



THE CHANGE-MAKERS

A YOUNG ACTIVIST'S TOOLKIT FOR
ENDING VIOLENCE AGAINST WOMEN AND GIRLS

Foreword



Young people are the leaders and change-makers of today and tomorrow. They both inherit the legacy of those before them and have the opportunity to shape the world we all want. Over 60 per cent of the 1.8 billion young people in the world live in the Asia-Pacific region. Investing in young people and harnessing their creativity and energy is critical to creating a better world, a world characterized by equality, development and peace.

Adolescence and youth are periods marked by major changes, as young men and women decide who they are, what they believe and where they belong. As they do so, they are influenced by the values, attitudes and behaviours of those around them, whether in the family, faith-based institutions, school, media and peers. Yet young people often receive conflicting messages. This is particularly true in the area of gender equality where messages can be very mixed, often perpetuating restrictive stereotypes and expectations about boys, girls, men and women.



This is why a focus on young people is seen as crucial for advancing gender equality and for preventing and eradicating violence against women and girls.

We know that the experience and/or use of violence against women and girls can start quite early in life. We know that boys and men who themselves experience or witness childhood violence are more likely to use violence later on in life. Research and evidence also tell us that violence is deeply connected to gender discrimination and unequal power relations between women and men and can be a weapon used to assert control and power. There is a growing understanding that even though most young men do not agree with or practice violence, social pressures that associate being a man with toughness and control over women often make it difficult for them to stand up and reject such violence.

The unfortunate reality is that, whether as victims and survivors, perpetrators or witnesses, many young people will experience different forms of violence as they grow up. This can have a significant impact on their physical and mental health, educational and professional achievements, relationships and families.

Therefore, it is imperative that all institutions, whether of the state or of civil society, work together towards a world in which adolescents and young people have access to information, tools and role models to achieve healthy and respectful relations between women and men.

Young people have the right to safe and inclusive spaces where they are given the opportunities and skills to challenge harmful values and beliefs and replace them with positive attitudes towards gender roles and relationships. As stated by the participants of the 2012 UNiTE Youth Forum: “Our mission [is to]...create and sustain safe and enabling environments for youth to share their experiences, ideas and challenges without the fear of discrimination or stigma...We need to continuously expand our knowledge and share our experiences as a means of creating successful approaches that target individual perceptions, attitudes and behaviors.”

To promote this goal, the young men and women who took part at the Forum committed to launch the UNiTE Youth Network, a diverse group with ambitious ideas to serve as role models to their peers and inspire their communities to do more to end violence against women and girls.

Peer education can be an effective tool to ensure social change as young people are often better equipped to understand the feelings, thoughts and experiences of other young people. Amongst themselves, young people can discuss sensitive issues such as violence in a way that is meaningful and relevant to their lives. Peer educators can also be powerful role models, positively influencing others their own age by presenting alternatives on how one is “supposed” to be or act.

This is why the Asia-Pacific UNiTE Campaign secretariat, together with a group of Asia-Pacific regional members of the UNiTE Youth Network, developed this regionally-focused, youth-friendly training manual for peer educators to help facilitate discussions on gender equality, violence against women, healthy relationships and positive activism. It builds on and complements other excellent tools available, including those of the Regional Learning Community and the Sasa! model from Raising Voices.

The UNiTE campaign calls on and supports young people to take action to end violence against women and girls and make gender equality a reality. They can do this by talking to their friends about what they can do to prevent violence or by advocating within their community and government leaders to ensure that the issue is prioritized. This is how a violence-free generation can be created and equality between women and men become the new norm.

Roberta Clarke
Regional Director
UN Women Regional Office
for Asia and the Pacific and
Representative in Thailand

Ms. Nobuko Horibe
Regional Director
Asia and the Pacific Regional Office
United Nations Population Fund

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Last but not least, we want to extend our sincere gratitude to the many organizations around the world that have developed earlier learning tools in the field of ending violence against women, including Amnesty International, Raising Voices, the Regional Learning Community for East and Southeast Asia, Y Peer, and others. Many of the activities found in this resource have been adapted from their pioneering work, without which this toolkit would not have been possible.

Facilitator's Guide

Why:

WE CREATED THIS RESOURCE BECAUSE WE BELIEVE THAT PEER EDUCATION IS ONE OF THE MOST POWERFUL WAYS TO BRING ABOUT POSITIVE SOCIAL CHANGE AND TO SUPPORT OPEN DIALOGUE WITH YOUNG PEOPLE ON ISSUES SUCH AS GENDER EQUALITY AND NON-VIOLENCE. WE HOPE YOU WILL USE THE ACTIVITIES IN THIS BOOK TO HELP YOU IN YOUR EFFORTS TO RAISE AWARENESS AND INSPIRE YOUNG PEOPLE ACROSS THE ASIA-PACIFIC REGION TO SPEAK OUT AGAINST VIOLENCE AGAINST WOMEN AND GIRLS!

What:

THIS TOOLKIT IS A RESOURCE FOR YOUNG PEER EDUCATORS WHO ARE FACILITATING WORKSHOPS, TRAININGS OR LESSONS ON THE SUBJECTS OF GENDER EQUALITY, VIOLENCE AGAINST WOMEN AND GIRLS, AND ACTIVISM. IT IS A COLLECTION OF ACTIVITIES TO ENGAGE YOUNG PEOPLE ON THESE TOPICS WHILE RAISING AWARENESS AND PROMOTING HEALTHY RELATIONSHIPS.

Who:

YOU, AS A YOUTH PEER-EDUCATOR, CAN USE THIS RESOURCE AS A WAY OF REACHING OTHER YOUNG PEOPLE, WHO MAY HAVE A VARIED DEGREE OF EXPERIENCE WITH AND UNDERSTANDING OF THE IDEAS OF GENDER EQUALITY, VIOLENCE AND HEALTHY RELATIONSHIPS. THE ACTIVITIES IN THE TOOLKIT WORK BEST WITH A GROUP OF 20-30 PARTICIPANTS, BUT CAN BE ADAPTED TO DIFFERENT SIZES AND AGES.

When:

THIS TOOLKIT CAN BE ADAPTED TO WORK WITH THE TIME THAT YOU HAVE AVAILABLE. YOU CAN PICK AND CHOOSE A FEW ACTIVITIES OR RUN THE ENTIRE PROGRAMME.

Where:

THE ACTIVITIES IN THIS BOOK CAN TAKE PLACE IN A VARIETY OF ENVIRONMENTS. WE RECOMMEND FINDING A SPACE THAT IS LARGE ENOUGH THAT EVERYONE CAN SIT AND WORK IN SMALL GROUPS COMFORTABLY. MANY ACTIVITIES REQUIRE PARTICIPANTS TO MOVE AROUND AND THEREFORE, HAVING ACCESS TO A LARGE OUTDOOR AREA IS ESPECIALLY HELPFUL, THOUGH TABLES COULD ALSO BE MOVED TO ADAPT TO THESE ACTIVITIES.

How: Activity Page Mock-up

GLOSSARY OF MATERIAL SYMBOLS:



PHOTOCOPY



CUT-OUT



FLASH CARDS



DRAW OR WRITE



TAPE OR GLUE



USE A WHITE BOARD OR NOTE PAPER

PREPARATIONS:

This section is very useful as it will show you what you can do in advance to save time and ensure the activity runs smoothly. Sometimes this is just a matter of gathering the necessary materials, but it may also include cutting, photocopying or preparing the area where the activity will take place.

TIME:

This is how long we estimate the activity should take from start to finish. This can be flexible based on group size and your own time constraints. You can stop the discussion earlier if you are running out of time or encourage it to go on longer if you have more time available.

MATERIALS:

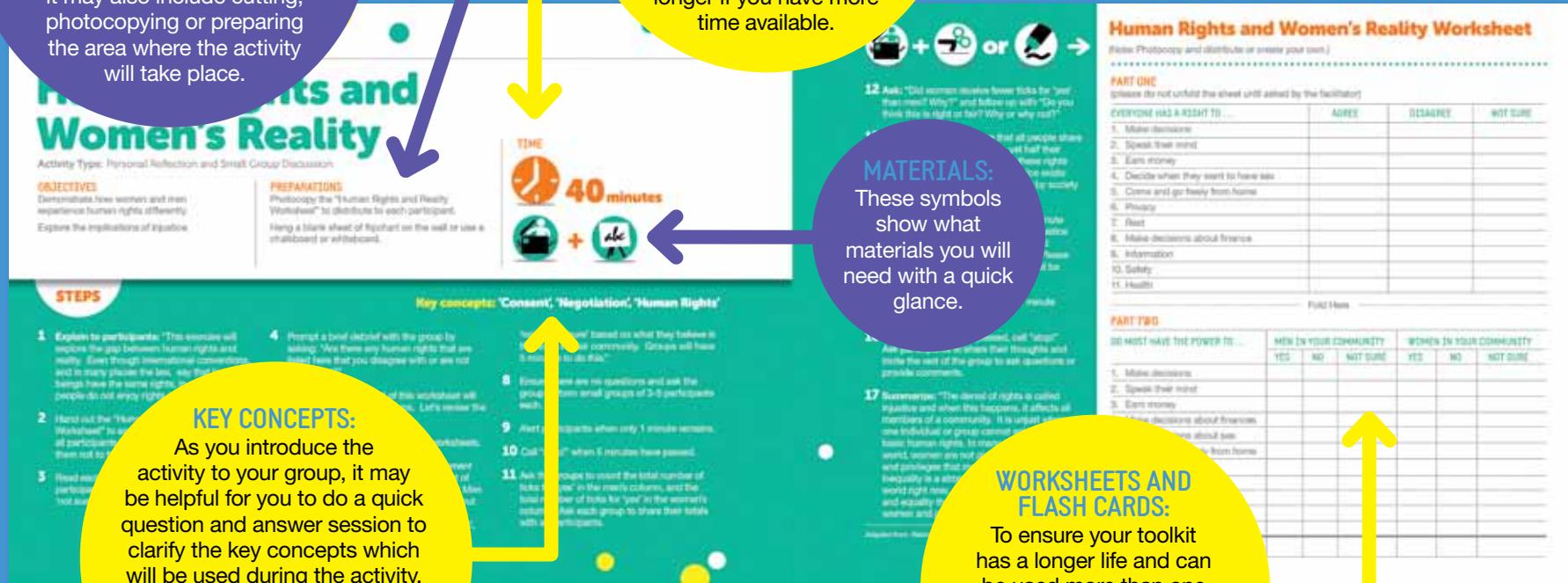
These symbols show what materials you will need with a quick glance.

KEY CONCEPTS:

As you introduce the activity to your group, it may be helpful for you to do a quick question and answer session to clarify the key concepts which will be used during the activity. You may also want to keep a running list on a poster in your workshop room for participants to reference.

WORKSHEETS AND FLASH CARDS:

To ensure your toolkit has a longer life and can be used more than one time, we recommend either photocopying activity worksheets and flash cards or creating your own.



Sample Agenda

Here's our recommendation for a comprehensive three-day workshop using all the activities in the book:

DAY ONE:

- 09:00 Introduction Icebreaker
- 09:15 A New World
- 10:00 Human Rights and Women's Reality
- 10:45 Coffee Break
- 11:00 Energizer
- 11:15 Gender Box
- 12:15 Lunch
- 13:15 Energizer
- 13:30 Power Walk
- 14:30 Coffee Break
- 14:45 Energizer
- 15:00 The Whole Picture
- 16:00 Circles of Influence
- 16:45 Energizer to Close

DAY TWO:

- 09:00 Introduction Icebreaker
- 09:15 Myth-Busters
- 10:15 Violence Around Us
- 10:45 Coffee Break
- 11:00 Energizer
- 11:15 Stories of Survival
- 12:15 Lunch
- 13:15 Energizer
- 13:30 Who's Got the Power
- 14:30 Standing Up for Yourself
- 15:30 Coffee Break
- 15:45 Energizer
- 16:00 Problem Tree
- 16:45 Energizer to Close

DAY THREE:

- 09:00 Introduction Icebreaker
- 09:15 What Would You Say?
- 10:15 Living Our Beliefs
- 11:15 Coffee Break
- 11:30 Energizer
- 11:45 Breaking Barriers
- 12:45 Lunch
- 13:45 Energizer
- 14:00 Activist Approaches
- 14:15 Coffee Break
- 14:30 Activists Among Us
- 15:30 Energizer
- 15:45 Reflecting Activity
- 16:45 Energizer to Close

If you only have one-day for your workshop, try this agenda for maximum results!

ONE DAY WORKSHOP:

- 09:00 Introduction Icebreaker
- 09:15 Gender Box
- 10:15 Power Walk
- 11:15 Energizer
- 11:30 Circles of Influence
- 12:30 Lunch
- 13:30 Energizer
- 13:45 Stories of Survival
- 14:30 What Would You Say?
- 15:30 Coffee Break
- 15:45 Energizer
- 16:00 Breaking Barriers

Energizers

Energizers are great ways to help groups loosen up, have fun and feel more comfortable together. These games help us get to know each other through short 10-15 minute activities that provide a nice break between heavier workshop activities. These can be particularly useful when doing a workshop linked to tough or sensitive topics around violence or discrimination. An energizer helps keep everyone's spirits and energy levels high. Here are some fun examples of activities and ice-breakers you can use throughout your workshop:

INTRODUCTION ENERGIZERS

ALLITERATION INTRODUCTIONS

This is an excellent game for participants to remember each other's names. Ask group members to stand or sit in a circle. A player starts the game by introducing him- or herself by alliterating his/her name, e.g. "I'm Wonderful Wendy" or "I'm Smart Sami". The next player points to the first player, repeats the previous player's name and attribute, and does something similar about him - or herself, saying "She's Wonderful Wendy, he's Smart Sami, I'm Delightful Deepa," and so on. The game ends with the first player having to repeat all of the names and attributes of all the participants.

NAME AND NUMBER

Another good introduction game. As people walk into the workshop, put their name on one side of an index card, and a number on the other side. As everyone walks around with their name showing, they have to try to introduce themselves to as many people as they can. After a bit of mingling, tell everyone to turn over his or her name tags, so that the number on each card is showing rather than the name. Now give everyone a piece of paper with all the numbers, and see who can fill in the most names next to the corresponding number.

ENERGIZERS DURING THE WORKSHOP

2 TRUTHS AND 1 LIE

To help participants get to know each other, have each person say two things that are true about themselves and one lie. As a group, vote to decide which is the lie. This can also be done in smaller groups.

TOUCH SOMETHING

Ask participants to stand up, then call on them to touch a particular colour with a certain part of their body, for instance: "touch something green with your left foot" or "touch something red with your left elbow." Repeat a few times.

MAROONED

Quick and Easy! You are marooned on an island. What three items would you want to have with you? This activity can be done as a whole group discussion or in smaller groups. Then ask each group to present what three things they chose and why.

ME TOO

This activity works best for small groups of 4-6 participants. Everyone in the group gets 10 coins/toothpicks/scrap of papers, etc. The first person states something he/she has done (e.g. water skiing). Everyone else who has done the same thing admits it and puts one coin in the middle of the table. Then the second person states something (e.g. I have eaten frogs' legs). Everyone who has done it puts another coin in the centre. Continue until someone has run out of coins.

CLOSING ENERGIZERS

STRING WEB REVIEW

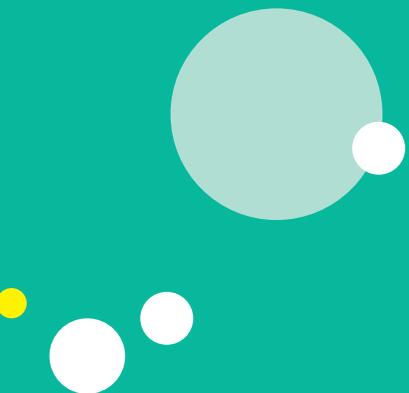
Sit in circle and elicit suggestions on successes and challenges of workshop. Start by passing the ball of string to a person across the circle as they describe their challenge, eventually forming a web across the circle. When everyone has spoken, begin to work backwards, unweaving the circle as each participant describes their successes.

PAT ON THE BACK

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive. Each participant is then left with a souvenir reminding them why they're great!



Chapter One: **The Power of Gender**





Introduction

Everyone in the world has the same human rights, allowing them to be safe and free. There can be no human rights without gender equality; yet around the world, women and girls continue to face discrimination in all aspects of their lives. In this chapter, we will focus on this important message as we learn how power, gender and patriarchy work together to affect the rights of women and girls everywhere.

