution of household tasks is often based on social expectations and gender (different for women and men). Sometimes, we think of something as women's work or men's work but these tasks may be too heavy for one person to do alone.
- Sometimes we don't realise that some members of the family have a heavy workload and limited time to rest. This can start from childhood.

Session 8: Working together in the household

This session is about:

- Household tasks and what women do and what men do
- Gender and social norms

Objective:

Participants reflect on gender and social norms in the household and how these can be changed and adapted with time

Time required:

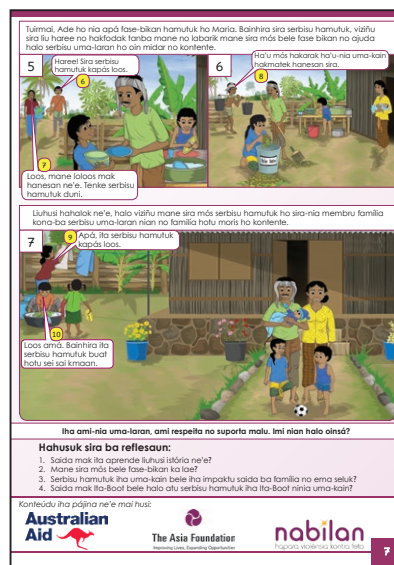
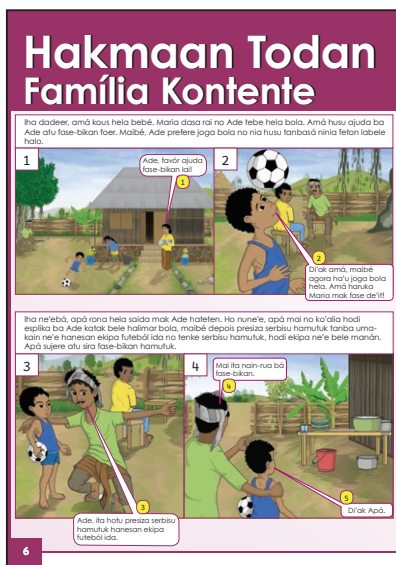
40 minutes

Materials:

- Page 6-7 from the *Lafaek for the Promotion of Equality* magazine (print copies for participants before the session).
- 'My future plan' action worksheet

Source

Original story 'Hakmaan Todan Família Kontente' developed by the Nabilan Program (Australian Aid) and CARE.



Facilitating the session:

1. Split participants into small groups (about 6 people in a group) and hand out the story from *Lafaek for the Promotion of Equality* to each participant. Give time for the participants to read the Lafaek story. If any participants are unable to read, suggest that a member of their group help by reading out the story. Facilitators can also help participants to read and understand the story.
2. Then ask each group to discuss the following questions:
 - What can we learn from this story?
 - Can men wash the dishes or not?
 - What impact can working together have on a family and on other people?
 - What do you do to work together in your household?



3. Explain to participants:

“When we change tasks and help each other more in our household, sometimes other people will make comments about it, provoke us, laugh or gossip about us. This can make us feel embarrassed, frustrated or upset, and discourage us from maintaining the change we started.

It can be difficult to respond to neighbours, friends and family when this happens. But if we know that people might tease us or make comments like this, we can prepare ourselves to respond well.”

Ask participants:

- *How do you (or would you) feel when this happens?*
- *What could you say to respond to someone who reacts like this to a change in your household?*

4. Summarise the session using the key messages below. Lastly, give each participant the ‘My future plan’ action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Children learn expectations about their behaviour and responsibilities in their home from a very young age.
- It’s useful for us to think about the things that women and men (younger and older) do in our family and how we can create balance by working together. If we share the household workload well, we can make a strong, harmonious family team that supports all members of the family.
- We can become role models for other people by trying to do tasks we don’t normally do (e.g. a man washing dishes or cooking, or a woman representing her family at community meetings or riding a large motorbike).
- If we decide to change who does a particular task in our family, other people might criticise or tease us, or they might praise us. But if we really want to make change, it is important for us to keep making the effort for the whole family to benefit.

Session 9: Household financial resources

This session is about:

- Using family resources
- Household decision-making

Objective: Participants understand the processes by which money and other family resources are used. Participants are introduced to practices which can reduce conflict and increase family harmony.

