



SESSION 2.3

Connecting Power,
Violence & HIV/AIDS
(2 hours)



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(2 hours)



Objectives

- Explore the power dynamic in intimate relationships.
- Guide participants in understanding how violence against women and HIV and AIDS are connected.
- Recognize how women's lives are limited because of the threat of violence.

Competencies

By the end of this session, participants will be able to:

- Name 2 realizations gained from filling out the relationship self-evaluation.
- Describe the cause of VAW and relate it to “power over”. *(Note: This competency is also addressed by SASA! Start 2.1 – Understanding Power Imbalances and Awareness 2.2 – Why Power Imbalance Exists.)*
- Give at least 3 examples why women are more socially vulnerable to HIV than men. *(Note: This competency is also addressed by Start 1.4 –HIV and AIDS: The Basics.)*

¹ These modules are found in *SASA! An Activist Kit for Preventing Violence against Women and HIV (2009)*. Kampala: Raising Voices. SASA! is downloadable at www.raisingvoices.org

A: Relationship Self-Evaluation

(60 minutes)

Preparations

- Photocopy the “[Relationship Self-Evaluation Worksheet](#)” found at the end of these instructions, for distribution to each participant.

Introduce “Session 2.3 — Connecting Power, Violence and HIV/AIDS”:

“Welcome to the SASA! Training. In the last session we explored social expectations for boys

Steps

and men, girls and women. We looked at how our experiences as children affect our experiences as adults. In that session, we also experienced first hand how it feels to either have power over someone or for someone to have power over us. In this session we will explore the implications of power imbalances for ourselves and others.”

2. Ask participants: “*What does it mean to have power?*” Gather their ideas. Ask questions to create an understanding of the following: Power is a force that can be used positively or negatively to exercise your own choices or to influence the choices of others.
3. Review with participants: “*We have discussed how society gives men power over women, often resulting in violence against women. Many of us try to overcome this power imbalance within the community by creating a balance of power in our intimate relationships.*”
4. Give each participant a copy of the “Relationship Self-Evaluation.” Explain that this form helps us think about power in intimate relationships.
5. Read through the questions and give examples of the scoring method for each.
6. Ask each participant to fill in the form for his or her intimate relationship. Participants that are not in a relationship should complete the form based on a past relationship or a relationship they know well (e.g., with their mother and father).
7. Explain that they will have **15 minutes** to complete the form. Clarify that no one will see their answers and that they should take their time and be as honest as possible.
8. Allow participants to work wherever they like in the room. After **15 minutes**, ask participants to come back to the circle.

9. Ask participants for their impression of the “Relationship Self-Evaluation”:
 - a. *“How did you feel completing this form?”*
 - b. *“Who enjoyed completing this form? Why?”*
 - c. *“Who did not enjoy completing this form? Why?”*
 - d. *“Who was surprised by their answers? Why?”*
 - e. *“Was anyone surprised by the questions? Why?”*
10. Point out the last column on the Self-Evaluation that is labeled A. Explain that this column is for an evaluation of society as a whole, and the group will complete it together.
11. Explain that since we will not always be able to agree, the majority response will be used for the purposes of the exercise.
12. Read each question aloud and collect the group’s responses and reasons.
13. Debrief using the following questions as a guide:
 - a. *“What do these responses tell us about society? How does that make you feel?”*
 - b. *“How could people create balanced power in their intimate relationships?”*
 - c. *“Why do you think some men hesitate to have balanced power in their intimate relationships?”*
 - d. *“Why do you think some women hesitate to accept a more powerful position in their intimate relationships?”*
 - e. *“How does the power imbalance between women and men in our communities increase women’s risk for violence and HIV infection and AIDS?”*

Validation Option: Activity in Training

This activity allows for group validation of the competency:

- Name 2 realizations gained from filling out the relationship self-evaluation.