KEY LEARNING POINTS:

INTRODUCING HUMAN RIGHTS AND THEIR IMPORTANCE TO GENDER EQUALITY

Every person has certain basic rights, simply by the fact of being human. They are 'rights' because they are things you are allowed to be, to do or to have. They provide protection from harm and create rules that can help us live together peacefully. These rights cannot be taken away or denied because of someone's race, religion, age or gender.

WHO IS VULNERABLE TO HUMAN RIGHTS VIOLATIONS?

While everyone has the same human rights, some groups are more vulnerable and need extra protection to make sure these rights are not taken away or ignored. Women, refugees, minorities, elderly people, children, and the Lesbian, Gay, Bisexual, and Transgender (LGBT) community are all examples of people who often have their human rights threatened and taken away, sometimes in violent ways.

SEX VS. GENDER

When we use the word 'sex', we are talking about biology and whether someone's body has male or female organs, while 'gender' is used to talk about social or cultural ideas of what it means to act, dress, speak or express ourselves as men or women. It is important to understand that gender is a socially constructed idea: As we grow up, we learn from people around us, including our families, the media, our peers and our teachers, what it means to 'be a man' or 'be a woman'. These behaviours and characteristics are sometimes referred to as masculinity and femininity, and this is also how gender norms are enforced and maintained.

POWER AND HOW IT'S USED

Power is everywhere in society: it is not necessarily a bad thing. To have power means you are able to influence the behavior of other people. Sometimes, power can be a good thing, when we have the 'power to' improve ourselves and the lives of those

around us. However, when someone has 'power over' another person, they can begin to control them financially, emotionally, physically, sexually or politically, depending on their relationship. Power becomes a problem when it is not shared equally or when it is used in ways that take away human rights from other people.

WHAT IS PATRIARCHY?

To understand patriarchy, we must first understand that in governments, businesses, communities and homes around the world, men still have more power than women. This is often believed to be natural or normal, instead of being recognized as gender discrimination and a violation of human rights. The system that supports this power imbalance and male domination is called patriarchy. Deeply rooted in culture and traditions, patriarchy exists within all levels of society and is closely linked to the violation of women's human rights, including their experiences with violence.

A New World

Activity Type: Large Group Roleplay and Discussion

OBJECTIVES

Show how one group can have power over another.

Raise awareness of how the imbalance of power is supported and reinforced by society.

PREPARATIONS

Photocopy and cut out enough 'Rights Cards' so that every participant receives a set of four.

Photocopy and cut out enough 'Life Cards' so that each participant receives either a circle or a square. These can be prepared with tape or safety pins to attach to participants as an identity tag.

Hang a blank sheet of flipchart on the wall or use a chalkboard or a whiteboard.

TIME



Key concepts: Human Rights, Power

STEPS

PART 1

- 1 Explain to participants:** "In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time – greet each other. We also very seriously follow the laws of the land. Each of you will walk around the room and introduce yourself by name to everyone, one by one. Every time you meet someone for a second or third time, you should give them new information about yourself (such as where you live, or what you enjoy doing)."
- 2** Ask all participants to stand and begin moving around and greeting each other. While they are doing this, place the four piles of rights cards on a central table.

- 3** After two minutes, call "Stop!" Explain to participants: "On this planet we have special laws, I will now read four of our laws to you:
 - A. Law One:** You have the right to physical safety, which protects you from being physically hurt. You will each get this card that represents your right to physical safety.
 - B. Law Two:** You have the right to respect from others, which protects you from unkind or discriminatory treatment from others. You will each get this card that represents your right to respect from others.

- C. Law Three:** You have the right to make your own decisions, which protects you from being prevented from having money, property or access to information and resources. You will each get this card that represents your right to make your own decisions.
- D. Law Four:** You have the right to control over your sexuality, which protects you from being forced into marriage, sex, sex work, or any other type of unwanted sexual activity. You will each get this card that represents your right to control your sexuality.

Please come and collect your cards and continue greeting each other while holding them."

PART TWO

- 4** While participants continue to greet each other, lay out the two piles of Life Cards.
- 5** After two minutes, call "Stop!" Explain to participants: "Our planet now has a new law! The whole population will be divided into two parts. Half of you will become 'Squares', and the other half will be 'Circles'. Each of you must come up and collect one Life Card and attach it to yourself. Then please continue greeting each other."
- 6** After two minutes, call "Stop!" Explain to participants: "Here on New Planet, times have changed. We now officially declare that Circles have more power than Squares! If I clap my hands while a Circle and a Square are talking to each other, the Circle can take away one of the Square's four Rights Cards. If the Square has no more rights, the Circle can take the Square's Life Card. If a Square loses their Life Card, they must stand frozen in place for the rest of the game. Even though Squares know these risks, they must continue to greet Circles. You can continue now."
- 7** Every 1-2 minutes clap your hands. Once a third of the participants are standing frozen, end the game by calling, "Stop!"

- 1** Ask all participants to sit in a large circle.

- 2** Using a flipchart or whiteboard, begin the group discussion with the following questions:
 - A.** How did you feel when you received your four rights?

B. How are these four rights important to you?

C. How did you feel when you were divided into Circles and Squares?

D. When a society gives some people or groups of people more power, is this fair or just?

E. In real life, do we all have these four rights?

F. How is your community divided into different power hierarchies?

G. What can we learn from this activity about power imbalance and human rights?

- 3 Summarize:** "Just like the new law gave circles more power than squares; our society often gives men more power than women. It supports men having power over women, which can create conditions for violence and oppression. Because women don't have the same amount of power as men, they are vulnerable to being treated badly by those who do have power."

- 4 Announce to participants:** "Since we all believe in human rights and respecting one another, please stand up and greet each other once again. While you are moving around the room, please give everyone back the Rights Cards so that everyone once again has equal rights."

Rights Cards

(Note: Photocopy and cut out each card or create your own.)



Physical Safety

Respect from others

Opportunity to make your own decisions

Control over sexuality

Life Cards

(Note: Photocopy and cut out each card or create your own.)



CIRCLES

SQUARES

Rights and Reality

Activity Type: Personal Reflection and Small Group Discussion

OBJECTIVES

Demonstrate how women and men experience human rights differently.
Explore the implications of injustice.

PREPARATIONS

Photocopy the “Human Rights and Reality Worksheet” to distribute to each participant.
Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME

 **45 minutes**



STEPS

- 1 Explain to participants:** “This exercise will explore the gap between human rights and reality. Even though international conventions, and in many places the law, say that human beings have the same rights, in reality, all people do not enjoy rights equally.”
- Hand out the “Human Rights and Reality Worksheet” to each participant. Make sure all participants have Part One facing up. Ask them not to turn over the sheet.
- Read each human right aloud and ask participants to think about their personal beliefs and tick either ‘agree’, ‘disagree’ or ‘not sure’ on their worksheet.

- Prompt a brief debrief with the group by asking: “Are there any human rights that are listed here that you disagree with or are not sure about?”
- 5 Explain:** “The next part of this worksheet will be completed in small groups. Let’s review the work together.”
- Ask participants to turn over their worksheets.
- 7 Explain:** “This sheet contains the statement ‘Do most have the power to...’ with a list of situations below. There are two columns: Men and Women. Each group should think about the reality in the community and for each statement fill in each column by ticking ‘yes’,

Key concepts: Gender Equality, Power

- ‘no’ or ‘not sure’ based on what they believe is the norm in their community. Groups will have five minutes to do this.”
- Ensure there are no questions and ask the group to form small groups of 3-5 participants each.
- Call “stop!” when five minutes have passed.
- Ask the groups to count the total number of ticks for ‘yes’ in the men’s column, and the total number of ticks for ‘yes’ in the women’s column. Ask each group to share their totals with all participants.
- 11 Ask:** “Did women receive fewer ticks for ‘yes’ than men? Why?”



12 Summarize: “If we believe that all people share the same basic human rights, yet half their population are not able to enjoy these rights equally, this is injustice. This injustice exists because men are given more power by society than women.”

13 Explain: “With your group, have a five minute discussion about what implications this injustice has – on women and men, children and families, the community and society. Please write your ideas down and be prepared to share with the group.”

14 Alert the participants when only one minute remains.

15 When five minutes have passed, call “stop!” Ask participants to share their thoughts and invite the rest of the group to ask questions or provide comments.

16 Summarize: “The denial of rights is called injustice and when this happens, it affects all members of a community. It is unjust when one individual or group cannot enjoy their basic human rights. In many places around the world, women are not given the same rights and privileges that men have and this gender inequality is a strong example of injustice in our world right now. It is this imbalance of rights and equality that is the root of violence against women and girls.”

Adapted from: Raising Voices, SASA! (2008)

Rights and Reality Worksheet

(Note: Photocopy and distribute or create your own.)

PART ONE

(please do not unfold the sheet until asked by the facilitator)

EVERYONE HAS A RIGHT TO ...	AGREE	DISAGREE	NOT SURE
1. Make decisions			
2. Speak their mind			
3. Earn money			
4. Decide when they want to have sex			
5. Come and go freely from home			
6. Privacy			
7. Rest			
8. Make decisions about finance			
9. Information			
10. Safety			
11. Health			

..... Fold Here

PART TWO

DO MOST HAVE THE POWER TO ...	MEN IN YOUR COMMUNITY			WOMEN IN YOUR COMMUNITY		
	YES	NO	NOT SURE	YES	NO	NOT SURE
1. Make decisions						
2. Speak their mind						
3. Earn money						
4. Make decisions about finances						
5. Make decisions about sex						
6. Come and go freely from home						
7. Privacy						
8. Respect						
9. Rest						
10. Get information						
11. Live free of fear						
TOTAL NUMBER OF TICKS						

Gender Box

Activity Type: Group Discussion

OBJECTIVES

Discuss gender roles, masculinities and femininities and how they're maintained and enforced.

Discuss how these roles and identities are connected to violence against women and girls.

PREPARATIONS

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME



60 minutes



STEPS

- 1 Explain to participants:** "This exercise will explore the roles that men and women perform and how these roles are created and reinforced by our society. It will also look at how these socially constructed ideas of "male" and "female" are connected to violence against women and girls."
- 2** Divide participants into two groups. Explain that Group 1 will discuss 'acting like a man' and Group 2 will discuss 'acting like a woman'.

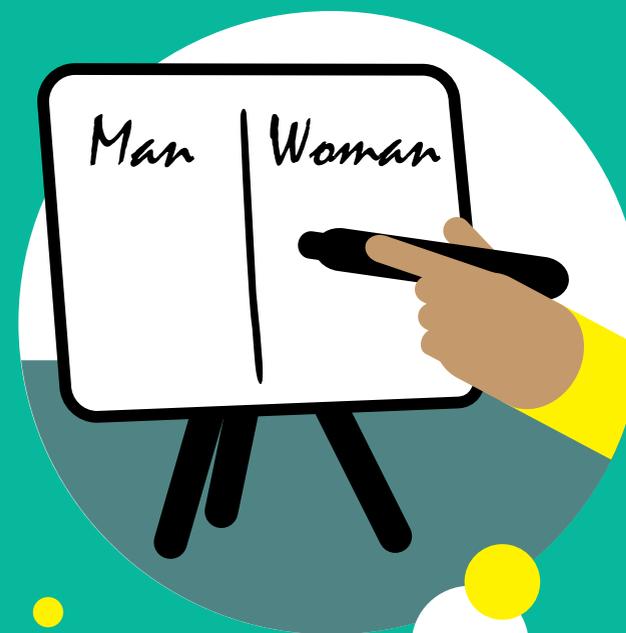
- 3** Ask Group 1 to discuss and answer the following three questions:
 - A.** "What are examples of messages that men/boys are given when they are told to 'act like a man/boy'" (10 minutes)
 - B.** "Where (e.g. home, schools, etc.) and whom do these messages come from?" (5 minutes)
 - C.** "How are these messages told, sent or conveyed (e.g., through TV, traditional songs, books, stories, laws, workplace culture, etc.)?" (10 minutes)

Key concepts: Gender vs. Sex, Gender Roles

- Ask Group 2 to discuss and answer the following three questions:
- A.** "What are examples of messages that women/girls are given when they are told to 'act like a woman/girl'" (10 minutes)
 - B.** "Where (e.g. home, schools, etc.) and whom do these messages come from?" (5 minutes)
 - C.** "How are these messages told, sent or conveyed (e.g., through TV, traditional songs, books, stories, laws, workplace culture, etc.)?" (10 minutes)

- 4** When time is up, call, "Stop" and bring the whole group back together. Draw two boxes on the flipchart or whiteboard and as a whole group, use the results from the small group discussions to fill out the boxes.

BOX 1: ACTING LIKE A MAN
BOX 2: ACTING LIKE A WOMAN



- 5** Continue the discussion by answering the following questions together:
 - A.** "What happens to men/boys and women/girls who do not conform to the messages inside their boxes?"
 - B.** "What tools, strategies and techniques are used to ensure that these messages are received and followed? What methods are used to keep men/boys and women/girls inside the box?"
 - C.** "Do we ever receive messages from society that don't fit in these boxes? For example, do women ever receive instructions from the men's box?"
 - D.** "What are some ways that we conform to the messages in the boxes in our own lives? What are some ways that we disobey some of the messages? How do we conform to some of the messages inside the box and how do we disobey some of the messages?"

- 6 Summarize:** "Nobody is born in the 'acting like a man' or 'acting like a woman' box -- it is the patriarchal system that keeps men and women in their boxes so that people can be controlled and follow 'social norms'. Living in these boxes can seem easy to some people; it can be familiar and comfortable, however the boxes can also restrict our human potential and hold back our freedom, rights and dignity. People who do not conform to their own boxes often face punishments from society; violence can be one of them. This could be particularly extreme for transgender people whose gender identity is different from his or her sex at birth. It is important for us to learn that there is room in each of our lives to break out of the box and transform how we understand each other and our gender roles."

Power Walk

Activity Type: Large Group Activity and Discussion

OBJECTIVES

Understand patriarchy as a system of unequal power between men and women.

Learn how patriarchy works with other kinds of power to restrict some people's human rights.

PREPARATIONS

Prepare a set of character cards (1 card per participant), adapted from the suggestions on the following page.

Prepare an open space that is large enough for participants to do the power walk.

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME



60 minutes



NOTE:

This activity works best when it is contextualized to the local setting. Try to change the character cards to apply to the participant's reality. For example, choose a specific ethnic minority from their location or choose real politicians

Key concepts: Discrimination, Human Rights

- 1 Explain to participants:** "This activity will examine how patriarchy and power can work together to restrict some people's human rights."
- 2** Ask participants to all stand in a row along one side of the room. Give each participant one character card and ask them to read their card out loud to the rest of the participants.
- 3 Explain to participants:** "For this activity, you will become these characters, all based in this country. I will ask you to read a series of statements. For each statement, I want you to think about if that statement is true or false for the role you have been given. If it is true, step forward once. If it is false, stay where you are. You can ask the group for help if you aren't sure about a particular statement."

- 4** Read each of the following statement in turn and give participants time to move forward if the statement applies to them:
 - A.** I have had or will have opportunities to complete my education
 - B.** I don't have to worry about where my next meal will come from
 - C.** I can earn enough money to live comfortably
 - D.** I could find a new job easily
 - E.** I can control who I spend my free time with
 - F.** I can refuse sex if I don't want it
 - G.** I can negotiate safer sex with my partner
 - H.** I can be open about my sexuality

- I.** I can determine when and how many children I want to have
- J.** If I have a health problem, I can get the help I need right away
- K.** I can leave my partner if he or she threatens my safety
- L.** If I have a crime committed against me, the police will listen to my case
- M.** I can go to the police and not worry about having to pay a bribe
- N.** I can walk down a street at night and not worry about my safety
- O.** I am respected by most members of society

- R.** I control my own finances
 - S.** I am socially accepted for my true identity
- 5** When you finish reading all statements, ask the participants to read their roles again.
 - 6** Ask the participants to remain where they are standing and use the following questions to lead a discussion:
 - A.** What does it feel like to be standing where you are?
 - B.** Do you agree with where the others are standing? If not, why not?
 - C.** If you did not move, or moved very little, how does it feel to see where the others are standing? Does it feel right to be so far behind the others? Who or what is to blame?
 - D.** If you moved a lot, how does it feel to be ahead of many others? Does it feel right to be so far ahead? Why are you so far ahead?
 - E.** How much inequality do you see between the characters in this activity?
 - F.** Why does this inequality exist?
 - G.** What would need to happen in our society so that everyone in this group could be standing at the same point in the front of the line, with equal levels of power?
 - 7** Ask participants to hand in their character cards and sit down in a circle. Ask some volunteers to share how they feel about taking back their own roles and characters. How does their own power compare to the power their characters had?