Time required: 1 hour

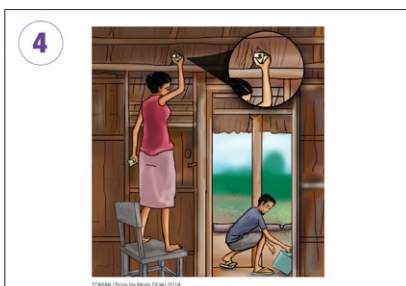
Materials:

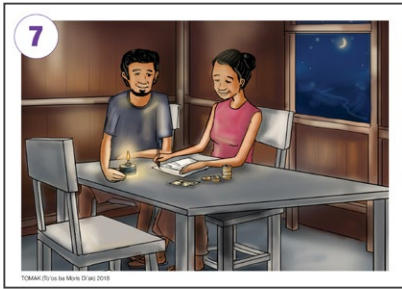
- Scenario cards for each group
- 'My future plan' action worksheet

Source Adapted from 'Carnegie, M; Rowland, C; Gibson, K; McKinnon, K; Crawford, J; Slatter, C. *Gender and economy in Melanesian communities: A manual of indicators and tools to track change*, University of Western Sydney, Macquarie University and International Women's Development Agency, November, 2012.'

Facilitating the session:

1. Split participants into small groups with a maximum of 5-6 people per group. Ensure a mix of men and women are in each group.
2. Give each group a set of scenario cards (the complete set has 7 cards). If you don't have enough sets of cards, you can walk around to each group and show them the cards before putting them up on a wall.





Note: Ensure that participants discuss Card 7 (the positive example) last.

3. Ask participants to discuss each card in order from 1-7. For each card, participants should discuss the following questions:
 - *What is happening in this image?*
 - *Does this situation or behaviour occur in your community?*
 - *What is the impact of this behaviour on the family and the family's economic situation?*
4. It's important for participants to discuss the cards in order from 1-7. **The final card should be the positive example.**
5. Ask participants to come back to the large group to share some of their thoughts and reflections about the activity. Summarise key points from the participants, focusing on the economic impacts of positive and negative behaviours.
6. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Managing family finances requires regular negotiation and can create tension and stress in the household.
- The practices and behaviours we use in these negotiations can have a positive or negative impact on different family members and on the family as a whole.
- It can be useful for us to put aside a special time for regular discussion about our household's financial situation. Making sure to involve each other in decisions about using household resources is a good practice and increases harmony in the family.

Session 10: Negotiating for household resources

This session is about:

- Positive communication
- Negotiation skills for the use of household resources

Objective: Participants develop their skills in negotiating and presenting convincing arguments to use household resources

Time required: 1 hour

Materials:

- 3 small baskets with labels (sell, eat, and leave to hatch)
- Egg cards/stickers for each participant
- 'My future plan' action worksheet

Facilitating the session:

1. Explain to participants: *"This session looks at how we negotiate with our family about the use of household resources. **Negotiation** is a way to resolve situations where people may want to do different things. It can be a useful process to help reach an agreement as a family but we need to be careful to avoid arguments and conflict."*
2. Place 3 small baskets on a table and mark with labels/cards (sell, eat, and leave to hatch).
3. Split participants into two groups of 9 participants each. If you have additional participants, they can act as observers for the activity. If you don't have enough participants to split into two groups, the activity can be done with just one group of 9 (with any additional participants acting as observers). Do not separate any husbands and wives who are participating together (put them in the same group).
4. Ask 3 people in each group to act as 'Promoters' in their group. The other 6 people should choose a partner to form pairs (ask any couples participating to form a pair with their husband or wife).
5. Give 2 egg stickers/cards to each pair. Ask pairs to imagine they are a husband and wife and they have two eggs. Explain that as a couple they will hear arguments from 3 Promoters about the benefits of selling the eggs, eating the eggs, or leaving the eggs to hatch and they must decide what to do with their eggs. Once they decide, they should place their egg card in the relevant basket.
6. From the 3 Promoters in each group, ask one to promote selling the eggs, one to promote eating the eggs, and one to promote leaving the eggs to hatch. Explain to participants that you will give each Promoter time to promote their decision (sell, eat or leave to hatch) and during that time, couples or pairs should listen and not interrupt them.
7. Give each Promoter a few minutes to try and convince the couples to put their egg cards in their basket. Couples can decide at any moment where they want to place their egg cards but they can also change their mind and move their card to another basket if they hear a convincing argument from another Promoter.

