

Action for Equality Programme Curriculum Background Information

Guide for partners of Hummingbird Raise coalition
(ENGLISH)



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1 Guiding Principles

Positive engagement

Working with men and boys should be positive, with men and boys an integral part of the solution to preventing violence and discrimination against women and girls.

Inclusion

All men and boys have the potential to be positive and influential allies in preventing violence and discrimination against women and girls

Working across all levels

Behaviour change takes place progressively at the level of the individual, household, community and society

Relevance and applicability

Issues covered are relevant and applicable to the lives and experiences of programme participants, their families and communities. This ensures that participants are able to apply the knowledge and skills that they learn to their own lives.

Support

Safe and supportive spaces will be provided so that participants can both share, evaluate and challenge their experiences and opinions

Active participation

Active participation and action-based learning will be encouraged at all stages of the programme

Respect

The unique experiences and opinions of ECF programme participants are crucial to developing an understanding of issues related to violence and discrimination against women. There will be an equal and respectful exchange of learning between participant and programme mentor.

2 About the Curriculum - Conceptual and Theoretical Model

This curriculum is based on ECF's five years experience of conducting the Action for Equality Foundation Programme with adolescent boys in twenty of Pune's low income communities. The curriculum is organised in fifteen modules and covers seven thematic areas:

1. Human Rights
2. Gender



3. Boyhood to Manhood
4. Sexuality
5. Relationships
6. Violence
7. Taking action

The modules are two hours long and spread over a fifteen week cycle and each module contains a number of workshop activities that draw on participatory methodologies and encourages critical thinking. Participants are encouraged to reflect on their own experiences and to question, analyse and discuss how gender inequality affects them, their families and their community. The curriculum aims to enable adolescent boys to understand the factors that underpin violence and discrimination against women and to develop the skills to be able to recognise and challenge it when they encounter it.

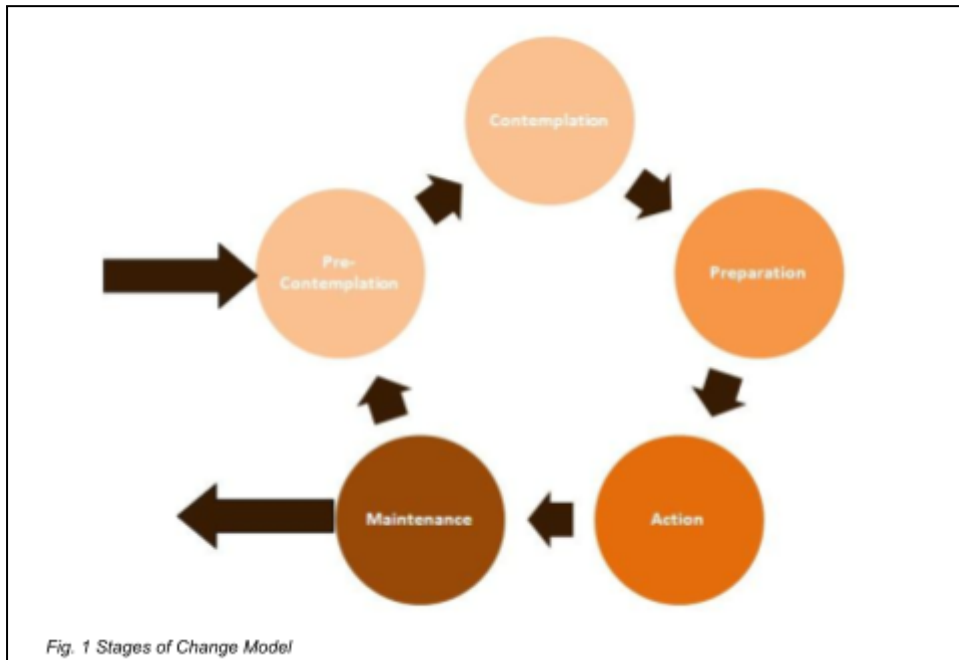
The Foundation Programme is facilitated by Programme mentors who are trained to create safe and positive training spaces in which adolescent boys feel supported to learn about and debate issues in their community.



3 Stages of behaviour change model

The Action for Equality Foundation Programme curriculum has been developed using the Stages of Change model and active learning methods. Using a theory, such as the Stages of Change model, provides a cohesive framework for understanding how people change their behaviour.

Introduction to Stages of Change model



The Stages of Change model provides an understanding of how individuals can change their behaviour. The model views behaviour change as a process over time rather than as a single event. This process is characterised by a series of stages of change. In attempting to change behaviours, individuals typically progress through these stages of change.