- 8 Summarize:** "There are many ways that people can have power over each other and many ways that this power can be used to help some people while it is hurting others at the same time. Patriarchy is one of these ways, like racism, homophobia, and economic exploitation, that one group of people are privileged over another. It is also true that some people have even less power because they suffer from multiple forms of discrimination. As we saw during our activity, the wealthy wife of a politician still faces some sexism, but she does not face the same oppression that a migrant worker from a foreign country would experience. Power is a powerful tool and it is important for us to be aware of the effects it can have on everybody in our society so we can work towards ensuring everyone is treated with fairness and respect."

Adapted from: Regional Learning Community for East and Southeast Asia, Transforming Masculinities towards Gender Justice (2013)

Character Card Suggestions

- MALE POLITICIAN
- WIFE OF MALE POLITICIAN
- FEMALE CEO
- MALE DRIVER WORKING FOR FEMALE CEO
- FEMALE MIGRANT WORKER, WORKING IN A FACTORY
- MALE TAXI DRIVER
- UNEMPLOYED MAN FROM AN ETHNIC MINORITY
- UNEMPLOYED WOMAN WITHOUT A HOME
- FEMALE SEX WORKER
- MALE-TO-FEMALE TRANSGENDER PERSON
- PUBLICALLY 'OUT' GAY MAN, WORKING AS A CORPORATE EXECUTIVE
- YOUNG GIRL, 12-YEARS OLD, WITHOUT A HOME
- MARRIED MOTHER OF THREE, EMPLOYED AS A DOMESTIC WORKER
- FEMALE NURSE
- MALE DOCTOR
- FEMALE DOCTOR
- MALE STREET KID, 10 YEARS OLD
- UNEMPLOYED, BLIND MAN

The Whole Picture

Activity Type: Small Group Activity and Discussion

OBJECTIVES

Understand how masculinity and femininity are constructed and maintained.

Recognize how ideas about masculinities and femininities are represented in society and how they reinforce existing power inequalities and patriarchy.

PREPARATIONS

A collection of popular magazines, newspapers, cartoons and photos that include images and messages about masculinity and femininity.

Several pairs of scissors, assorted collection of markers, glue or tape.

Large flip chart paper that can be used to display image collages.

TIME



60 minutes



STEPS

- 1 Explain to participants:** “This activity will focus on images and messages around masculinity and femininity. Remembering that gender is different from sex, it is important to recognize the messages we receive about how we are supposed to act as males and females. We will then look at these social messages and try to understand how they reflect our different power levels and equality.”
- 2** Divide the group into four smaller groups and ask them to gather around different tables where scissors, a large piece of paper and markers are assembled. Place all magazines, newspapers and media in the centre.

- 3 Explain to participants:** “Each group will spend 20 minutes creating a collage with images and words cut out from the newspapers and magazines in the middle of the room. The collage should show the images and messages of masculinity and femininity that are seen in the media around us. Each group will be responsible for looking at one area of society; Politics, Entertainment, Sports, and Advertising. Using the paper in front of you, please create a collage showing your pictures which you will be presenting to the rest of the group when we’re finished.”

Key concepts: Patriarchy, Gender Roles

- 4** Give each group a different subject area and as the groups are creating their collages, circulate and provide advice and support when necessary. After 20 minutes, call “Stop!” and ask groups to hang their finished collages on the walls of the room.
- 5** Ask for a volunteer from each group to stand beside the collage and describe some of the pictures that are on their collage and explain why they chose those images and messages. Invite the rest of the participants to ask any questions they may have. When all groups have presented, begin the discussion by using the following questions:
 - A.** What messages about masculinity and femininity do you get from looking at these collages?

- B.** How similar or different are these messages across the different areas of life? For example, do athletes and politicians receive similar messages?
- C.** How do these images and messages of masculinity and femininity help to maintain or justify the patriarchal system? What power imbalances can be seen?

- 6 Explain to the group:** “I want you to return to your groups and brainstorm ways that we can change these pictures. You can draw on the existing collage, cut and paste new pictures, or draw new images. I want you to show us how we can use images and messages to change the power balance that currently exists to create greater gender equality. You will have 15 minutes to change your collages.”
- 7** When 15 minutes has passed, call, “Stop!” and ask for a volunteer from each group to stand beside the collage and describe their work, explaining how and why their group made the changes on the new collage. Invite the rest of the participants to ask any questions they may have and provide any further suggestions on additional changes they would suggest. When all groups have presented, invite everyone to return to their seats.



NOTE:

This activity works best with a large supply of resources. Try asking participants ahead of time to bring in any extra magazines or newspapers they may have at home.

- 8 Summarize:** “We are constantly surrounded by images of masculinity and femininity in the media and society that are meant to teach us how to be men and women. These images often tell us that men have to be powerful, strong, and in control; and that women should be beautiful and submissive. These ideas mean that we see very few men advertising beauty or household products and very few women as political or business leaders. This is important because what we see around us plays a critical role in maintaining gender equalities within our societies as they reinforce the idea that men should have more power than women. It is important to challenge these notions by presenting alternative images about what it really means to be a man or a woman.”



Chapter Two: **Violence Against Women and Girls**



Introduction

Violence against women is a serious problem around the world. This chapter will examine how patriarchy, power relations and discriminatory gender roles, which we looked at in Chapter One, can work together to create unequal and unsafe environments for women. We will also examine the important roles we can each play in influencing and preventing violence against women.

KEY LEARNING POINTS:

HOW DO WE DEFINE VIOLENCE AGAINST WOMEN?

The United Nations defines violence against women (VAW) as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” (UN, 1993)

In other words, violence can mean many things. It can be physical, psychological, sexual or economic. Violence occurs whenever one person causes another person suffering, hurt or pain.

VAW is recognized by international law as a violation of women’s basic human rights and as a clear form of gender discrimination.

HOW DOES VAW INTERSECT WITH GENDER, PATRIARCHY AND POWER?

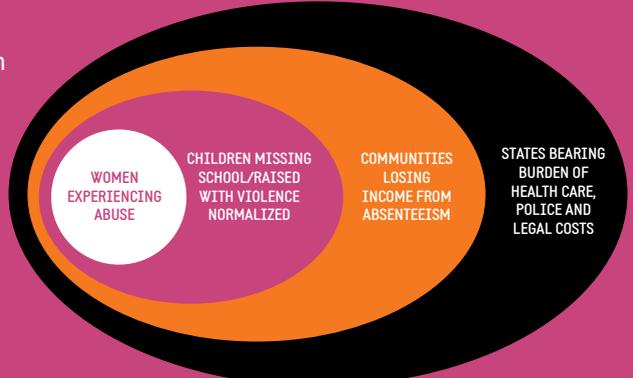
As seen in Chapter One, the unequal distribution of power between men and women creates systems of patriarchy, where women’s rights are oppressed and they become vulnerable to exploitation and discrimination. Deeply rooted in gender inequality,

these systems allow men to assert control over women. This creates an opportunity for violence to take place, whether it is physical, emotional, psychological or economic.

WHAT ARE THE COSTS AND IMPACTS OF VAW?

Violence against women hurts everyone, not only the survivor. When women experience violence, families, communities and the entire country are all negatively affected through emotional, psychological and economic impacts.

EXAMPLES OF THE IMPACTS OF VIOLENCE:



VIOLENCE AGAINST WOMEN IS COMPLEX AND UNIVERSAL

This issue does not discriminate. It can affect women regardless of country, ethnicity, income or religion. Women at any age can experience violence, from before birth to old age.

It is important to remember that this is not a simple problem with a simple answer. Ending VAW requires fundamental and long term changes across all levels, including individuals, families, communities and nations, that address the root causes of gender discrimination and inequality.

WHO IS RESPONSIBLE FOR ENDING VIOLENCE?

Everyone! Violence impacts every single person in a community, including children, parents, teachers, government officials and youth. That means that everyone has a role to play, whether it is through speaking up about violence, raising awareness or advocating for change at any level. This chapter will look closer at some of these roles and help us understand how each of us can work together to put an end to violence against women.

Circles of Influence

Activity Type: Large Group Activity and Discussion

OBJECTIVES

Understand how the thoughts, beliefs and actions of others may lead to or help prevent violence against women.

Understand how violence is influenced by factors at all levels, from individuals and families to communities and nations, and therefore must be addressed at all levels.

Provide concrete examples of strategies for preventing violence against women.

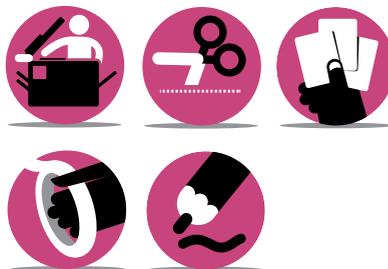
PREPARATIONS

Prepare statements for each participant and place them upside down on a table.

Clear a space in the room and create four concentric circles on the floor using masking tape as shown in the graphic on the following page.

TIME

 **45 minutes**



STEPS

- 1 Explain to participants:** “In this activity, we will each take roles that represent our places in society and how we influence and affect violence.”
- Ask all participants to take a statement card. Tell them they can read their card but only to themselves. Ask ‘Bounty’ and ‘Vanny’ to stand inside the smallest innermost circle.
- 3 Announce the participants:** “This couple is named Bounty and Vanny – they are the main characters in this activity. Bounty and Vanny, please introduce yourselves by reading only the first sentence on your card.”
- Once Bounty and Vanny have introduced themselves, ask participants:
 - A.** “All of you who have numbers 3 to 9, please come stand in the next circle around Bounty and Vanny.”
 - B.** All of you who have numbers 10 to 26, please come and stand in this next circle.
 - C.** All of you who have numbers 27 to 33, please come and stand in this outer circle.”
- 5 Explain to participants:** “I will ask each participant to introduce themselves and to read their first sentence aloud to Bounty and Vanny. As I call each number you will read your cards.”

Key concepts: Gender Roles, Patriarchy

- One by one ask each number to read their first sentence, giving each one time to finish.
- When everyone has had a chance to read, have a short debrief using the following questions:
 - A.** Which circle do you think has the most influence on Bounty and Vanny? Why?
 - B.** Do any of the circles not have any influence on Bounty and Vanny? Why or Why not?
 - C.** What does this exercise tell us about community norms, institutions, policies and others?

- 8 Explain to participants:** “We will continue the exercise now, and this time when I call your number you will read the second sentence on your cards.” Start by asking the participant with the highest number to read their card and work backwards asking each participant to read their second sentence.

- Continue until Bounty and Vanny have finished reading their second sentences. Debrief by asking the following questions:

- A.** What happened when more people were convinced of the benefits of a violence free relationship?
- B.** Did any one person play a stronger role than others in the prevention of violence against Vanny?
- C.** What can we learn about effective strategies to address violence from this activity?

- 10 Summarize:** “This activity shows us that it is important to consider multiple layers of influence in developing strategies to prevent violence against women. Each of the circles of influence, family and friends, community members and society all influence our decisions and have a responsibility for ensuring our rights and safety. Understanding this, we also need to recognize our own responsibility and the role that each of us is able to play in ending the violence that occurs within all the circles that exist within our societies.”



Statement Cards

(Note: Photocopy and cut out each card or write your own.)



1

My name is Vanny. I am married to Bounty. We used to be okay, but nowadays Bounty shouts at me a lot and even sometimes hits me. I fear him and so do my children.

..... Fold Here

My name is Vanny. My husband respects me. We talk about our problems and solve them together.

2

My name is Bounty. I am married to Vanny. For some time now things at home have not been so good. My wife annoys me, and I beat her sometimes. I guess this is what happens in marriages.

..... Fold Here

My name is Bounty. I made a commitment to Vanny and my children that I will not solve problems or frustrations through shouting or hitting. Our house is now a happier place, even the children are doing better.

3

I am Bounty's parent. We were raised knowing that men can discipline women. This is how things should be.

..... Fold Here

I am Bounty's parent. Violence is not acceptable in our family.

9

I am your neighbour. I hear your fights at night but say nothing. It isn't my business.

..... Fold Here

I am your neighbour. I let you know that I know about the violence and invite you to come over if there is ever a problem.

10

I am an adolescent. I keep silent – what can I do? I guess this is how adults solve problems

..... Fold Here

I am an adolescent. I know that violence only brings harm. I promise I won't commit violence as an adult.

11

I am a religious leader. I keep silent. I believe that religion will take care of things.

..... Fold Here

I am a religious leader. I study our holy scriptures carefully, and know that violence is against our beliefs. And I teach my followers about this.

4

I am Bounty's friend. We go to bars together. It's normal for men to get drunk and become angry or temperamental.

..... Fold Here

I am Bounty's friend. When we are out drinking, I advise you to stop before drinking too much, so you won't go home drunk.

NOTE:

This activity works best when it is specific to the participants' own region. Try substituting the celebrity or politician named here in the examples with locally-specific options

5

I am an elder. You respect me and follow my advice. Men have to make all the decisions for the family.

..... Fold Here

I am an elder. I advise you to make decisions together as a family.

12

I am a health care provider. I take care of injuries but don't ask anything. It is not my business.

..... Fold Here

I am a health care provider. We organized a seminar among health care providers to learn more about violence and health. We now ask clients about violence to make sure they are safe.

"Violence is not acceptable in our family."

13

I am a street vendor. I see her bruises but keep silent.

..... Fold Here

I am a street vendor. I went to a market sellers association and talked with them about setting up a men/women's group to talk about our issues.

6

I am Vanny's relative. I make sure you respect family customs and traditions.

..... Fold Here

I am Vanny's relative. In my house, we are non-violent. Why don't you do the same to make your family peaceful and happy?

7

I am the in-law. You are now part of our family where women stay quiet and don't complain.

..... Fold Here

I am the in-law. In this family, women and men have equal rights and live violence-free.

8

I am Vanny's friend. You and I discuss everything together. My relationship is similar to yours – men are head of the household, we have to be tough.

..... Fold Here

I am Vanny's friend. One person as head of the household is not necessary. Couples can and should make decisions together.

14

I am a police officer. Men sometimes can't avoid using some forms of minor violence at home. It's a domestic issue and we don't get involved.

..... Fold Here

I am a police officer. I take all cases of violence seriously, regardless of where they happen or with whom.

15

I am a farmer. I think a woman is not equal to a man. A woman should obey her husband.

..... Fold Here

I am a farmer. I made a presentation at my farmers meeting about how women and men can work together for a better harvest.

16

I am a taxi driver. I think violence should be used against women once in a while. Otherwise women start thinking they can do anything.

..... Fold Here

I am a taxi driver. I talk to my fellow drivers about causes and effects of violence.

Statement Cards

(Note: Photocopy and cut out each card or write your own.)



17

I am a market seller. Women and men are not equal. If a man wants to show that he has more power, than that is a woman's fate.

Fold Here

I am a market seller. At the market, we are all taking part in the community mobilization activities to prevent violence against women and girls.

18

I am NGO staff. We tell people to stop being violent, because only bad people use violence.

Fold Here

I am NGO staff. We talk to community members about the connection between violence and HIV/AIDS. We help people see the benefits of non-violence.

19

I am a local leader. Violence in relationships is a domestic issue – I don't have time for it!

Fold Here

I am a local leader. Violence in our community is not tolerated! We have a bylaw against it.

26

I am a politician. There are no laws in my country specifically about domestic violence – that's a private matter.

Fold Here

I am a politician. The law of this country says no person has a right to use violence against another person – no matter what their relationship.

27

I am a donor. I fund VAW prevention programmes because it's a hot issue.

Fold Here

I am a donor. I fund programmes that recognize women's vulnerabilities to violence and I follow up thoroughly to make sure they have a positive impact.

28

I am a radio announcer. You hear my messages every day. We joke about women and violence – what's the harm?

Fold Here

I am a radio announcer. I organize talk shows in which many people come together to talk about the negative consequences of violence against women.

20

I am a pharmacist. You buy things from me, and ask for my advice. I think women must be patient and tolerant.

Fold Here

I am a pharmacist. When you come to buy medicine for your injuries, I refer you to a counselor to talk about violence.

21

I am a teacher. Making jokes about girls is just for fun, it doesn't do any harm. Kids fight, it's normal.

Fold Here

I am a teacher. I teach by example that girls and boys are equally valuable and that harassment is never okay.

22

I am a teacher. I see the boys teasing the tomboy in my class, but she deserves it. She really should be doing more to act like a girl.

Fold Here

I am a teacher. I understand that all children have the right to education in a safe and secure learning environment, and take steps to protect all learners.

29

I am a United Nations official. I monitor each country's progress on international conventions.

Fold Here

I am a United Nations official. Violence against women and women's vulnerability is covered in international conventions. I'll work with governments to see how they are responding to these issues.

NOTE:

Although there are 33 characters provided here, you can adapt this activity to your group size by removing some cards, giving some people two cards to read, or by writing some additional character sentences of your own.