8. Facilitators can throw out a few questions to help participants consider the consequences of their decision:
 - For people who choose to **sell**: *Eggs are very nutritious. If you sell the eggs, how will you ensure your family has good nutrition?*
 - For people who choose to **eat**: *What if you have a big family? Who will eat the eggs?*
 - For people who choose to **leave the eggs** to hatch: *What if you leave the eggs to hatch and then a cat or dog eats the chicks?*

9. When all Promoters are finished making their arguments, give couples a final opportunity to move their cards based on what they have heard. Count up the cards in each basket - the Promoter with the most cards in their basket wins.



10. Once the game is finished, come back together as a large group.
11. Facilitate a discussion with the participants using the following questions:
 - For Promoters: *Was it easy or difficult to come up with good arguments to convince people to choose your decision? With a bit of time, did it become easier to think of things to say to the couples?*

- For couples: *Did you talk to your partner to decide what to do with your eggs? Did you listen to each other's opinions? Did one person make the decision or did you make the decision together?*
 - Group 1 (including any observers): *Who won (sell, eat or leave to hatch) and why?* Group 2 (including any observers): *Who won and why?*
12. Summarise the session using the key messages below. Lastly, give each participant the 'My future plan' action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Household decision-making can be complicated, but the process works better when we listen to other family members' opinions about how to use family resources.
- We need to be patient with family members who are still learning how to contribute to these discussions (e.g. younger family members), and encourage them to speak up and share their ideas.
- When we listen to other people's opinions, we don't lose our responsibility or role in decision-making. But listening to others gives us an opportunity to consider all factors and share the responsibility for decisions with them.
- If we have an opinion about how to use family resources but we feel too shy or scared to express it, we can think about what we want to say first. Then we can make a plan and look for a better time to share what we think with others.

Session 11: Positive communication - managing tension over resources

This session is about:	<ul style="list-style-type: none">• Positive communication, respect, managing conflict, and self awareness of emotions
Objective:	Participants (wives and husbands) understand the impact of conflict on themselves and on their family and learn positive ways to manage conflict in the family and household.
Time required:	2 hours
Materials:	<ul style="list-style-type: none">• Two pieces of paper marked 'Agree'/'Disagree'• Images showing positive household interactions• Flipchart and markers• 'Estratégia Kalma' (calming strategies) handout• Film about managing stress and preventing violence (bring on a USB)• Page 22-24 from the <i>Lafaek for the Promotion of Equality</i> magazine (print copies for participants before the session).• 'My future plan' action worksheet
Source	<ul style="list-style-type: none">• 'Estratégia Kalma' adapted from PRADET resources• Film about managing stress and preventing violence (Nabilan Program https://www.youtube.com/watch?v=BhYwMmRoe7k)• Original story 'Hamutuk Ita Bele Hapara Violensia' developed by the Nabilan Program (Australian Aid) and CARE.

Facilitating the session:

Part A (Game): What causes tension in a household

1. Put up a piece of paper marked 'AGREE' in one area or on a wall, and another marked 'DISAGREE' in another area. Ask participants to imagine there is a line between the two pieces of paper.
2. Explain to participants that you will read out a number of statements or situations, and that they should move to stand next to the piece of paper that reflects their opinion, depending on whether they agree or disagree. If they only slightly agree or disagree, they can stand somewhere in the middle.
3. Read the statements one by one and ask participants "If this happened in a family, there is possibility for tension or conflict - agree or disagree?" Once participants have heard the statement and moved to show whether they agree or disagree (or something in between), ask one or two people to explain why they are standing where they are.

Statements or situations to read out (if time is limited, choose 3 or 4 that you think are best for the group):

- An uncle dies and you are asked to contribute a cow and a pig.
- A man buys a motorbike without discussing it his wife first.
- An older couple ask their daughter to come home to help with the rice harvest but she is scared her husband will be angry with her.
- A son inherits land from his father and wants to rent it out to earn money. His sister and her husband grow peanuts and live on this land. This would be leaving his sister with nowhere to live and reduced income.
- A married woman represents her family in a savings and loans group. It takes up an evening each week but she is learning a lot. However, it does mean she can't cook dinner until much later at night.
- A man wants to spend money on farm production next season. His wife doesn't want to risk investing lots of money in the farm because she worries production will not go well and they will not have enough money to pay for the children's school fees.
- Your 2 year-old child does not appear healthy and is often ill. She is fed mostly plain rice porridge, sometimes with a few greens added. You don't have enough money to buy a chicken from the market so you decide to slaughter one of the household chickens, but your mother-in-law prefers to sell chickens raised at home.