Due to the personal, self-reflective nature of this activity, other validation methods are not appropriate, so it is important that the facilitator listen carefully to validate group competency. During the group debrief, listen to whether participants are able to bring out personal examples and reflections about power their own relationships. If so, it is a sign that they as a group have demonstrated the competency. If not, further training and reflection are recommended.

14. Summarize the exercise with a focus on the following:
- a. *“The expectation for men to have power over women is so strong in our community, that sometimes we can be in an intimate relationship and not recognize the power imbalance.”*
 - b. *“Most power imbalances lead to a form of violence. This may be the obvious physical or sexual violence, but it can also show itself in less obvious forms of violence, like emotional or economic violence.”*
 - c. *“Some people recognize the power imbalance but prefer to leave it the way it is, because it is what they know and that makes it feel easy and comfortable.”*
 - d. *“Balanced power is only possible with commitment, support and action from both a woman and man.”*
 - e. *“Balancing power can be challenging for both women and men. It puts women and men in new roles they are not used to.”*
 - f. *“The power imbalance in relationships makes women vulnerable to violence and increased risk for HIV infection and AIDS.”*



Relationship Self-Evaluation

This questionnaire evaluates the balance of power in your intimate relationship. For each question choose one of the following scores: **1 = never** **2 = seldom** **3 = sometimes** **4 = often** **5 = always**

QUESTIONS	#	A
1. Do both partners have equal hours of family responsibility (i.e., household work, professional work, child rearing, etc.)?		
2. Do both partners equally receive thanks and recognition from the other?		
3. Are both partners interests treated with equal priority?		
4. When making decisions, do both partners aim to reach consensus?		
5. Do both partners have equal influence over how money is used?		
6. Can both partners access the family's money independently?		
7. Do both partners apologize and admit wrong when necessary?		
8. Do both partners have equal opportunity to spend time alone with friends?		
9. Do both partners control their anger or temper appropriately?		
10. Do both partners make each other feel equally comfortable refusing sex?		
11. Do both partners make equal effort not to project their bad moods on the other?		
12. Are both partners equally able to turn to the other for support?		
13. Do both partners feel equally safe?		
14. Do both partners equally trust the other's fidelity?		
15. Do both partners feel that the other would care for them if they became ill?		
16. Do both partners have equal security should the other die or disappear?		
17. Do both partners have equal power during sexual activity?		
18. Do both partners have equal ability to initiate sexual activity?		
19. Do both partners equally prioritize safe sex?		
20. Is the sexual pleasure of both partners treated as equally important?		



B: Women's Social Vulnerability

(60 minutes)

Preparations

- Hang two blank sheets of flipchart on the wall.
- Bring additional sheets of flipchart paper (at least eight).
- Write on eight cards, or small pieces of paper, one of the following topics:

Group One: Physical violence is a cause of HIV infection and AIDS

Group Two: Emotional violence is a cause of HIV infection and AIDS.

Group Three: Sexual violence is a cause of HIV infection and AIDS.

Group Four: Economic violence is a cause of HIV infection and AIDS.

Group Five: Physical violence is a consequence of HIV infection and AIDS.

Group Six: Emotional violence is a consequence of HIV infection and AIDS.

Group Seven: Sexual violence is a consequence of HIV infection and AIDS.

Group Eight: Economic violence is a consequence of HIV infection and AIDS.

Steps

1. Explain to participants: *"In the last exercise, we saw how in most relationships there is an imbalance of power. The degree of this imbalance is different for different people. But regardless of the degree, an imbalance of power between a woman and man in a relationship increases the woman's risk for violence and for HIV infection and AIDS. In this session, we will work through how this happens."*
2. Write on the first sheet of flipchart: "Violence against women is both cause and consequence of HIV infection and AIDS among women."
3. Ask participants: *"What are the four types of violence against women?"* Gather their responses until all types have been mentioned. Write on the second sheet of flipchart:

Types of Violence

Physical

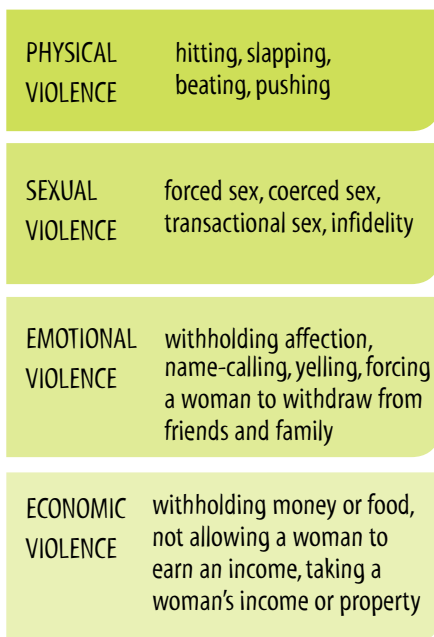
Emotional

Sexual

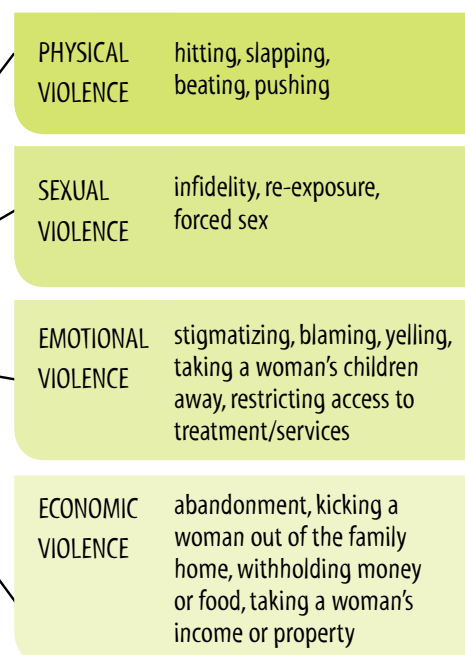
Economic

1. Explain: "We will divide into eight groups to discover how violence against women is both cause and consequence of HIV infection and AIDS among women. Each group will be given a different type of violence. Your group will need to list practical examples of how a type of violence is either a cause of HIV or a consequence of HIV and AIDS."
2. Ask participants: "Please divide into eight groups, by counting off from one to eight, and then grouping yourselves by number."
3. Explain to participants: "I will now hand out your topics for this exercise. You will have **15 minutes** to create a list of practical examples for the topic I give you. Please record your ideas on a flipchart with your topic written at the top."
4. Give a topic card to each group and ask them to begin.
5. Alert the group when **5 minutes** remain. Call "stop!" when **15 minutes** have passed.
6. Ask a representative from each group to present their ideas.


Violence is a cause of HIV infection



Violence is a consequence of HIV infection



HIV & AIDS

- 
7. Debrief as follows after all presentations:
 - a. *“Are there any other examples that anyone would like to add?”*
 - b. *“What did you learn from this exercise?”*
 - c. *“Why is it important to be aware of the connection between violence against women and HIV/AIDS?”*
 - d. *“Do you think we can prevent HIV infection among women without preventing violence? Why or why not?”*
 8. Summarize:
 - a. *“Violence against women can cause HIV infection and AIDS among women.”*
 - b. *“Women’s HIV positive status can cause violence against women.”*
 - c. *“If we are to prevent HIV infection among women we must address the power imbalance between women and men.”*
 - d. *“Violence against women can speed the onset of AIDS for HIV positive women as it places physical, emotional and economic stress on the woman.”*

Option: Freedom or Fear?

Preparations

- Photocopy and cut out the “Freedom or Fear Stories” provided at the end of these instructions. Cut them out so that each group gets one piece of paper with two stories.