30

I am a Minister of Health. I decide which services are available at the health centre. Women's rights issues don't belong in clinics!

Fold Here

I am a Minister of Health. Our health care providers are trained on how to ask about violence because we know all forms of health are affected by violence.

23

I am your doctor. I advise you on many issues, but violence is not my business.

Fold Here

I am your doctor. I ask you about violence in your relationship and explain how violence has serious implications on your health.

24

I am a social worker. I see violence in the community but I mostly focus on children, as some violence between men and women is normal.

Fold Here

I am a social worker. I deal with both violence against children and women. On home visits, I'll talk about the benefits of non-violent families

25

I am a judge. Sometimes women file cases just for minor violence. I dismiss those cases.

Fold Here

I am a judge. In my court I take all cases seriously. Violence, no matter if between partners or strangers, is a crime!

31

I am a newspaper editor. I show explicit photos of women in my paper, because it sells!

Fold Here

I am a newspaper editor. Our newspaper has a policy to protect the rights and dignity of all people in the stories and images we publish.

32

I am Angelina Jolie. I think all women should look beautiful and attractive.

Fold Here

I am Angelina Jolie. I know I have influence through my work. I use my resources and my work to promote gender equality.

33

I am President Obama. I believe in world peace. We need to increase our armed forces so we can protect peace.

Fold Here

I am President Obama. I believe in world peace, and to protect world peace, we have to stop violence against women. I provide financial support to programmes that end violence and work with governments to promote gender equality and social justice for all.

Myth-Busters

Activity Type: Small Group Discussion

OBJECTIVES

Challenge incorrect beliefs about violence against women by providing true facts.

Understand how violence against women occurs and the effects it has across the region.

PREPARATIONS

Copies of the fact sheet, one per pair.

Copies of the myths, one per pair.

Blank flashcards, tape.

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME

 **45 minutes**



Key concepts: Stigma, Types of Violence

STEPS

- 1 Explain to participants:** “In this activity, we will be brainstorming common myths and beliefs about violence against women. Together, we will work to create ‘myth-busters’ to determine the truth and understand the reality behind this problem.”
- Using a flipchart or whiteboard, begin to elicit suggestions from the group by asking, “What are some common beliefs you have heard people use to discuss violence against women? Even if you think the reasons are untrue, I still want to hear them”. If the group hesitates, you can begin by writing down, ‘Violence only happens among poor, uneducated people’.
- Continue to elicit suggestions for 5-10 minutes, or until you have a large collection of statements written down.
- Divide the participants into 12 groups (preferably in pairs or groups of three) and

explain to the whole room, “I will now hand out some of the most common myths, including some that we have discussed today, and I want you to work together to correct it, writing the truth on the flashcards provided. To do this, you can use the knowledge you have gained already in this workshop and the fact sheet you will receive. In 15 minutes, you will present your ‘myth-buster’ to the whole group. You can use as many flashcards as you need, writing one fact or statement on each flashcard that ‘busts’ your myth.”

- Hand out one myth and one copy of the factsheet to each small group.
- Give participants 15 minutes to work on their ‘myth-buster’, moving around the room and providing advice and support where necessary. Use this time to create a board at the front of the room with ‘Myths’ written on one side and ‘Truth’ written on the other. Groups will tape their flashcards to this board later.

7 When time is up, call “Stop!” and ask the small groups to take turns bringing their flashcards to the front and presenting their ‘myth-buster’ to the rest of the group, taping their flashcards to the board using the tape provided at the front of the room when they are finished. After each presentation, ask the room if there are any questions or additions they want to include.

8 When the presentations are finished, summarize the activity, “In this activity we worked together to eliminate some of the myths that surround violence against women. In your ‘myth-busters’, you showed that the truth is far more complicated than many of the beliefs we started with. The absolute truth is that violence can affect anyone and is never justified. It is a serious issue that can and should be stopped, and the responsibility for ending violence against women belongs to everyone. Any beliefs that tell us anything different, need to be myth-busted in each of our communities and countries”

Myths

(Note: Photocopy, cut-out and distribute)



VIOLENCE IS A PRIVATE ISSUE AND SHOULD NOT BE DISCUSSED WITH OTHER PEOPLE.

ALL MEN USE VIOLENCE AT SOME POINT IN THEIR LIVES.

EVEN IF THERE IS VIOLENCE IN THE RELATIONSHIP, PARENTS SHOULD REMAIN TOGETHER FOR THEIR CHILDREN.

WOMEN ARE MORE LIKELY TO EXPERIENCE VIOLENCE AT THE HANDS OF A STRANGER.

IF A WOMAN IS WEARING REVEALING CLOTHING, SHE MUST TAKE SOME RESPONSIBILITY FOR SEXUAL VIOLENCE.

VIOLENCE AGAINST WOMEN IS RARE AND NOT LIKELY TO AFFECT ANYONE I KNOW.

VIOLENCE ONLY OCCURS WITHIN CERTAIN GROUPS OR TO CERTAIN ‘TYPES’ OF PEOPLE.

IF A WOMAN IS DRINKING OR DOING DRUGS, SHE WANTS TO HAVE SEX EVEN IF SHE DOESN'T SAY ‘YES’.

THE GOVERNMENT PROVIDES ALL THE SUPPORT NECESSARY TO WOMEN EXPERIENCING VIOLENCE.

WOMEN CANNOT BE ASSAULTED OR RAPED BY THEIR HUSBANDS OR PARTNERS.

THINGS CAN'T BE THAT BAD IF A WOMAN HASN'T LEFT THE VIOLENT RELATIONSHIP.

VIOLENCE AGAINST WOMEN WITHIN THE FAMILY SETTING DOESN'T REALLY AFFECT CHILDREN THAT MUCH.

Fact Sheet

(Note: Photocopy and distribute or write your own)



A STUDY IN CAMBODIA REVEALED THAT MOST MEN AND WOMEN DID NOT VIEW DOMESTIC VIOLENCE AS A CRIME.¹

IN VIET NAM, WOMEN EXPERIENCING VIOLENCE EARN 35 PER CENT LESS THAN THOSE NOT ABUSED.²

IN CHINA, WOMAN EXPERIENCE VIOLENCE WERE UNLIKELY TO SEEK HELP DUE TO THE IDEA OF VIOLENCE BEING A PRIVATE ISSUE, LACK OF AWARENESS OF AVAILABLE SERVICES AND THE LIMITED NATURE OF SUPPORT AVAILABLE.³

ALTHOUGH SOME MEN USE VIOLENCE, STUDIES SHOW THAT MANY MORE MEN HAVE NEVER PARTICIPATED IN VIOLENCE AGAINST WOMEN IN ANY FORM.⁴

IN AUSTRALIA, VIOLENCE AGAINST WOMEN AND CHILDREN COSTS AN ESTIMATED US\$11.38 BILLION PER YEAR.⁵

OUT OF ALL THE WOMEN MURDERED EACH YEAR AROUND THE WORLD, 40% HAVE BEEN KILLED BY AN INTIMATE PARTNER.⁶

CHILDREN WHO WITNESS VIOLENCE WITHIN THEIR HOME OFTEN EXPERIENCE SIGNIFICANT DAMAGE TO THEIR SOCIAL, PHYSICAL AND EMOTIONAL DEVELOPMENT.⁷

ACROSS THE ASIA-PACIFIC REGION, VIOLENCE OCCURS IN ALL INCOME LEVELS AND ETHNIC COMMUNITIES.⁸

WITHIN THE ASIA-PACIFIC REGION, MEN WHO HAD EXPERIENCED ABUSE AS A CHILD WERE MORE LIKELY TO USE VIOLENCE WITHIN THEIR RELATIONSHIPS AS ADULTS.⁹

MORE THAN 40% OF WOMEN IN SOUTH-EAST ASIA REPORTED EXPERIENCING SEXUAL VIOLENCE AT SOME POINT IN THEIR LIVES.¹⁰

IN BANGLADESH, 98% OF URBAN MEN AND 88% OF RURAL MEN WHO COMMITTED RAPE, REPORTED NO LEGAL CONSEQUENCES. JUST OVER ONE THIRD REPORTED FEELING GUILTY.¹¹

IN LAO PDR, 92% OF MEN AND 94% OF WOMEN AGREED THAT IT IS IMPORTANT FOR A MAN TO EXERT POWER OVER HIS WIFE AND TO DEMONSTRATE THAT HE IS HEAD OF THE FAMILY.¹²

MANY WOMEN EXPERIENCING VIOLENCE ARE UNLIKELY TO SEEK HELP DUE TO THE STIGMA OF VIOLENCE BEING A PRIVATE OR SHAMEFUL PROBLEM, LIMITED SUPPORT SYSTEMS AND/OR A LACK OF AWARENESS OF AVAILABLE SERVICES.¹³

CITATIONS

1. Gender and Development for Cambodia (2012) A Preliminary Analysis Report on Deoum Troung Pram Hath in Modern Cambodia: A Qualitative Exploration of Gender Norms, Masculinity and Domestic Violence. Phnom Penh

2. UN Women Viet Nam (2012) Final Report on Estimating the Costs of Domestic Violence Against Women in Viet Nam.

3. United Nations Joint Programme and Chinese Academy of Social Services (2012) Preventing and Responding to Domestic Violence in China through a Multi-sectoral Approach. Beijing.

4. Partners 4 Prevention (2013) Why Do Some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multi-country Study on Men in Asia and the Pacific.

5. The National Council to Reduce Violence against Women and their Children (2009). The Cost of Violence against Women and their Children. Commonwealth of Australia, Canberra

6. WHO (2013) Global and Regional Estimates of Violence against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence.

7. UNICEF (2006) Behind Closed Doors: The Impact of Domestic Violence on Children

8. Partners 4 Prevention (2013) Why Do Some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multi-country Study on Men in Asia and the Pacific.

9. Partners 4 Prevention (2013) Why Do Some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multi-country Study on Men in Asia and the Pacific.

10. WHO (2013) Global and Regional Estimates of Violence against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence.

11. Partners for Prevention (2011) Men's Attitudes and Practices Regarding Gender and Violence Against Women in Bangladesh.

12. Gender and Development Group (2011) Domestic Violence Research in 5 Provinces, Laos PDR.

13. UN Joint Programme and Chinese Academy of Social Sciences (2012) Preventing and Responding to Domestic Violence in China through a Multi-sectoral Approach.

Violence Around Us

Activity Type: Large Group Activity and Discussion

OBJECTIVES

Become familiar with recognizing violence against women within the news and media.

Learn to distinguish between psychological, physical, sexual and economic violence.

PREPARATIONS

As many newspapers or news magazines as possible (preferably at least one per participant).

Four large sheets of flipchart paper taped on the wall in a grid.

Tape and scissors.

TIME

 **60 minutes**



Key concepts: Types of Violence, Patriarchy

STEPS

1 Explain to participants: “Together, we will be taking a look at the news around us to identify how violence against women occurs in our communities, countries and the world. We will be working as a group to find examples of different types of violence that can be found in the headlines and pictures of newspapers and magazines.”

2 Using 4 sheets of flipchart paper, write one type of violence on the top of each paper.



EMOTIONAL VIOLENCE

Making threats to hurt someone.
Verbally bullying someone.
Banning someone from seeing their family or friends.

PHYSICAL VIOLENCE

Hitting, beating, punching, using weapons.
Throwing or breaking possessions.

SEXUAL VIOLENCE

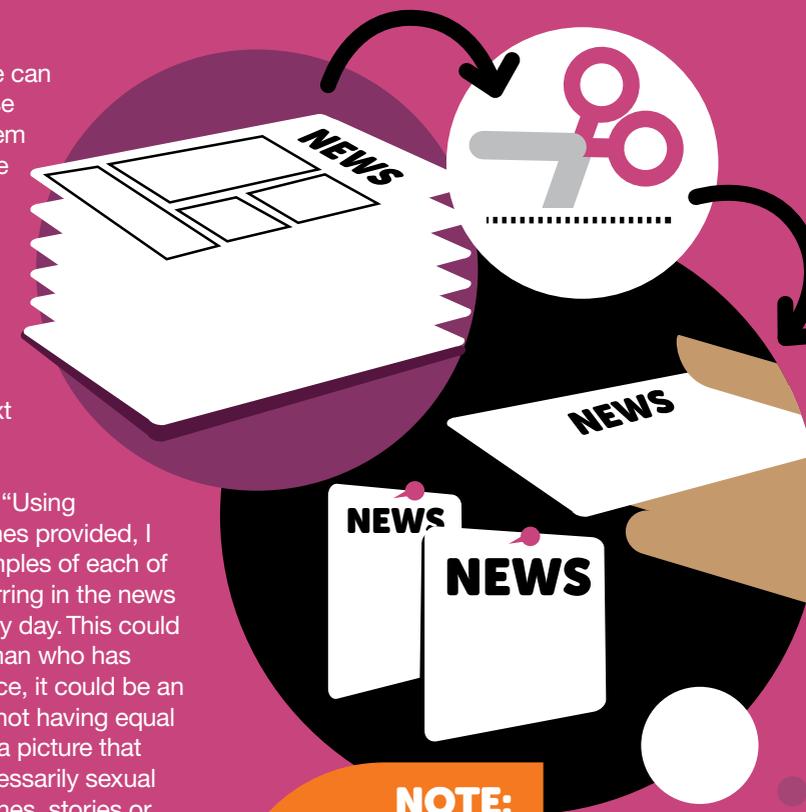
Making other people do sexual things they don't agree to.
Rape, including within marriages.
Using sexual language or images to harass someone.

ECONOMIC VIOLENCE

Stopping someone from working.
Taking someone's money from him or her.
Making someone who is dependent on you beg for money.

3 Ask the participants if anyone can provide any examples of these types of violence and add them to the board. Try to elicit some of the examples listed on the previous page and add them to the flipcharts. When there are several examples of each type of violence, take the papers and post them around the room for easy reference during the next activity.

4 Explain to the participants: “Using the newspapers and magazines provided, I want you to try and find examples of each of these types of violence occurring in the news or in images that we see every day. This could be a news story about a woman who has experienced domestic violence, it could be an editorial about some people not having equal access to jobs or it could be a picture that presents women in an unnecessarily sexual way. As you find these headlines, stories or pictures, you can cut them out and tape them in the appropriate box on the wall. Use your fellow participants as support, work together and share ideas! You will have 30 minutes.”



NOTE:

If there is access to a computer lab and printer, this could also be done by searching news websites online.

5 Help distribute the materials and while participants are working, move around the room encouraging students in their discussions and in their searches. You may want to add further flipchart paper if more space is needed.

6 When 30 minutes have passed and the grid has a variety of examples, call, “Stop!” and ask participants to take their seats again. As a group, read over some of the examples that were posted on the grid. Encourage participants to explain their choices, ask questions or suggest corrections to the placement of the clippings.

7 When all the clippings have been looked at and analyzed together, summarize with, “In this activity, we worked together to identify the many forms of violence against women that can exist around us. Although, everyone did a very good job finding so many types of violence in the news and media around us, we must remember that most violence against women is never reported and would never be talked about in newspapers or magazines. It is also important for us to remember that violence does not just mean hitting or assaulting someone, but can include many other ways of causing harm to another person. Once we understand the types of violence that surrounds us we can work together to prevent and stop all of its forms, whether physical, emotional, sexual or economic.”

Stories of Survival

Activity Type: Small Group Discussion

OBJECTIVES

Use case studies to understand different types of violence against women and how they occur.

Think critically about the causes of violence and how they can be addressed.

PREPARATIONS

Copies of the case studies.

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME

 **45 minutes**



Key concepts: Gender Roles, Stigma

STEPS

1 Explain to participants: “In groups, we will be looking at case studies to understand how and when violence against women occurs in our communities. We will also discuss the human rights that are taken away when abuse happens and some of the ways that it can be prevented.”

2 Using a flipchart or whiteboard, write down the following questions to guide the group discussions and read them to the participants, making sure they understand:

A. What types of violence are seen in this situation?

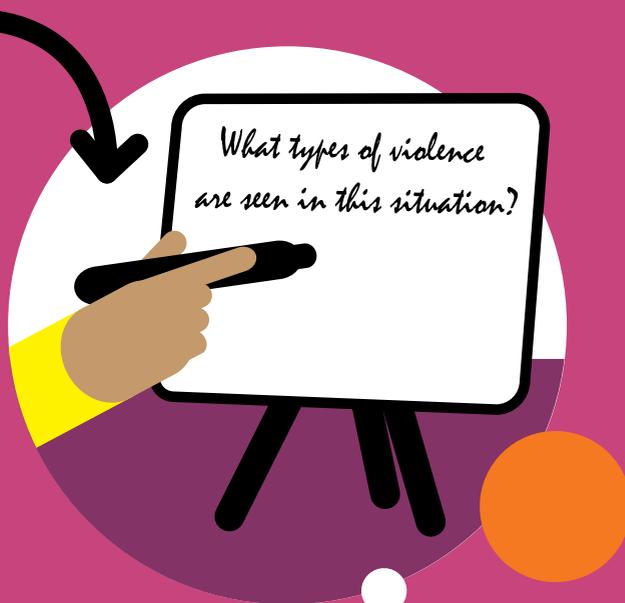
B. How did this situation happen – what are the reasons that contributed to this violence?