Part B: Using photos and images to describe positive household interactions

1. Ask participants to split into groups of between 6-8 people. If any husbands and wives are participating together, ask them to join the same group.
2. Distribute the images showing positive communication and respect in the household and place them in the middle of the groups for everyone to see (use some of the images from the training packet). Give each group a flipchart and marker.
3. **First discussion:** Ask participants to discuss *what things are important in building good communication in a household*. Participants can share experiences and strategies that they use. Encourage participants to pick up images and use them to help explain their ideas to the rest of the group. Ask groups to write their responses on the flipchart. If needed, stimulate group discussion with some examples.

Example responses:

- Respecting each other's wishes
- Finding time to talk together
- Sharing feelings and hopes with each other
- Speaking openly and honestly
- Listening and considering each other's perspectives calmly
- Taking a short break if we start to feel angry
- Going for a walk together
- Using positive language and tone of voice



4. **Second discussion:** Ask participants to discuss *what works to prevent household conflict over the use of family resources*. Participants can continue to use the images to explain their ideas to other group members if they choose. Ask groups to write down their responses on their flipchart.
5. Ask each group to present back the results of the discussion to the larger group.

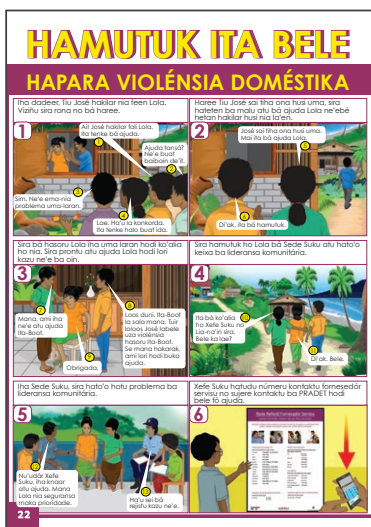
Tip for facilitators: Some participants may start to feel emotional or share personal stories during this session. Don't cut off participants who choose to share their story, but if needed, support participants while guiding the discussion back to the original question.

Part C: Managing stress

1. Explain to participants that it is possible to prevent violence and that this starts with ourselves. We should look for ways to manage our emotions and feelings (e.g. anger, frustration, etc.) and also help other people manage their emotions in difficult times.
2. Play the short **film** developed by the Nabilan Program which shows positive household interactions that can prevent violence (<https://www.youtube.com/watch?v=BhYwMmRoe7k>)

or bring on a USB) and distribute the ‘Estratéjia kalma’ (calming strategies) handout. Explain that the film provides an example about household stress and tension and how we can all contribute to either increasing or decreasing household stress. Calming strategies offer us some ideas and practices which we can use to manage our stress and anger in difficult situations. Give some time for participant reflections on the film and handout.

3. Explain to participants: Although we may try to prevent tension and conflict in the home, violence can still happen. Distribute the story ‘Hamutuk Ita Bele Hapara Violensia’ (Together We Can Stop Violence) from the *Lafaek for the Promotion of Equality* magazine (page 22-24) to participants. Give participants time to look at the material and read the story, and explain that the story gives some ideas of how we can support people who experience violence. Ask participants to read the section ‘Rede Referál Fornesadór Servisu’ (Referral Network for Service Providers) carefully as it has information about who to contact to support neighbours, family, children and themselves.



4. Summarise the session using the key messages below. Lastly, give each participant the ‘My future plan’ action worksheet. Ask them to think about the session and fill in the worksheet following the instructions in Appendix 2.

Key messages:

- Decision-making about how to use household resources can cause tension, conflict and sometimes also violence.
- Tension and violence can have a negative impact on our health and lives, and can also have a big impact on children’s health.
- Violence is never the way to resolve problems and we should not accept it. Violence destroys families, violates people’s rights, and is against the law.
- Although in the past, we may have experienced tension, conflict and violence at home, this does not mean it must be like this in the future. We all have a responsibility to make change for ourselves and to build a healthy family free from violence.