Steps

1. Explain to participants: *“Violence against women has many negative consequences. Even when individual women are not experiencing violence in their relationships, the threat of violence or men’s use of power over women affects all women. This session will explore this reality.”*
2. Explain: *“In this next exercise, participants will work in five groups. Each group will be 1. given two unfinished stories. Your task is to complete each story by deciding how the character in each situation will respond. You will have **10 minutes** to do this.”*
2. Ask participants: *“Please divide into five groups, by counting off from one to five, and then grouping yourselves by number.”*
3. Hand out one pair of stories to each group, using the stories provided at the end of these instructions.
4. Ensure there are no questions, and start the group work.
5. Alert participants when **5 minutes** remain and ask them to switch to their second story if they haven’t already.
6. After **10 minutes** have passed, call “stop!” and invite participants back to the circle.



7. Ask two volunteers from each group to tell their two stories, including the endings they have created for each.
8. After each presentation, ask the large group:
 - a. *“What is the difference between the two stories?”*
 - b. *“Can the woman do what she needs or wishes to do? Why or why not?”*
 - c. *“Can the man do what he needs or wishes to do? Why or why not?”*
9. Summarize the exercise as follows:
 - a. *“The threat and fear of violence limits women’s movement in the community.”*
 - b. *“It is unjust that women in our community have to fear violence from men.”*
 - c. *“Fear of violence or rape diminishes a woman’s choices and freedom.”*



Freedom or Fear? Stories

Group One

1. Olive is cooking supper. It is after eight o'clock at night when she realizes that she left the meat for the meal at her mother's house when she stopped there on her way home. She lives quite far from her mother's house. What will she do?
2. Ssali has promised to finish a coffin before early the next morning. It is already after eight when he realizes he is missing some nails. He lives quite far from the shop where he can buy more nails. What will he do?



Group Two

1. Janet lives in a "slum" area and is home alone with the children. The youngest boy is very sick and needs to see a health care provider immediately. The clinic is a half-hour walk away, and it is 4:30 A.M. and still very dark. What will she do?
2. James lives in a "slum" area and is home alone with the children. The youngest boy is very sick and needs to see a health care provider immediately. The clinic is a half-hour walk away, and it is 4:30 A.M. and still very dark. What will he do?



Group Three

1. Angela is returning home from the village. The bus broke down and was delayed in getting repaired, so she will arrive in the city center bus park at midnight. Her home is another 20-minute walk. She has very little money. What will she do?
2. Ismail is returning home from the village. The bus broke down and was delayed in getting repaired, so he will arrive in the city center bus park at midnight. His home is another 20-minute walk. He has very little money. What will he do?



Group Four

1. It is nine o'clock at night and 18-year-old Emily needs to bathe. But the water is finished and the water source is on the other side of the village. What will she do?
2. It is nine o'clock at night and 18-year-old Charles needs to bathe. But the water is finished and the source is on the other side of the village. What will he do?



Group Five

1. Esther is a nurse. She had an emergency case and had to stay beyond her shift. It is 3:00 A.M. She is very tired and would like to go home to sleep, but home is a 15-minute walk and there are no buses running at this time. What will she do?
2. George is a nurse. He had an emergency case and had to stay beyond his shift. It is 3.00 A.M. He is very tired and would like to go home to sleep, but home is a 15-minute walk and there are no buses running at this time. What will he do?

Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with an ‘X’ for each competency.
3. Plan a time in the training agenda to use the validation method you’ve chosen to test each competency.

			Suggested Validation Methods						
			Group Validation				Individual Validation		
			<i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>				<i>Use if essential for each participant to demonstrate the competency her/himself</i>		
Competency <i>(Specific skill)</i>	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Name 2 realizations gained from filling out the relationship self-evaluation.	X								
Describe the cause of VAW and relate it to “power over.”**		X	X	X	X		X	X	X
Give at least 2 examples why women are more socially vulnerable to HIV than men.**		X	X	X	X		X	X	X

*Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.



Validation Questions



Give 2 examples of why women are more socially vulnerable to HIV than men.

What is the root cause of violence against women?



Pick and Play



Facilitator's Note: Find out what the participants really learned! This card can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.