C. Who is responsible?

D. What could have been done to prevent the violence?

3 Divide the class into 5 groups, one for each case study. Hand out the copies to each group, making sure that within each group, every member has a copy of the same study.

4 Explain to the participants: “You will have 30 minutes to read the case study your group has been assigned and answer the questions through group discussion on the flipcharts. When the time is finished, each group will describe their case and explain their answers to the rest of the participants.”



NOTE:

This is an activity that may contain ‘triggers’ that upset some participants. It deals with sensitive subjects that may bring up unpleasant memories. This means that is important to remind participants before the activity begins that this is a safe space where everyone can feel comfortable.

5 Allow the groups 30 minutes to work, answering questions as necessary.

6 When time is up, call “Stop!” and ask the groups to take turns presenting their case studies and their discussion points to the rest of the room. Make sure to include time for other participants to ask questions or give comments.

7 When the presentations are finished, summarize the activity, “With this activity, we looked at case studies of how and when violence against women sometimes occurs. It’s important to remember that these are just some examples, but that there are many different types of violence and different contexts where it happens - much more than the 5 cases we have looked at today. It is important to look at real cases so we can begin to think of real solutions”

Case Studies

(Note: Photocopy and cut out or create your own.)



CASE STUDY 1

Soon after I started working at a new job in an office near my family home, I began dating a co-worker who is handsome, well educated and who takes me out to fancy restaurants and buys me beautiful gifts. All my friends are jealous of our relationship and think I am so lucky to have found such a wonderful boyfriend. I thought I was lucky too, but recently he has started treating me differently. He has become very controlling and tells me who I can spend time with, what I should wear and how often I should see my family. If I make him upset, he calls me terrible names and makes me feel stupid and worthless. He also makes me feel ugly and ashamed of my body and appearance. I don't want to tell my friends or family about these problems because I don't think they will take it seriously. I mean, he never actually hits me, so it isn't abuse right?

Case Studies

(Note: Photocopy and cut out or create your own.)



CASE STUDY 2

I got a very good job helping at a shop near our house. My family really needed the money. We had known the owner of the shop our whole lives and called him 'Uncle'. He is very well-respected in our community as a good businessman and a good leader. When I was working there, he started paying me lots of attention and telling me how pretty I was – which made me feel very good. No one usually says anything nice to me. But soon, he started pressing against me when no one was looking and I started to feel terrible. I was so surprised and asked him to please stop. I was very scared of losing my job though, so I didn't do anything else to stop him, such as telling my family. One day, when everyone else was gone and the shop was closed, he raped me in the back room. I can never tell anyone else because I am afraid of what he will do to me or to my family. We need the money and I am afraid people will think it was my fault.



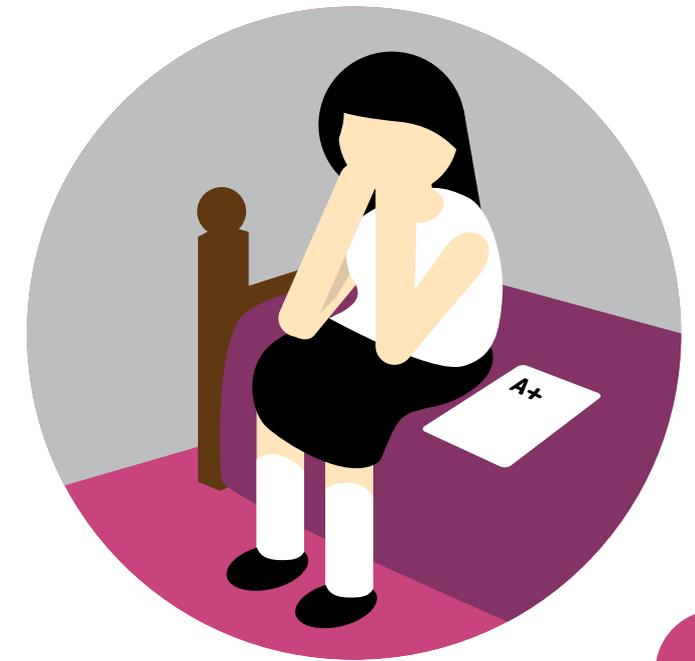
CASE STUDY 3

I was studying at high school near the capital city. I didn't have very many friends because I had moved there from the rural area. I got to know a boy who was studying with me and after a few months we became close friends. One day, he asked me to come to his friend's birthday party at a nearby karaoke club. While I was there, he asked me to drink alcohol and convinced me, "don't worry, you won't get drunk with just one glass". There were many people there that I didn't know and by the end of the evening, I had had quite a lot to drink and felt very unwell. I don't remember what happened or how I got home that night, but ever since I have been receiving harassing text messages and emails. People have been posting insults and calling me horrible names on social media sites, where my family and friends can see. The worst part is that a stranger has been sending me compromising photos that were taken of me that night and is threatening to post them online as well. I've asked them to stop, but they just won't leave me alone! This made me feel ashamed, sad and also frightened for my own safety. Because I thought it was my fault for drinking, I didn't tell anyone. I don't remember what happened or what I did that night, so how can I get any help?



CASE STUDY 4

For 10 years, I have been married to a man who I grew up with in my village. We have three young children together and I think we have a very normal marriage. Sometimes my husband will get angry with me when I have forgotten to complete a chore or have not done something properly, but usually he will only yell at me and call me names. I know he can sometimes be a bad-tempered man, but I have accepted that, as his wife, it is my job to maintain family harmony and peace. It is only when he drinks that he will be angry enough to hit me. This didn't use to happen very often, but six months ago, he lost his job and he is spending more time drinking and more time hitting me. I know that this is wrong and I am afraid of my children seeing this happen, but I don't know what I can do about it. I don't have any money and I don't think my family would help me because this sort of problem is personal and not talked about. I think I just need to keep working hard to be a better wife so he won't get angry at me.



CASE STUDY 5

I am 17 years old and am studying at a very good high school, hoping to go to university soon. I work very hard in school and my grades are the most important thing for me and my family. I am under a lot of pressure as my family is spending all their money on my classes and school materials. A few weeks ago, my science teacher asked me to stay after school to talk about my grades. He has always been very nice to me in class so I wasn't worried, but when we were alone, he started to touch me and call me beautiful. It made me very uncomfortable and I wanted to leave. Before I could go, he threatened that if I wouldn't sleep with him, he wouldn't give me a passing grade and he would tell everyone I had tried to sleep with him. I'm afraid of being kicked out of the school if anyone finds out and about losing my place in university if I fail this class. I don't know what to do and don't know who I could tell. I'm very confused and frightened!



Chapter Three: Healthy Relationships



Introduction

An important part of understanding violence against women and gender equality is about learning how we can engage with other people in healthy, respectful ways, free of violence and injustice. This includes learning how to deal with the conflict and disagreement that can happen in any relationship, whether it is with our parents, our siblings, our partners, our friends or our neighbors. Focusing on our romantic relationships, we will also address the issue of consent, learning about the tools we can use to ensure both partners' safety and security.

KEY LEARNING POINTS:

HOW DO GENDER ROLES AND POWER PLAY A PART IN OUR RELATIONSHIPS?

Healthy relationships are relationships where both parties can have their voices heard and are treated with respect and dignity. When one person has more power than the other or is not valued or respected because of his or her gender, this can lead to tension, oppression and sometimes violence.

HOW DO WE SAFELY AND RESPECTFULLY DEAL WITH CONFLICT?

Every relationship experiences conflict. Whether it is with your parents, your siblings or your partner, there will be times when you disagree with each other or when one of you is unhappy. In healthy relationships, this conflict is resolved through communication and using the support of networks around us. It is never solved through any form of violence, whether physical, emotional, sexual or economic.

WHAT DO WE MEAN BY CONSENT AND NEGOTIATION?

Within romantic relationships, there are important discussions that need to be had around security and safety. It is the responsibility of both partners to make sure that any activity that happens is agreed to and accepted, which is what we mean by consent. When both parties consent, it creates a secure environment that can be mutually enjoyed. When there are disagreements about parts of the sexual activity, such as whether or not to use contraceptives, both partners must have their voices heard and their opinions respected as the couple negotiates how to proceed. In a healthy relationship, neither participant will ever feel forced to take part in an activity that he or she is not comfortable with.

RELATIONSHIPS IN OUR LIVES

PARENTS AND CHILDREN
PARTNERS (HUSBANDS, WIVES, GIRLFRIENDS, BOYFRIENDS)
BROTHERS AND SISTERS
CLASSMATES
FRIENDS
COLLEAGUES
TEACHER AND STUDENT
EXTENDED FAMILY
NEIGHBOURS

Who's got the power?

Activity Type: Small Group Roleplay and Large Group Discussion

OBJECTIVES

To discuss the sharing of roles and responsibilities that exist within healthy, equal relationships.

To understand how each partner's expectations within a relationship can lead to conflict and to learn negotiation skills to help manage this conflict.

PREPARATIONS

Photocopy and cut out 1 copy of each of the flashcards on 57 and 58.

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

TIME



60 minutes



Key concepts: Healthy Relationships, Gender Roles

1 Explain to participants: "Too often, relationships experience inequality because of the idea that men can control women and their bodies. This is one of the root causes of violence against women. To ensure equal treatment, respect and dignity for both parties, couples must use communication skills to negotiate the duties and expectations within relationships. In this activity, you will all be divided into pairs and will be given a flashcard which will show a common situation that couples have to deal with in relationships. Within your pairs, you will each take on the role of one partner and will have 15 minutes to discuss how this issue is dealt with in **unhealthy relationships**. When I call stop, each pair will take turns acting out the scene in 1-2 minutes to the rest of the participants."

2 Divide the participants into pairs and give each pair one of the flashcards.

3 Give the participants 15 minutes to discuss and prepare their role plays in pairs and move around the room providing encouragement and support where necessary. After 15 minutes call, "Stop!"

4 One by one, ask the pairs to come up to the front of the room, describe their flashcard to the room and then perform their short 1-2 minute plays. Encourage other participants to contribute any questions or comments after each performance.

5 When all presentations have ended, explain to participants, "I will be collecting your flashcards, shuffling them and then redistributing so each pair will receive a different card. This time, I want you to work together to discuss how this issue can be dealt with in a **healthy relationship**. Again, you will have 15 minutes to develop your role play and then will present to the other participants."

6 Give the participants 15 minutes to discuss their role plays in partners and move around the room providing encouragement and support where necessary. After 15 minutes call, "Stop!"

7 One by one, ask the pairs to come up to the front of the room, describe their flashcard to the room and then perform their short role plays. Encourage other participants to contribute any questions or comments after each performance.

8 When everyone has returned to their seats, debrief by asking the following questions:
A. How were the relationships improved in the second role plays?

B. How did the couples solve the problems on the flashcards in healthy and respectful ways, compared to the unhealthy ways in the first role plays?

C. What were some examples of effective communication or negotiation that were used?

D. How did each partner behave differently between the first role play and the second?

9 Summarize: "In this activity, we looked at how people in relationships work together to address common situations. As we saw by using unhealthy and then healthy examples of conflict resolution, there are many different ways that problems and differences can be discussed or handled by couples. Whether it is a discussion about child-raising, household chores or finances, every relationship will experience conflict at some point. The key to having healthy relationships is making sure that respectful communication and equal consideration of each person is always used even when couples disagree."

Flash Cards

(Note: Photocopy and cut out each card or write your own.)



MONEY
(WHEN TO SAVE OR SPEND/
MAKING BIG PURCHASES)



TAKING IT PUBLIC
(HOW TO 'ACT LIKE A COUPLE'/
SOCIAL PRESSURES)



FREEDOM TO GO OUT
TO SEE FRIENDS



WORKING OR STUDYING
OUTSIDE THE HOME

Flash Cards

(Note: Photocopy and cut out each card or write your own.)



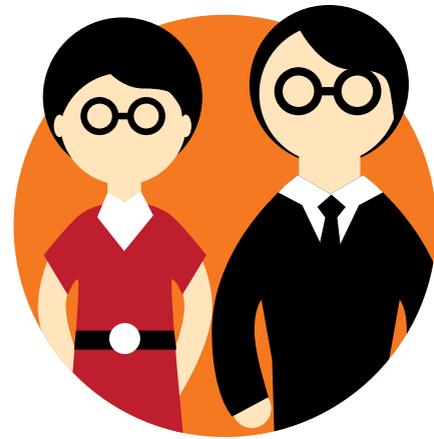
HOUSEWORK



SEX
(WHEN/HOW OFTEN/USING PROTECTION/
USING PORNOGRAPHY)



HAVING CHILDREN
(TO HAVE OR NOT TO HAVE/WHEN TO HAVE
CHILDREN/ HOW TO DISCIPLINE)



**RELATIONSHIPS WITH
FAMILY MEMBERS**
(RESPONSIBILITIES, TIME SPENT)



WHAT TO WEAR



**PRIVACY TO USE PERSONAL
MOBILE PHONES OR
SOCIAL MEDIA**

Standing Up for Yourself

Activity Type: Personal Reflection and Small Group Roleplay

OBJECTIVES

To develop strategies to negotiate safe spaces of equality and respect within different types of relationships.

To recognize how power imbalances can affect how we interact with others.

PREPARATIONS

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

NOTE:

This activity is particularly effective when the facilitator shares a story to start the discussions. This story could be personal or could a case study. Some examples could include:

- Negotiating with parents about a later curfew.
- Defending yourself to a teacher against an unfair grade.
- Standing up to peer pressure to do drugs or drink alcohol within a social group.
- Being 'bullied' or influenced to progress too quickly in a romantic relationship.

TIME



60 minutes



Key concepts: Consent, Power

STEPS

1 Explain to participants: "At some point in our lives, we have each had an experience where we felt powerless and were afraid of standing up for ourselves. This may have been in a romantic relationship, with our parents, with a teacher, with friends or within our communities. It can be difficult sometimes to be assertive and stand up for what you believe in, but it is also very important! In this activity we will start by sharing with each other a moment that you remember feeling 'silenced', a moment that you felt that you could not say what you wanted to say."

- 2** Write on a flip chart at the front of the room:
- **Who was involved?**
 - **What happened?**
 - **How was the result different from what you wanted?**
 - **What words or actions did the other person use to influence you?**
 - **How did this make you feel?**

3 Divide the participants into small groups (four people maximum) and announce, "I would like you each to take five minutes to think about a story you are comfortable sharing from your life when you felt you were treated unfairly or one where you weren't able to stand up for yourself. In 5 minutes I will ask you to share this story with your group-members, while everyone listens with respect and open-minds to create a safe environment for sharing. Please try to answer the questions on the flipchart as you tell your story."

4 After five minutes, ask the participants to begin sharing and listening to each other's stories. Circulate around the room to ensure that everyone is participating and listening respectfully.

5 Allow the groups to share for 10-15 minutes, until everyone has had a chance to tell their story. Call the group back together and announce, "Thank you to everyone for sharing your stories. It can be hard sometimes to remember these moments that make us feel sad or angry or helpless. For our next activity I want us to work together to "flip the script" on these situations. How could we have handled these situations in positive, powerful and respectful ways that allow each of us to stand up for ourselves?"

6 Write on the flipchart one more question:

- **How could I have stood up for myself?**

7 Continue, "I would like you to work in your groups and together, choose one of the stories that were shared. Using this story, I want you to work together to re-write the situation to create a positive outcome. Let these stories show the individuals standing up for themselves and using effective communication and their own power to speak out for what they believe. You will have 15 minutes to discuss your scenario and then I would like members from your group to come up and demonstrate this in a role play for the rest of the participants."

8 Give the participants time to discuss their role plays in their groups and move around the room providing encouragement and support where necessary. After 15 minutes call, "Stop!"

9 One by one, ask the groups to come up to the front of the room and perform their short role plays. Encourage other participants to contribute any questions or comments after each performance.