Appendix 1: Integrating gender and disability into training plans

Preparing for the training:

- **Put together a training team with good gender dynamics between the facilitators.** Consider rotating the leadership of each training between women and men in the team. For example if team member A will lead on this training, prepare the plan, budget and logistics, and communicate with the stakeholders, write the report, etc. then next training team member B will take this role.

It sets a good example for communities and participants to see a gender equitable team where all tasks are shared and where women also lead activities. This practically shows gender equality is possible.

- **Consider what women and people with disabilities will need to participate in the training.** Sometimes women and people with disabilities might need someone to accompany them to the training or access to resources like comfortable transport or childcare. Some of these considerations will require additional training budget, for example to cover the costs of a family member coming to care for the children. Alternatively you could invite other women from the same group or suku to come and participate together. This also helps ensure that husbands and other family members support women and people with disabilities to participate in the training.
- **Consider approaching husbands and other family members to explain the training beforehand and get their support.** If women and people with disabilities' families support their participation, they can help them attend the training. It's important to explain the benefits of the training clearly and which costs are covered to avoid any potential conflict about money, etc.
- **Respond to any questions about who should participate in the training.** Sometimes people in a community might question why someone with a disability is attending a training when they think a more abled person should. Explaining your commitment to people with disabilities opens their thinking and encourages their support.
- **Consider who will prepare food for the participants and ensure that women participants are not leaving the training to prepare food.** If women usually cook food for training activities at village level, look for options of other people not involved in the training to prepare food.

Training curriculum:

- **Ensure that the curriculum and materials promote gender equality and social inclusion.** This can be through the images, case studies, videos being used. For example, use images that show men and women working together in respectful balanced ways and people with a disability doing productive tasks. The curriculum and materials should avoid gender stereotypes and include a good mix of women, men and people with disabilities.
- **Use gender neutral language and positive terms.** For example, if people tend to think of farmers as always being men, look for opportunities to reinforce that women and men usually farm together (as a couple) or use examples of women farmers during the training. This can be a subtle reminder for participants.
- **Adjust the training based on literacy levels.** Sometimes there is a difference in people's reading and writing skills. Consider also if there are any participants with visual impairments and make sure you have someone explain any visual materials to them including presentations and images.

Introducing the training:

- **Encourage gender equality and social inclusion from the introduction/welcome to the training.** Ideally both women and men will participate equally and have the chance to talk and be heard. Some people have difficulty speaking up in trainings and asking questions but facilitators should encourage everyone. Respectfully ask everyone to respect the opinions of others and to not dominate discussions or talk over each other.
- **Look for opportunities to include women participants and people with disabilities throughout the training.** A simple example is to stand near women participants or people with disabilities to help them feel accepted by the group. Make a special effort to greet and remember the names of women participants and people with disabilities. Introduce them to other participants if they look lost or anxious. These are some simple ways to ensure women participants and people with disabilities receive attention from the facilitator and other participants.
- **Learn more about women and people with disabilities to increase their involvement in the training.** Look for an opportunity to touch base with them on the first day of the training, e.g. during a coffee or snack break. For example, you might speak with a female participant and learn she has experience selling mung beans in the market. Later you could use this information to encourage her participation by inviting her to speak a little about her experience at a suitable time.

Training techniques:

- **Don't use gender jokes and/or gender stereotyping language.** Examples include “women are always better at holding the finances so a treasurer of a group should be a woman...” or “men use all their money to buy cigarettes”. Be aware of language used in and outside of the training with participants.

If some of the participants use gender stereotypes or joke about men and women's behaviour in general, this is a good opportunity for facilitators to ask whether these stereotypes are always true. For example, if a participant says men like to waste money to buy cigarettes, the facilitator could ask the group “do all men do this?” and reinforce that stereotypes do not apply to everyone.