The curriculum recognises that adolescent boys at different stages of attitude and behaviour change will need different types of training methods and learning techniques to support their progression. Curriculum and programme activities are designed to reflect each stage of change and so help participants to make and maintain change.

There are five main stages of change: Precontemplation, contemplation, preparation, action and maintenance. These stages are often represented as a cycle (as above in Fig.1), but people often go back and forth between stages at different times.

The five stages of change also represent cognitive and behavioural change processes. In this curriculum, adolescent boys are encouraged to change the way they think about gender and violence against women before they are supported in changing the way that they behave toward women and girls.



THE FIVE STAGES OF CHANGE

Precontemplation

The stage prior to the start of the programme during which the participant is unaware of the issue, does not define his behaviour as related to it as a problem and has no intention to do anything about it, if he is aware of it.

Contemplation

The participant begins to be aware that the issue is related to his life. At this stage, participants intend to change in the near future and are more aware of the problem as well as the costs and benefits of the proposed behaviour change.

Preparation

The participant has more information and develops an intention to act. At this stage are those who intend to take immediate action, know how to act or have taken recent significant action to change their behavior.

Action

The participant begins to try new and different ways of thinking and behaving towards women. At this stage, participants require encouragement and peer support as they work on adopting the new behaviour.

Maintenance

At this stage, the participant recognises the benefits of the behaviour change and is able to maintain it.

4 Information in this Curriculum

Included in this curriculum is everything facilitators need to conduct the Action for Equality Foundation Programme. It is important that facilitators should read the whole manual before beginning the Foundation Programme to become familiar with the change process and how it can be adapted for the individual needs of different groups of participants.

Much of this curriculum manual is comprised of individual training modules, which provide the knowledge and opportunities for skill development for participants to start to change their gender attitudes and behaviour within their households. Each module is divided into three sections: notes for the facilitator, module activities and guided actions. More information on what is included in each section is below.

4.1 Section one: Information for the facilitator

This section contains information to help the facilitator conduct the module, including:

Module Objectives

Each Foundation Programme training module has a number of objectives, which articulate what participants should be able to know or do by the end of that module. These objectives inform the module activities and discussion as well as the guided action for that week. The objectives help participants to understand why they are taking part in these activities and helps to keep the group focussed. Facilitators should communicate the module objectives to the participants at the beginning of the module.

Materials

These are the materials you will need to have with you for the module. Some materials will be required to be prepared in advance and some are included as 'Resources' at the end of each module description.

Time



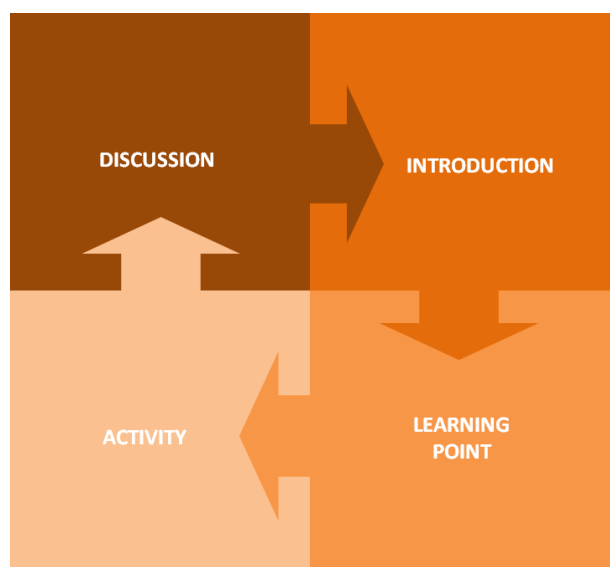
This is an estimate of how long each activity and module will take, although this can vary according to the number of participants in each module and the length of the discussion. Modules should last no longer than two hours and facilitator should aim to have a short break or activity after the first 45 - 60 minutes.

Preparation Notes for the Facilitator

These notes will give the facilitator guidance on how to effectively facilitate the module. They will also provide background information and references that can be used when conducting the module. It is important for the facilitator to read these notes prior to conducting the modules so that everything is ready.

4.2 Section two: Module activities

The activities in each module are designed to anchor the new information and skills that participants are learning or developing. To do this effectively, it is important to make links between the activity and the information or learning point / objective of the module. Activities should serve to help participants practically apply the theory of what they have learned and connect it with their own experiences. Activities should also be followed up with discussion in order to reflect on how this new information can be applied to their own lives.