10 When everyone has returned to their seats, debrief by asking the following questions:

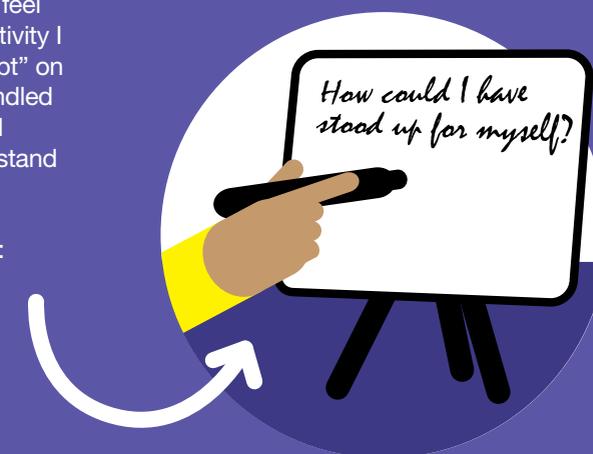
- **What examples of positive communication did we see in these stories?**

- **How was the power balanced in the end? Was this fair? How could it be improved?**

- **Do you think the individual did enough to stand up for themselves?**

- **Why are these important skills to learn? How will you use them in your life?**

11 Summarize: "There are many types of relationships in our lives, not all of them will have equal power. Our teachers and our parents for example, will remain authorities with more power than us. However, it is important that every relationship we have is built on a foundation of mutual respect and effective communication. When one person isn't able to have his or her voice heard, particularly in situations related to their safety or human rights, this can create an unhealthy and dangerous power imbalance. Within this activity, we saw different examples of how we can each stand up for ourselves in these difficult situations and saw how these communication skills can be applied to many different types of relationships in our lives. As we move forward, we will continue to use these skills and continue to find ways that we can speak out and stand up for ourselves and for those around us."



Problem Tree

Activity Type: Large Group Discussion and Small Group Activity

OBJECTIVES

To ensure a thorough understanding of the causes and effects of gender inequality, violence against women and discrimination.

To work in groups to discuss and create visual images of the complex causes and effects of these issues.

PREPARATIONS

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

Prepare extra flipcharts for group work.

TIME



45 minutes



NOTE:

This activity works best when participants are divided into groups of 5-8. Ensure that there is one flipchart or large poster paper per group.

STEPS

- 1 Draw a large tree trunk on a flipchart at the front of the room so all participants can see.
- 2 On the trunk of the tree write the problem: Poverty. Explain to the group, "Problems of all sizes and circumstances various types of causes. Often society only focuses on one specific cause, but ultimately fails to solve the problem because they ignore the many other contributing issues."

- 3 Drawing roots down from the trunk, write Power, Society, Ignorance, Politics. Explain, "Each of these issues can be causes of poverty. But we can also expand these issues farther to be more specific" Drawing smaller roots from the initial four add the following words:
 - POWER:** Access to jobs, Access to education
 - SOCIETY:** Class discrimination, Lack of solidarity or support networks
 - IGNORANCE:** Racism, Stereotypes of poor as lazy, drunk etc.
 - POLITICS:** Discriminatory laws, Taxes on the poor, Lack of job creation

Key concepts: Types of Violence, Patriarchy

- 4 When these have been written and read out to the group, give participants 5 minutes to suggest any further direct or indirect causes that can be added.
- 5 Draw three branches on the top of the trunk, Social, Psychological, Health. Explain, "Just like there are many complex causes of any problem, there are also many different effects. These main branches show three of the effects of poverty. However, just like with the causes, we can also look at the specific effects of poverty as well." Drawing smaller branches from the initial three, add the following words:
 - SOCIAL:** Causes inequality within communities, Isolation from support networks

PSYCHOLOGICAL: Feelings of inferiority/superiority, Increase in suicide/self-harm/substance abuse.

HEALTH: Risk of infectious diseases, Limited access to healthcare services/healthy nutrition.

- 6 When these have been written and read out to the group, give participants 5 minutes to suggest any further effects that can be added.
- 7 By now you should have a tree that resembles the one shown here. Announce to the class, "I would now like you to get into small groups of 6-8 and I will be giving each group a problem that you will then have 15 minutes to 'map' out on your own problem trees."

- 8 Once participants are settled in their group work areas, ensure that everyone has a flipchart and the necessary pens/marker. Walking around the room, assign each group a different problem from the list below:
 - Domestic Violence
 - Sexual Harassment in School/Workplace
 - Early and Forced Marriage
 - Rape

NOTE:

As the facilitator, feel free to add or substitute other problems that may be applicable to your area or participant group. Depending on your area, these could include dowry crimes, 'honour' killing, female genital mutilation, etc. It is important that participants be aware enough of problems causes and effects.

- 9 Give the groups 15 minutes to work together on their Problem Trees, circulating around the room to answer questions and provide inputs where helpful.
- 10 After 15 minutes, call 'Stop!' One by one, ask each group to come to the front of the room to present their Problem Trees. Encourage the rest of the room to ask questions or provide additional suggestions during a brief feedback session.

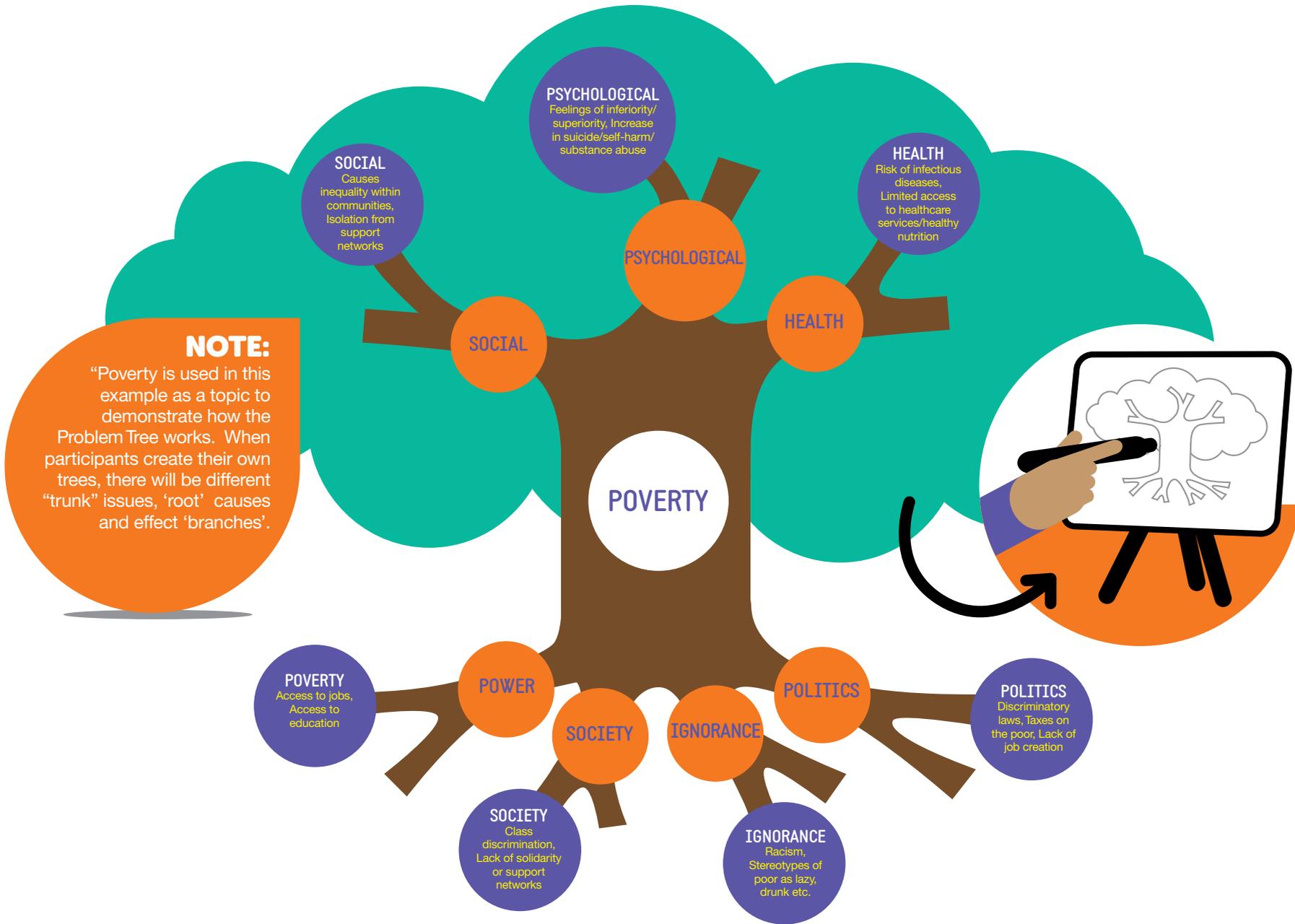
- 11 **Summarize:** "During this activity we saw how different issues can be influenced by a variety of causes and can lead to a wide variety of consequences. These causes and effects will often vary for different people in different contexts. Likewise, men and women may feel the effects of similar influencing factors differently due to their gender-based privileges and perspectives. It is important for us to understand the complexity of these problems before we can address how to solve them, because just as there is not one cause to any issue, there is also more than just one solution. Whether it is reducing alcohol abuse, raising awareness about domestic violence or lobbying for VAW legislation, we need to make sure that our efforts address the many causes and effects of these issues"

Adapted from: Y-Peer, Youth Peer Education Toolkit (2005)

MORE OVER THE PAGE...

Sample Problem Tree

(Note: Draw the tree on a flipchart)



What would you say?

Activity Type: Large Group Activity and Discussion

OBJECTIVES

To reinforce our understanding of healthy relationships and gender equality.

To use scenarios from real life showing how gender roles can be performed to promote thoughtful discussion.

PREPARATIONS

Copies of the flashcards, at least one per participant.

A flipchart or whiteboard, markers.

Write down the questions listed under Step Two (see below) on the board ahead of time.

TIME



60 minutes



NOTE:

Extra copies of the flashcard sets can be made for participants to take home to promote discussions with friends and family if desired.

Key concepts: Gender Roles, Circles of Influence (see Chapter Two)

NOTE:

If there are more participants than flashcards, the cards can be copied so that more than one person has the same card.

1 Explain to participants: “Sometimes simple conversations can be the best way to discuss new ideas, exchange perspectives on different topics and promote new forms of understanding. Within this activity, we will continue to explore the topics of gender, violence and relationships. It’s important that we develop our confidence in expressing our opinions and engaging with these ideas with our friends and community members. To help us do that, we will take simple images and questions to promote discussion among our group. I will be giving each of you a flashcard with a different situation and question and when I say ‘Go’, I want each of you to simply move around the room and ask your fellow participants to answer the question. You will have about 1-2 minutes per

person to share your flashcards and discuss your answers. Don’t worry about writing down or recording any answers, but instead use this opportunity to ask each other questions and learn more about the different perspectives that you hear.”

2 Hand out the flashcards face down to each participant and announce, “When I say go, begin moving through the room, showing your flashcard to each person and asking them the question on the card.

3 Say, ‘Go’ and observe the group as they move around and discuss with each other. After most people have had a chance to speak to each other, or in about 20 minutes, call “Stop!” and ask everyone to return to their seats.

4 When everyone is seated again, ask for any volunteers who would like to describe their flashcard and tell the group any interesting observations they made while moving around the room. This may include any surprising answers or might be an opportunity for them to share their own opinion with the room. Give around 15 minutes for group feedback. You may want to use some of these questions to encourage a brief discussion:

- Do you think the answers received to some of these questions would have been different if the gender roles were reversed?
- How do you think power was being used?
- Were any of these situations an example of a healthy or unhealthy relationship? How?”

5 Summarize: “While it is very important for each of us to understand the ideas of gender equality, healthy relationships and ending violence against women, it is also important for us to become comfortable with discussing these topics with our family and friends. Through this activity, we can begin to start that discussion. As we move into the final chapter of ‘Activism’, I would encourage each of you to use these images within your own communities to begin to engage those around in these important topics, remembering that we each have a responsibility to stand up for the human rights of others, gender equality, safety and respect for all.”

Adapted from: Raising Voices, SASA! (2008)

Flashcard Scenarios

(Note: Photocopy and cut out each card.)



Are there any jobs that men can do that women cannot?



Should all responsibilities be shared in relationships?



What would you do if these were your parents?



If you passed this couple on the street, what would you do?

Flashcard Scenarios

(Note: Photocopy and cut out each card.)



Do men or women have a right to sex in a relationship?



Does there have to be one 'head' of the family?



How could you encourage this father?



What would you do if you learned about this?



If this was your neighbour, what would you do to help her?



What would you do if you saw this happening in your community?



What would you do if you saw this?



What would you do if you saw this?



Can men be stay-at-home parents as well as women?



How would you react if you were his friend?



What would you do if these were your neighbours?



Whose responsibility is it to ensure safe sex?

Chapter Four: Taking Action

A decorative graphic on the right side of the page, set against a red background. It features several circles of varying sizes and colors: teal, orange, and white. One large teal circle is prominent in the lower right, with several smaller circles of the same colors scattered around it and in the upper right corner.



Introduction

In the previous chapters we have focused on the ideas of gender equality, power, and violence, and how they apply to our relationships. However, it is also important to know how we can use this knowledge to make a difference in our own lives and in the world around us. In this chapter we will focus on the tools and strategies that each of us can use to become activists and we will learn how our actions can make the world a safer and more equal place for everyone.

KEY LEARNING POINTS:

WHAT DOES IT MEAN TO BE AN ACTIVIST?
An activist is someone who feels strongly about an issue, educates him- or herself and feels the need to do something about it. Anybody can be an activist: it doesn't require any special skills or tools, just the courage to speak up for what you believe in, give support to those around you, and take action. Being an activist doesn't mean you have to be radical or rebellious, it is about living your beliefs and raising your voice against injustice around you.

CONCRETE WAYS WE CAN BE GENDER ACTIVISTS IN OUR COMMUNITY

- Organizing workshops on ending violence
- Drawing posters to raise awareness
- Standing up against any injustice that we see around us
- Committing to living lives free of violence and injustice
- Joining groups working to advance human rights or gender equality
- Working with others to organize creative performances, events or marches
- Using social media to raise our voices and involve others
- Writing letters to politicians and leaders about your issue
- Submitting articles to local newspapers advocating for change

IDENTIFYING RESOURCES AND SUPPORT NETWORKS

This chapter will provide information about the networks and systems that are available to support young activists. In addition to participants brainstorming about the local resources and support networks available within the activities, it would also be helpful for facilitators to use the online resources at <http://asiapacific.unwomen.org/VAW/gamechangers> to share success stories from around the region and information about organizations working in the field.

BEING SAFE IN OUR ACTIVISM

When we learn about activism, it is very important that we also talk about safe activism. Sometimes people can be tempted to use extreme or dangerous methods to have their voice heard when they are speaking up for a cause that they care strongly about. We must remain focused on strategies that allow us to raise our voices, but that also keep us safe and don't put us or our fellow activists in danger. This involves being aware of the laws and security risks where you live and making informed and smart decisions about activism to ensure that you do not expose yourself or others to harm.

Living Our Beliefs

Activity Type: Small Group Discussion and Personal Reflection

OBJECTIVES

To understand the significance of 'living our beliefs' and how this is the first and most important step of activism.

To brainstorm ways that we can 'live our beliefs' every day in common situations.

PREPARATIONS

Prepare five copies of each of the scenario cards over the page.

Prepare a copy of the Self-Analysis Worksheet on page 83 for each participant.

Flip chart paper, markers, pens, tape

TIME



STEPS

1 Explain to participants: "Too often, what we say that we believe is different from how we choose to act in our daily lives. It can often be difficult to have our beliefs match our behaviours, because of peer pressure, social norms or our own habits. People involved in activism must constantly evaluate whether they are living their beliefs, understanding the importance of being role models for others. In this exercise, we will examine the importance and challenges of practicing what we believe in by looking at different types of activists and brainstorming ways that they may support or contradict the values that they hold."

2 Divide the participants into five groups by counting off from one to five. Assign each group a number and ask them to remember this number. Distribute a complete set of scenario cards to each group.

NOTE:

Participants will be divided into small groups. If you use fewer groups, you should also use fewer cards. There should be the same number of groups as there are scenario cards used.

Key concepts: Circles of Influence (see Chapter Two), Power

3 When everyone is gathered around the images ask participants the following questions:
A. What type of activism do you see on each of these images?

B. What is happening in the first picture that shows the activist is living his or her beliefs?

C. What is the activist doing in the second photo that shows them contradicting his or her beliefs?

D. Does this conflict between their behaviours and their beliefs make their activism have a stronger or a weaker impact?

4 Give the participants 10 minutes to discuss each of the scenario card sets.

5 After 10 minutes, announce, "I would now like you to focus on the card that matches your group number. Looking at this form of activism only, I want you to work together to brainstorm a few more examples of how this activist could live his or her beliefs and a few more examples of how activists may contradict their beliefs in everyday life. You will have 10 minutes to make these two lists on the flipchart paper provided."