- **Organise the training space in a way that encourages women and people with disabilities to participate.** If possible, use smaller tables that people can sit around rather than sitting around one big table. This will also make it easy to split into smaller groups. Ensure that people with disabilities can access all the training content (for example, seating someone near the front if it is difficult for them to see further back), and ensure they are comfortable by seating them near other participants (not separately).
- **Use approaches that give space for women and people with disabilities to speak.** Large group discussions often set an atmosphere for men to dominate from the beginning. Sometimes women and people with disabilities will speak more with their partner or in a small group. Look for opportunities to split participants into smaller groups for activities and discussion. If smaller groups are presenting back to the larger group, encourage women to represent their group if men have been dominating. Facilitators can do this by saying “For this next session, please nominate a woman in your group to present back.” This allows participants to practice rotating responsibilities between men and women, and to experience the benefits of greater gender balance.
- **Use games and activities that encourage women's participation, especially if men are the most active in the training.** It is important for facilitators to use a variety of training techniques including games to manage participants who tend to dominate discussion. Male facilitators in particular are in a good position to respond to male participants that dominate discussion, and can encourage women who have not yet had a chance to speak to participate in discussion and activities.

- **Ensure that women and people with disabilities feel that they are able to use the knowledge and skills they have learned.** Give them opportunity to try to use new skills in the training and follow up with them in one-on-one discussion throughout the training. Provide extra opportunity for them to ask questions and provide encouragement to motivate them.

Training evaluation:

- **Always disaggregate participant information by gender and disability.** For example, by collecting data on the number of women and girls, men and boys, and men and women with disabilities (including the type of disability if relevant). It is important to ask this information as part of the pre- and post-test and any other evaluation in order to analyse the results based on gender and disability status.
- **Compare who was invited to the training to who actually came to the training.** Are more women not coming than men? If possible follow up with the women not attending the training and see what their reasons were for not attending. Are there gender issues preventing attendance of either men or women? If there are gender differences, make recommendations to overcome this in the next training. Consider what may be preventing people with disabilities attending and what can be done to get them to future trainings.
- **Ask questions that are gender-specific in the training pre- and post-test.** For instance, if you were training extension workers to support farmers in negotiating prices with traders, you could ask the participants a question such as: “do you feel confident that you could encourage female farmers to negotiate with traders?” as well as “do you feel confident you could encourage male farmers to negotiate with traders?”.
- **Make sure you get evaluation feedback from women and people with disabilities.** This could be a specific question in the general evaluation feedback such as “Do you think there was any gender/disability discrimination in the training?” or “As a woman participant do you feel like you were listened to and heard in the training?”. Or you could get feedback by having a chat with a disabled participant after the training to see what more can be done to support people with disabilities during the training. This might include suggestions around logistics, access, facilities, food, as well as training approaches.
- **Report recommendations or actions should be gender disaggregated as much as possible.** Consider who might need what support post training and if this the same or different for men and women. There may be specific recommendations provided for participants with a disability, e.g. if a participant with a hearing disability attended the training, a follow up recommendation might be to make sure they have access to visual training material and that they receive targeted support to implement what they have learned in their home/community.

Appendix 2: My future plan action worksheet

You can print this worksheet to give to participants at the end of any session, or at the end of multiple sessions that have been delivered together. The action worksheet provides you, as a facilitator, with information about how participants plan to use the information and skills they have learned once they return home. These sheets can be used as a reference in future meetings with participants. Participants can save their worksheets as a reminder of what they planned to do and to help maintain their motivation.

When distributing the worksheets to participants, explain the following:

“Reflect on the session (or sessions) we just did and any ideas or thoughts that you had. Is there anything that you would like to change in the future (either as an individual or as a family)?”

Use this worksheet to think about the steps you could take to work towards this change in the coming months (actions/steps). Think about what might prevent you from moving forward (risks). You can choose to draw or write down your responses.”

MY FUTURE PLAN


THOUGHTS

- I want to support my children to do well at school
- I want to support my siblings to find work

IDEAS

- I would like to support my wife to open a shop to do business

START

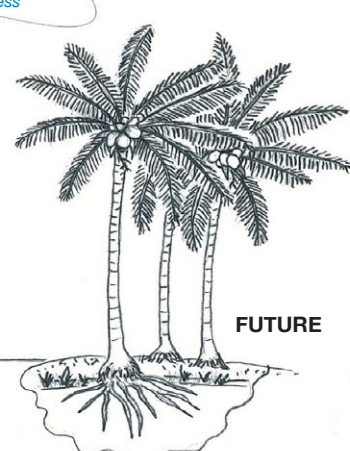


- Limited savings - need to save money
- Make a business plan
- Talk to brothers and sisters about their hopes for the future

ACTIONS/STEPS

- Save money to pay for school fees
- Save money to support siblings to find work overseas
- Invest in business with my wife

FUTURE



- Doing good business with my wife
- Our children are educated well
- My brothers and sisters find work