Information for the Facilitator

Activity Objective

Each activity has an objective that indicates what participants should learn as a result of doing the activity. It should be clear to the participants what the objective of the activity is so that they are clear about why they are doing it. Making participants aware of what they are learning from the activity should help to focus the discussion and help facilitators to review whether or not the objective has been achieved through the activity.

Activity Materials

These are the materials that will be required for the activity. Facilitators should ensure that they are ready in time for the start of the activity and that participants have access to everything that they need.

Activity Time

This is an estimate of how long the activity could take. Timings will vary according to the number of participants in the group or length of discussion and should not be strictly adhered to.



How to conduct an activity

Activities are used to anchor new knowledge and skills for participants by enabling them to connect this information in a practical way to their own experience. Activities should be varied to ensure that different learning styles are reflected and fun so that participants remain interested and involved.

Introduction

Introducing the activity and putting learning into context sets the direction of the activity and helps to ensure the group remain focussed on the objective of the activity. Communicating the activity objectives to participants will also help keep the group on track.

Learning point

This is the key information on which the module activity will be based. It is important that this information is conveyed at the beginning and that it is again summarised during group discussion after the module activity. The learning point should be repeated throughout the activity and afterwards.

Procedure

This is a number of steps that enables the facilitator to set up an activity clearly. Each step should be followed in order and time should be given between in each step to allow participants to follow. Activity instructions should be given clearly and materials should be ready before the activity begins. Each group of participants will have slightly different abilities and levels of understanding, so facilitators should use their knowledge of what is appropriate and possible for their group to adapt the activity accordingly.

Group Discussion

Group discussion should be held at the end of each activity to allow participants to summarise and critically reflect on what they have learned from the activity and how they have related the learning point to their own experiences. Questions are provided in order to stimulate group discussion and to keep the discussion focussed on the key objective, but facilitators should again use their knowledge of individual groups to adapt the questions accordingly. Although everyone in the group should have the opportunity to share their opinions during the discussion, facilitators should not force anyone to speak who does not wish to. It is helpful for facilitators to summarise the discussion and relate it back to the module / activity objectives.

4.3 Section Three: Guided Actions

Action for Equality is a programme that aims not only to inform participants about gender related issues, but also encourages and supports them to change their gender attitudes and behaviours and to think critically about how these issues related to their community. This curriculum is based on the understanding that behaviour change is a process over time rather than a single event and can only occur from this programme if participants are guided to put into practice what they have learned and discussed in each module.

At the end of each module, participants are encouraged to undertake an Action during the week before the next module. These Actions build on what has been discussed in that week's module and offers participants an practical and experiential opportunity to implement what they have learned. Actions are guided so that they help to move participants forward through the different stages of change - from reflection to action.



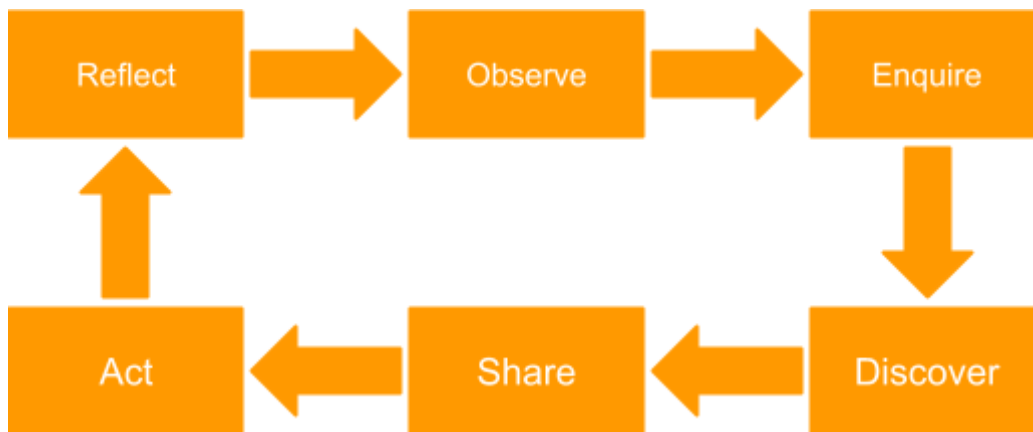


Fig. 2 Stages of Guided Action

After undertaking these actions, participants have the opportunity to share, discuss and reflect on what they have done at the beginning of the next module.