6 After 10 minutes, call, "stop!" Ask the groups to nominate someone in their group to stand up and describe to the rest of the room in 1-2 minutes what their form of activism was and explain some of the suggestions the group came up with of how an activist could live or contradict their beliefs.

7 When all presentations have ended, explain to participants, "This activity showed us that whether you are an activist for gender, the environment, animals, corruption, or racism, the first step to being effective is to show through your actions and your life how you support your cause. This is an important lesson that we must often remind ourselves to make sure that we are representing our beliefs honestly. In this activity, I want you to take 10 minutes to quietly reflect on how you may be able to improve your own actions to reflect the beliefs and ideas we have talked about during this workshop."

8 Distribute one 'Self-Analysis Worksheet' to each participant. When everyone has a sheet, explain, "For each belief statement written, try to write one way that you or someone you know may have contradicted this through their behaviour or a specific action. You will have 10 minutes to work on this independently. While everyone will be welcome to share their thoughts at the end of this activity, this is voluntary and you may keep your work private if you wish."

9 After 10 minutes, invite participants who may wish to share any of their answers to remain where they are and describe the belief statement and their corresponding action with the group. Encourage questions and comments, but keep the feedback session brief (10 minutes).

10 Summarize: "Everything we do, every word and action, has an influence on other people and on our whole community. As activists, we rely on this influence to strengthen our cause and to increase the support for the rights and freedoms that we believe in. When our lives do not reflect the beliefs we support, we are no longer being effective activists. While our personal behaviours and actions may seem private or personal, we must not forget that what we do and what we see others do, is how we as a society decide what is 'normal' and

NOTE:

There are additional spaces at the end of the Worksheet on page 83 for you as the facilitator to add further belief statements that apply to the group's context, or you can encourage the group to add their own belief statements if they choose.

NOTE:

Facilitators may wish to encourage feedback by sharing a contradicting behaviour from their own experience or an example they have made up. An example could include: "I did not speak up when a woman was being bullied on the bus because I was afraid" in response to *I believe that violence is not a private matter and we all have a responsibility to take action.*

acceptable. Our actions can change negative 'norms' and reinforce the idea that violence against women is never acceptable. By being positive examples, we can influence friends and neighbours and eventually influence the values, priorities and even policies in the community around us."

Scenario Cards

(Note: Photocopy and cut out each card or create your own.)



A

1



B



A

2



B

Scenario Cards

(Note: Photocopy and cut out each card or write your own.)



A

3



B



A

4



B

Scenario Cards

(Note: Photocopy and cut out each card or write your own.)

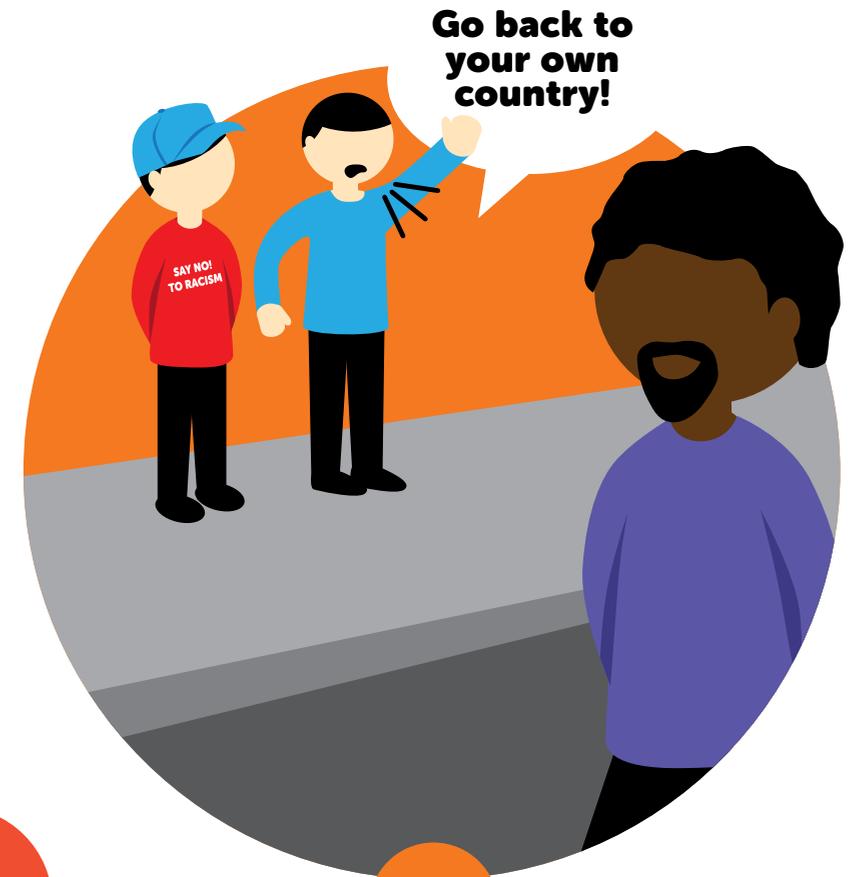


or



A

5



B



Self-Analysis Worksheet

(Note: Photocopy and cut out. Add your own in the empty boxes.)



BELIEF STATEMENTS

CONTRADICTING ACTION

I believe that men and women can and should have equal power in relationships.

I believe that I can speak out in my community about the power imbalance between men and women.

I believe that women and men both have a right to their own bodies and can say no to situations they are not comfortable with.

I believe that violence is always unacceptable.

I believe that violence is not a private matter and that we all have a responsibility to take action to end it.

I believe that using power over another person to control them is abuse.

I believe that every person has the same human rights, regardless of their skin colour, religion, economic background or nationality.

I believe that men and women should share responsibilities and decision making in relationships.

I believe that I can make a difference.

Breaking Barriers

Activity Type: Small Group Roleplay and Large Group Discussion

OBJECTIVES

To use role-play and brainstorming to discuss the challenges and barriers that activists can face.

To practice using empathy and sensitivity when discussing our beliefs with others.

PREPARATIONS

Cut out copies of the character cards so there are enough to give to half of the participants.

Flip chart paper, markers, pens, tape.

TIME



60 minutes



Key concepts: Gender Equality, Human Rights

- 1 Explain to participants:** “Barriers to successful activism can come in many different shapes and forms. Sometimes these barriers can be logistical and based on things like funding or geography, but other times, the things that stop us from being activists are personal. They are based on our own history, our fears and our circumstances. In this activity, we will use the important skills of compassion and empathy to discuss examples of personal barriers and brainstorm ways that they can be overcome.”
- 2** Divide the group into pairs by counting off A or B. Hand Partner A from each pair a character card.

- 3 Explain to the pairs:** “In this activity you will both be playing the role of non-profit organization members. Your organization has not done a lot of gender work in the past. Within each pair, I have given Partner A a character card. This card describes a personal scenario that you are struggling to overcome as you consider increasing the gender activism that your organization does. Partner B will be playing the role of an activist who has recently returned from a gender awareness workshop. He or she will be trying to convince you to start a new violence against women campaign within the organization. Together, you will have a few minutes to prepare a conversation where Partner A will share his or her concerns based on the character card, while Partner B will try to suggest ways to break down these barriers.”

- In 10 minutes, I will ask for some volunteers to present their 1-2 minute conversation role plays in front of the room.”
- 4** Give the participants 10 minutes to discuss and prepare their role plays in pairs and move around the room providing encouragement and support where necessary. When time is up call, “Stop!”
- 5** One by one, ask the pairs to come up to the front of the room, describe their character card to the room and then perform their short 1-2 minute role-plays. Keep discussion to a minimum to save time for a debrief.

NOTE:

If you have more pairs than character cards, you can either create more cards based on the local context or use the same cards more than once.

- 6** When everyone has returned to their seats, debrief by asking the following questions:
 - A.** What were some of the common concerns or situations that created barriers to gender activism ?
 - B.** What were some examples of advice that were given to overcome these barriers?
 - C.** Are there any other strategies that you can think of that weren't mentioned?
- 7 Summarize:** “In this activity, we looked at some of the personal situations that may make people resistant to being gender activists. Many of these barriers surrounded issues of fear, guilt or a lack of confidence in themselves. It is important to remember that each of these barriers can be overcome, especially if we have the support of our peers. There is no single right way of being an activist for ending violence against women, and everyone should feel welcome to participate in whatever way he or she feels comfortable with.”

Adapted from: Amnesty International, Making Rights a Reality (2004)

Character cards

(Note: Photocopy and cut out or write your own.)



.....

YOU HAVE BEEN AN ACTIVE CAMPAIGNER ON HUMAN RIGHTS ISSUES FOR SEVERAL YEARS. YOU ARE HIGHLY RESPECTED FOR YOUR WORK THROUGHOUT YOUR ORGANIZATION. YOU KNOW THAT YOUR FATHER SOMETIMES HITS YOUR MOTHER, BUT NO ONE IN THE COMMUNITY KNOWS ABOUT THIS AND IT IS A FAMILY SECRET. YOU ARE CONCERNED THAT THIS SECRET WILL COME OUT IF YOU START DOING GENDER ACTIVISM.

.....

YOU HAVE WORKED IN THE ORGANIZATION FOR A LONG TIME AND HAVE MOVED YOUR WAY UP FROM SECRETARY TO COORDINATOR. YOU REALLY ENJOY WHAT YOU DO AND WOULD LOVE TO BE A DIRECTOR SOME DAY. YOU ARE WORRIED THAT THE DECISION TO WORK ON GENDER ISSUES WILL MAKE SOME OF THE ORGANIZATION'S FUNDERS UNCOMFORTABLE AND WILL WORK AGAINST YOU IN YOUR CAREER.

.....

YOU COMPLETELY SUPPORT GENDER ISSUES AND BELIEVE IN THE NEED TO STOP VIOLENCE AGAINST WOMEN. HOWEVER, YOU READ IN THE NEWSPAPER A FEW MONTHS AGO ABOUT A GROUP OF WOMEN'S RIGHTS DEFENDERS WHO WERE PHYSICALLY AND VERBALLY ASSAULTED ON A CAMPAIGN MARCH THEY WERE ON.

.....

YOU ARE A CAMPAIGN COORDINATOR AND HAVE AN EXTREMELY HEAVY WORKLOAD. MOST OF YOUR EXPERIENCE IS IN REFUGEE RIGHTS AND YOU KNOW VERY LITTLE ABOUT GENDER ISSUES. YOU ARE INTERESTED, BUT CONCERNED ABOUT THE EXTRA WORK AND STRESS THAT THIS MAY CAUSE.

.....

YOU ARE A COMMITTED ACTIVIST AND HAVE BEEN INVOLVED WITH DEFENDING HUMAN RIGHTS FOR MANY YEARS. YOU ARE WORRIED ABOUT WORKING ON GENDER ISSUES AS YOU DO NOT FEEL LIKE YOU HAVE ENOUGH EXPERIENCE TO WORK WITH VICTIMS OF VIOLENCE WHICH THE CAMPAIGN MAY PUT YOU IN CONTACT WITH. WHAT COULD YOU OFFER?

.....

YOU ARE NEW TO THE ORGANIZATION AND FEEL VERY PASSIONATE ABOUT THE HUMAN RIGHTS ISSUES THAT YOU HAVE WORKED ON ALREADY. HOWEVER, YOU COME FROM A VERY TRADITIONAL COMMUNITY AND ARE CONCERNED THAT THIS WILL UPSET YOUR FAMILY MEMBERS AS THESE HAVE ALWAYS BEEN ISSUES THAT WERE PRIVATE AND NOT TALKED ABOUT. THIS CAMPAIGN COULD MAKE IT AWKWARD FOR YOU OR GET YOU IN TROUBLE AT HOME.

.....

YOU ARE A YOUNG MAN WHO HAS WORKED WITH THE ORGANIZATION ON ISSUES LIKE REFUGEE RIGHTS AND ANTI-RACISM CAMPAIGNS. WHILE YOU AGREE WITH THE CAUSE OF GENDER EQUALITY, YOU KNOW THAT YOUR FRIENDS WILL TEASE YOU IF THEY FIND OUT. SUPPORTING WOMEN'S RIGHTS MIGHT MAKE YOU LOOK WEAK OR LIKE LESS OF A MAN.

Activist Approaches

Activity Type: Large Group Activity and Discussion

OBJECTIVES

To understand the difference between effective, ineffective and harmful activism.

To develop activism strategies for keeping ourselves safe while also making an impact.

PREPARATIONS

Hang three blank flipcharts on the wall, each one with the following titles:

- Harmful Activism
- Ineffective Activism
- Effective Activism

One copy of each case study.

TIME

 **45 minutes**



STEPS

- 1 Explain to participants:** “We have talked already about our own personal reasons for becoming activists and the personal barriers we may face. But it’s also important to understand how our activism affects the community around us and the consequences and impacts it can hold. Activism is when we use our power to make positive changes, but we need to be aware of our surroundings and our audience to know how to be more effective and successful for our cause.”



Key concepts: Activist, Discrimination

- 2** Direct the room’s attention to the three flipcharts. To make sure everyone understands the meanings, try to elicit definitions for each category and write them below the title on the flipchart. Some suggestions may include:
 - A. Harmful Activism:** activities that place activists in dangerous situations for themselves or the community they are working in
 - B. Ineffective Activism:** events that don’t have a strong impact or don’t make a difference
 - C. Effective Activism:** safe projects that gain attention and raise awareness for your cause

- 3.** Once each title has a working definition, explain to participants: “In this activity, you will hear three different case studies with examples of activist actions. Close your eyes and listen to the stories, trying to remember the details of the actions and keep in mind the different types of activism we have just discussed.”

- 4.** Once participants have closed their eyes, read the following:

“Imagine this first image: A man carries a sign that says ‘Stop Domestic Violence’. He is yelling and shouting and marching through the streets of his town. He stops at the house of a man known to beat his wife. He bangs on their door and window. He’s yelling, ‘Stop the beating. This means you!!’ He posts a sign on the door that says, ‘Wife Beaters Must Leave!’.”

(take a long pause)

“Imagine a second image: a woman and a man are posting signs around their town that read ‘No Violence!’ These signs send a familiar message that many have seen before. The image on the poster could advertise any number of things. They hang the posters on a wall away from the roads and walkways. Many people are walking through the streets but no one notices these signs. Sometimes people glance towards the signs, but no one stops to read them.”

(take a long pause)

“Imagine a third image: It is a local festival. There is a simple stage, and many people are standing around the stage listening carefully. There are two community members sitting on the stage. Everyone knows them in the community and everyone knows they are gender activists. To raise awareness, they are telling their own survivor stories about violence against women, what they have learned from these experiences and the support they have found along the way. Some people are whispering and gossiping, shocked that anyone would share their stories in such a public way. Others are making faces as the unpleasant details of the speakers’ stories are revealed. But the area is packed with people, despite all the other activities and music.”

(take a long pause)

- 5** As participants to open their eyes and explain: “Thinking back on these stories, which activities do you think match each type of activism?” When this has been agreed upon by the participants, continue the discussion by moving from one poster to the other asking the group, “What made this action harmful/ineffectual/effective?”, trying to elicit as many suggestions as possible and writing them on the respective flip charts. (Possible suggestions

could include aggressive behaviour/poorly chosen location/using positive role models)

- 6** Finally, ask participants if there are any other suggestions they would like to add to the three titles that haven’t been covered in the stories they heard. Add these to the written collection on the charts. (Further suggestions could include offensive stereotypes /no poor weather contingency plan/effective use of social media)

- 7 Summarize:** “As we have discussed, activism is what happens when we use our own power to make positive change. However, this positive change is influenced by how, when and where we chose to use our activism. The best and most effective actions use innovative approaches to provoke people’s thinking without using any form of emotional or physical violence. We must remember to present our cause in a safe and welcoming environment that encourages community involvement rather than frightening people away. When activism is used in safe and dynamic ways, it can be a powerful and personal tool for change and mobilization.”

Activists Among Us

Activity Type: Small Group Discussion and Personal Reflection Activity

OBJECTIVES

To be inspired by real activists working to end violence against women around the Asia-Pacific region.

To see examples of the challenges and successes activists face within their work.

PREPARATIONS

Cut out 1-2 copies of each case study.

Postcard-sized blank cards, enough for all of the participants

Hang a blank sheet of flipchart on the wall or use a chalkboard or whiteboard.