RISKS

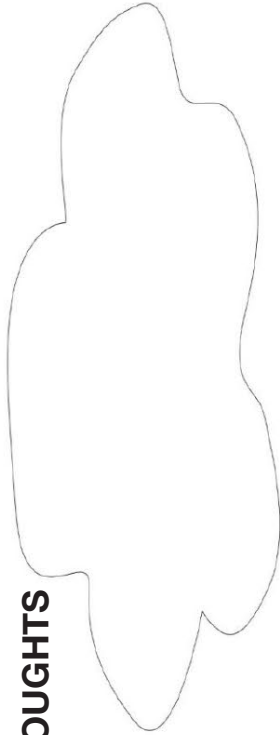
- Cultural commitments make it difficult to save money

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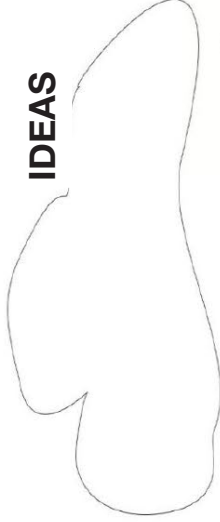
Example of an action worksheet completed by a participant.

MY FUTURE PLAN

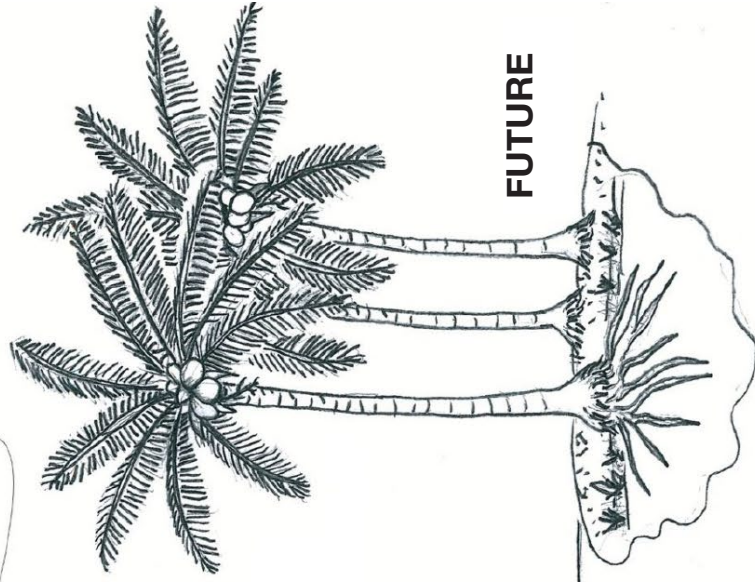
THOUGHTS



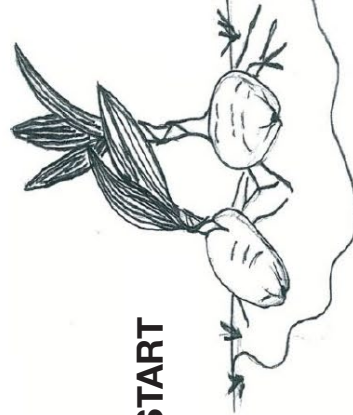
IDEAS



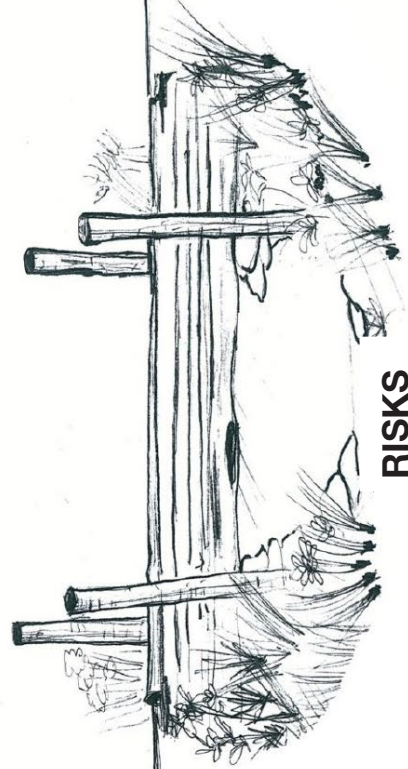
ACTIONS/STEPS



START




RISKS





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