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| Title | **Legal Perceptions and Implications.** |
| Objective | * Reflect on Gender based-violence and gender knowledge * Encourage implementation of the law * Integrate new insights about the law into participants’ personal lives |
| Target audience | Men only |
| Group size | 30 |
| Estimated time | 1h |
| Materials | Flip chart and marker pen |
| Printouts/downloadable resources | * Two cartoons: [a man cannot sign alone](https://www.threemountains.academy/wp-content/uploads/2018/03/signing-man-can-not-sign-alone-Kinyarwanda-small.jpg), [he should sign with this wife](https://www.threemountains.academy/wp-content/uploads/2018/04/signing-both-Kinyarwanda-small-2.jpg) * Overview of the [gender laws and policies](https://www.threemountains.academy/wp-content/uploads/2018/06/Gender-Laws-and-Policies.docx) |
| Source | Adapted from: [Journeys of Transformation](https://docs.google.com/viewerng/viewer?url=http://promundoglobal.org/wp-content/uploads/2014/12/Journeys-of-Transformation.pdf) |

This exercise follows the exercise on Rwanda’s policies and laws relating to land succession, gender and gender-based violence (GBV).

**1. Steps:**

Introduction (5 minutes)

* Write the following question on the flip chart or blackboard:

How can my new understanding of GBV and gender equality laws contribute to the betterment of my life and ultimately to supporting my wife or female partner in her involvement with voluntary savings and loans?

Make sure your participants know what laws you are talking about. If they do not know the laws, print a version of the overview of the gender laws and policies for each participant.

Small group work (10 minutes)

* Split the group in two. Charge one half with supporting the laws and the other half with opposing them.
* Supporters will defend women’s rights and GBV laws for the benefit of the family and savings and loans activities.
* Opponents will argue that the laws are too harsh for men and gender-equality policies are a new way to disempower males.
* Make sure that everyone understands their roles and give the groups a few minutes to prepare their arguments.

Whole group work (25 minutes)

* Bring the two groups back together. Sit them facing each other.
* Allow each side of the room ten minutes to present their arguments, then facilitate a ten-minute debate.
* After the initial discussion, both teams are asked to switch perspective. The opponents now have to argue in favour of the laws, and those in favour now have to argue against.
* Repeat the steps above then bring the group back together to listen to the second round of arguments and the final debate.

Wrap up (10 minutes)

Wrap up the session by asking the group the following series of questions.

**2. Questions to help guide discussion:**

* What did you learn from these debates?
* Which of the arguments did you agree with?
* How can the laws be supported?
* How can these laws help you to keep peace in your family?

**3. Key message**: There are laws relating to family life, gender-based violence and women‘s rights. Everybody has to understand what these laws say and how to implement them.

**Homework:** Discuss these laws with your male neighbours, friends and relatives. Present arguments that support equal rights for both men and women as they are defined in law.

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| This exercise is specifically for men, to help enable them to overcome any resistance they might have towards new laws. This resistance might come from a perception that laws empowering women might disempower men.  You can also adapt this exercise for both men and women.  It is important that participants create two opposing groups and that the groups face each other during the debate. Make sure they have enough time to switch position and argue the opposite corner before the end of the session. This format will allow participants to share ideas and encourage group reflection.  One cartoon shows a man and a woman both agreeing on an action, in this case the sale of land. The second cartoon shows only a man making the decision by himself. These cartoons are supposed to help illustrate that a man and a woman both need to sign legal documents and take decisions together. |

**4. Notes for facilitators**