Coloured pencils, crayons or markers (if available)

TIME

 45 minutes



Key concepts: Discrimination, Empowerment

1 Explain to participants: “In earlier activities we have learned the facts, realities and strategies for dealing with violence against women and girls. However, it’s important for us to remember that we are not alone as we begin to think about taking action. Sometimes, the best way for us to be inspired and move forward is by following in the footsteps of other activists. In this activity, we will look at real case studies to try to understand the successes and challenges that individuals can face when they are working as advocates for justice, equality and non-violence.”

2 Divide the participants into small groups of 4-5 and give each group a case study and some extra flipchart paper.

3 Give instructions to the participants: “Each group has received a case study from young people working on ending violence against women and girls around the Asia-Pacific region. Together, I want you to take 20 minutes to read the story from your activist and answer the following questions in your group on the flipchart paper provided:

A. What problem is this activist trying to solve and how?

B. Do you think that this is an example of effective activism? If so, why?

C. What lessons can you learn from this case study, positive or negative?

D. What advice would you give to this activist?



4 Have these questions written at the front of the room for reference and give the groups 20 minutes to read the case studies and to answer the questions in groups.

5 After 15 minutes, call the group together again and debrief with the whole group by asking the following questions:

A. What were some common problems facing these activists?

B. Do you think these are common problems, why or why not?

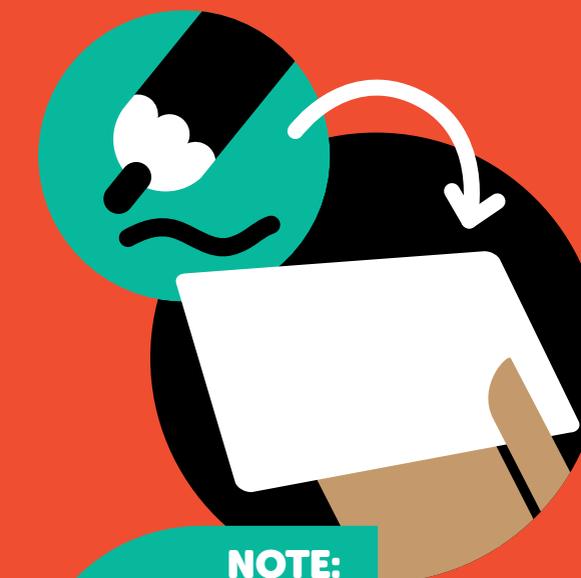
C. Were there any lessons that you can learn from the activists for your own context?

6 Ask the participants to divide into pairs, preferably with each participant pairing with another member from their previous small group. Distribute one blank postcard-sized paper per pair.

7 Explain to the group: “I want you to think about your own context and passions now. Using the postcards I’ve given you and any art supplies available here, you are going to write and draw a postcard to the activist from your case study. Use this chance to share with the activist some information about yourself, what kind of activism you want to work with and why. You may also use this opportunity to give them encouragement or offer suggestions about their work. On the front of the card, feel free to be creative and try to show us an example of how you may engage as activists in your community. Don’t worry about barriers like logistics or

NOTE:

The first half of this activity works best when there are 4-5 participants working on each case study. If necessary, different groups can work on the same case studies.



NOTE:

The postcards can be displayed around the room using string or a clothesline to hang them from so participants can take the time to read and enjoy each other’s work.

finances. Use your imagination and don’t forget to describe your ideal activist effort when writing to your activist! You will have 20 minutes. When you’re finished, these postcards will be displayed for the rest of our group to be inspired by and learn from.”

8 Give the group 20 minutes to work together on their postcards, moving around to provide encouragement and clarification as needed. This can be a good time to play music to ensure a fun, energetic environment filled with discussion.

9 After 20 minutes, bring the groups attention back to the front. Explain that completed postcards can be dropped off at the front or they may finish their work during the next break if they need a few more minutes.

10 Summarize: “In this activity, we used real-life examples of young people taking action to inspire and motivate ourselves as we move forward into our own activism. Each of these young people has stood up in their community to make a stand against inequality and injustice and has worked hard to be role models by raising awareness and speaking out for what they believe in. I encourage each of you to take a few minutes to look at the work of your peers within this room and be inspired by the creative ideas and passion around us. We have learned through this workshop that we each have both a responsibility and an ability to end violence against women and girls. With the tools and skills you’ve gained over the past few days, the first step to change begins now.”



SANGEET'S STORY - NEPAL

I am a social work graduate and am completing my Masters in Development Studies. Currently I'm involved as the International Coordinator of Y-PEER (Youth Peer Educational Network) and am also working as a member of the Global UNiTE Youth Network.

I started working as a youth peer educator in 2006 addressing issues of Sexual and Reproductive Health and Rights and human rights within youth clubs in my home country of Nepal. Nepal's education curriculum in schools includes some information about sexuality, gender and human rights, but due to cultural taboos it is not updated enough or sometimes, is not actually taught in schools by the teachers. Because of this, I started working as a volunteer peer educator in my free time. I also wanted to reach some of the many thousands of young people who had either finished or did not attend school. So my own interest in these issues and desire to fill the gaps that existed has encouraged me to work continuously for many years. The motivation and support given to me by my family and others have also helped me move ahead.

Two of my major successes having been supporting the development of guidelines of peer education in Nepal and launching an 'Orange Day' campaign for the UNiTE Campaign in Nepal, focused on sexual harassment in schools and on public vehicles. We received a lot of national media attention and influenced the transportation authority to introduce new rules to set aside at least two seats each for women, the disabled and the elderly in all public vehicles.

Some of the biggest challenges I have faced are that in many countries and societies such as Nepal, issues such as sexual and reproductive health and rights are taboo and not culturally acceptable to talk about. Gender discrimination and violence exist as a part of our culture and breaking the ice to discuss these problems is very difficult. Dealing with a lack of resources has also been a challenge for me in my work, but I won't let it stop the work!



NINIE'S STORY - INDONESIA

I have been an activist since 2009 when I joined the Women's Journal Foundation as a volunteer journalist for a non-profit magazine called CHANGE that gives voice to social issues, especially gender, human rights and democracy. As time went on, CHANGE developed into a Youth Centre that works on these issues through different community activities.

I first decided to become an activist because for me, this was one important way that I could be a 'real' human being. For me, being an activist is not always imposing your beliefs on other people. Instead, I have learned that the most important thing I can do is listening to other people. This should be prioritized over anything else I do.

Alongside my work with CHANGE, I have also been involved with many other organizations focused on women's rights and sexual and reproductive health such as the Asian Pacific Resource and Research Center for Women (ARROW), Indonesian Independent Youth Alliance/GueTau.com, and the Youth Advisory Panel of the United Nations Population Fund (UNFPA) in Indonesia. Through this work, I have had the opportunity to use my communications and media skills to contribute to interesting events such as the Youth Rights Festival in Jakarta and to work as a journalist reporting on important gender and human rights issues online and in print.

Currently I am also working as a Narrative Competition Coordinator for the Indonesia Team of Global Dialogues (an organization focused on youth and social change) and am an active UNiTE Global Youth Network Member.

One of the biggest challenges I've faced is to convince myself that what I am doing is not useless. Although it sounds trivial, having confidence in myself can sometimes be very difficult, especially when faced with the many challenges of life. Finding financial support for our programmes is also an ongoing problem and can be time consuming and frustrating. Other challenges include gaining the support of important authorities and stakeholders who are sometimes resistant to change. Sometimes even the targeted communities we are working with can be hesitant to support our efforts.

My next goal for my activism includes travelling to the remote areas in Indonesia and other countries to help spread the message about loving all human beings, living without violence and building a peaceful world.





LAI'S STORY - FIJI

My role as an activist began when I was in high school when I was selected to attend a Peer Education Training and represent my school. A few years later I joined the National Substance Abuse Advisory Council where I currently work, alongside my activities with the Fiji Ministry of Education and Y-Peer Youth Peer Educational Network. My work involves coordinating education awareness, workshops and training for teachers and students both schools and in public, on issues such as HIV/AIDS, violence against women and girls and youth reproductive issues. I am also active in the UNiTE Global Youth Network.

Within my work as a youth advocate for the Ministry of Health in Fiji, I have had many proud moments, including writing an HIV policy with the assistance of our supportive Director and having it endorsed by our Minister of Education. This included a clause which would make every school teach children about ending violence against women and girls. I have also enjoyed working with the Global UNiTE Youth Forum and learning from other activists about best practices from other regions around the world.

One of the most difficult challenges I have faced, and that I still encounter, is trying to change the mindset of people who have strong values and believe that women should have a low status in the community. It will take time to overcome these challenges, as values and beliefs do not change overnight. However, as activists we must keep in mind that the only way to solve the problem is by teaching young people about the equal value of men and women and the importance of gender equality in our society.

The most important advice I could give a young activist is to remember the importance for people to have access to information that allows them to be fully aware and knowledgeable about issues of violence against women and girls and the meaning of healthy and equal relationships. With this evidence, they can take ownership and be role models within their own communities. Secondly, you must try and have a passion for your work. When you have a passion, you will be a good role model and an ambassador for ending violence against women, no matter what hardships, financial problems or persecutions you may face in your work.



PRABHLEEN'S STORY - INDIA

I am currently working as the coordinator of a campaign building safe cities based in Delhi, India with Jagori, a feminist organization. My work revolves around building the capacities of women in low income settlements in the city to understand their challenges in accessing basic services like access to toilets in safe spaces. I also regularly engage with young boys and girls using formal and non formal educational tools to understand gender based discrimination and right to the city. The Jagori Campaign is against patriarchal, male dominated public spaces and advocates for stronger responses from society to ensure women's access to an equal, just and safe city. Campaigning, working with policy-makers and creating resources on the issue on sexual harassment and safety in public places is what we do as part of the Safe Delhi Campaign.

The normalization of all forms of sexual harassment on streets is the biggest challenge I face. The socialization of accepted behaviours of men and women in public spaces governs how crimes against women are understood. That it is not a woman's fault when she is raped, that it is not the time, class, ethnicity, clothes or any other social identity that 'provokes' the perpetrator to commit a crime against her are always questions that need to be answered. Secondly, being an activist for violence against women is seen as fighting against men. To change this, we must use regular interaction and dialogue with men to engage them to stand against act of violence and not against individuals. As a feminist, the belief in the right to justice for survivors and to break the silence on forms of violence against women forms the basis of any work that I undertake.

As a young activist, I hope to hold the hands of my peers as advocates for change. I firmly believe in the power that youth have to overhaul the power structures that have led to discrimination in our society. I wish that many more of us could begin to ask questions about the world around us to end the different forms of gender based discrimination in our lives. It is important for us to create safe spaces for young boys and girls to talk about their issues and find solutions in a more democratic and participatory manner. We need young men to speak out and not be bystanders to sexual harassment or any form of violence against women. We need women to be confident and establish their identity as human beings and as equal citizens of the society. This dream keeps me alive and inspired.



Glossary

An **ACTIVIST** is anyone who feel strongly about an issue, educates him- or herself, and takes action to do something about it. Activists live their beliefs and raise their voices about injustice around them.

CONSENT means being able to freely say “yes” or “no” to something. Consent requires that the person knows what they are saying “yes” to and that they do not feel pressured to say “yes.” Silence or the inability to say “no” does not imply consent.

CONTROL means forcing another person to do or not do things. This includes forcing religious beliefs or cultural practices on someone, deciding who the person can have relationships with, acting excessively jealous or possessive, and constantly checking up on the person. It may also include forcing someone to undertake sexual acts with another person.

DISCRIMINATION happens when people act in ways that limit other people’s rights, opportunities and ability to participate fully in society. Discrimination can occur on the grounds of race, class, gender, age, religion, disability, ethnicity, sexual orientation and many others. It includes attitudes, behaviours, and practices that result in people being treated differently because of social characteristics rather than their personal skills, capabilities or rights.

EMPOWERMENT means expanding people’s ability to take control of their lives and make important life choices. This means expanding people’s power or helping them to discover the power they already have.

GENDER refers to our socially constructed ideas about how men and women should be and act, different from our biological sex.

GENDER EQUALITY is how an individual expresses their own gender to the world, i.e. through names, clothes, how they walk, speak, communicate, societal roles and general behaviour while gender identity is an individual’s self-conception as being a man or woman (or both or neither), as distinguished from their biological sex during and after birth. Some people’s gender expression or presentation may not match their biological sex at birth. This human right must go beyond laws and make sure that there is equality in practice, for instance that men and women share equal responsibilities at home.

GENDER EXPRESSION is how an individual expresses their own gender to the world, i.e. through names, clothes, how they walk, speak, communicate, societal roles and general behaviour while gender identity is an individual’s self-conception as being a man or woman (or both or neither), as distinguished from their biological sex during and after birth. Some people’s gender expression or presentation may not match their biological sex at birth.

GENDER ROLES are the different roles that a society expects women and men to play. These roles vary depending on many factors, even within a society, and change over time.

HEALTHY RELATIONSHIPS allow both partners to feel supported and connected but still feel independent. Neither partner uses violence, intimidation or power to try to control the other person. Each partner is treated equally with respect for their dignity and human rights.

HUMAN RIGHTS are the freedoms and entitlements that belong to everyone because they are human. Human Rights are about respecting people’s dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

PATRIARCHY refers to the structures and practices of society that establish male power over women and children. Although all men may generally benefit from patriarchy, not all men benefit equally. Hierarchies within genders as well as between them mean that men experience power differently and some men still suffer if they don’t conform to traditional masculinity roles.

POWER can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between women and men.

RAPE is the use of force coercion or psychological intimidation by one person that requires the other person to engage in a sex act against his or her will.

SEX refers to the biological differences between men and women (i.e. the physical and genetic elements which we are born with).

SEXUAL ORIENTATION refers to whether an individual is attracted to the same sex, another sex, or both the same and other sexes.

STIGMA refers to opinions, judgments held by individuals or society that negatively affect a person or group associated with a particular circumstance, quality or characteristic. Stigma is often based on harmful stereotypes and prejudices.

VIOLENCE AGAINST WOMEN is any act of gender-based violence that targets and results in harm or suffering to women, whether in public or private life. It includes the following types of violence:

■ **EMOTIONAL VIOLENCE:** Any act or omission that damages the self-esteem, identity or development of an individual. This includes humiliation, threats, forced isolation or repeated yelling/degradation.

■ **ECONOMIC VIOLENCE:** Denying a partner control over basic resources. This includes such acts as the denial of funds, refusal to contribute financially, denial of food and basic needs or controlling access to healthcare, employment, etc.

■ **PHYSICAL VIOLENCE:** The intentional use of physical force with the potential for causing death, injury, or harm.

■ **SEXUAL VIOLENCE:** any act in which one person in a relationship uses force, coercion or psychological intimidation to force another person to carry out any sexual act against his or her will. This can range from forced exposure to pornographic material to physical contact such as inappropriate touching or sexual assault.

Resources

For further resources and more information, check out the following websites from our friends and partners:

AMNESTY INTERNATIONAL: SVAW ACTIVIST TOOLKIT: MAKING RIGHTS A REALITY: GENDER AWARENESS WORKSHOPS (2004)

<http://www.amnesty.org/en/womens-rights/activist-toolkit>

CENTRE FOR SOCIAL RESEARCH: AN INSTITUTION FOR WOMEN AND GIRLS IN INDIA

<http://www.csrindia.org/>

GTZ PROJECT PROMOTING WOMEN'S RIGHTS: A YOUNG PEOPLE'S TOOLKIT ON ISSUES CONNECTED TO GENDER-BASED VIOLENCE (2010)

http://www.endvawnow.org/uploads/browser/files/young_peoples_toolkit_gtz_2010_en.pdf

IT'S ALL ONE CURRICULUM

http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

JAGORI

<http://jagori.org/>

PARTNERS FOR PREVENTION: UNDP, UNFPA, UN WOMEN & UNV ASIA-PACIFIC REGIONAL JOINT PROGRAMME FOR GENDER-BASED VIOLENCE PREVENTION

<http://www.partners4prevention.org/>

RAINBOW SCHOOL CAMPAIGN

<http://en.schoolrainbow.org>

RAISING VOICES: SASA! ACTIVIST KIT FOR PREVENTING VIOLENCE AGAINST WOMEN AND HIV (2008)

<http://raisingvoices.org/sasa/>

REGIONAL LEARNING COMMUNITY: REGIONAL CURRICULUM ON TRANSFORMING MASCULINITIES TOWARDS GENDER JUSTICE (2013)

<http://www.partners4prevention.org/resource/regional-curriculum-transforming-masculinities-towards-gender-justice>

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS: VOICES AGAINST VIOLENCE CURRICULUM (2012)

http://www.wagggg.org/en/take_action/violence/curriculum

Y-PEER: TRAINING OF TRAINERS MANUAL (2003)

<http://38.121.140.176/web/guest/ypeer-toolkit>

