



# *Making rights a reality*

Violence against women is a worldwide human rights scandal. From birth to death, in times of peace as well as war, women face discrimination and violence at the hands of the state, the community and the family.

This gender awareness pack contains over 24 hours of ready-to-use workshop material divided into two modules. It contains a total of eight detailed step-by-step session plans.

Module One generates personal reflection and a deeper understanding on the construction of gender, and outlines the link between gender-based discrimination and violence against women.

Module Two examines the place of women's rights within the human rights framework, including the division between the private and the public spheres. It encourages participants to address issues of violence against women by setting their own action methods and goals.

The pack includes all necessary supporting materials for each session plan, such as case studies, facilitator's tips, handouts and a list of useful resources, bibliography and background information.

Making rights a reality – Gender awareness workshops



Amnesty International

## Gender awareness workshops





# Making Rights a Reality

Gender  
awareness  
workshops





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# INTRODUCTION

This Human Rights Education (HRE) pack forms the first stage of the HRE component of The Stop Violence Against Women (SVAW) Activist Toolkit which is being developed as part of Amnesty International's Stop Violence Against Women Campaign.

The Activist Toolkit covers three main disciplines and is designed to provide a comprehensive package for activism within the context of Amnesty International's SVAW Campaign. The toolkit contains three free-standing components on:

- Human Rights Education workshops and supporting resources
- A Legal Section which analyses 'state accountability' and the standard of due diligence.
- A Campaigning Section which sets out how to use the legal concept of due diligence as a tool to campaign on violence against women

Each section of the toolkit is designed to complement the sister parts of the toolkit and together are envisaged as a resource to enable Amnesty International activists, Women's Rights activists and others to be informed and take action to prevent Violence Against Women (VAW).

## The HRE Material:

The HRE material will form a number of packs and falls into two stages:

### Stage One (this pack) – Gender Awareness Workshops:

This part of the toolkit is designed to generate reflection and deeper understanding of the social construction of gender, gender discrimination and the link between these and VAW.

### Stage Two – Specialist HRE workshops and resources:

This second stage will provide specialized HRE materials for specific target groups and deepen understanding of legal concepts and standards.

## Introduction to Gender Awareness:

Central to any activist's ability to take action to prevent VAW is an awareness and analysis of the concept of gender, the social nature of its construction and the links between gender bias and VAW.

Becoming gender aware is **to understand the constraints placed on women and men due to prejudices inherent in the construction of their gender.**

Social norms, values and behaviour define the roles and status of women and men in society. It is the toleration of these discriminatory norms and values that often paves the way for acts of VAW to occur.

This pack is designed to assist participants through the process of becoming gender aware and to take them beyond static awareness to a point of action: demonstrating their awareness through actions and behaviour.

By reflecting on and deepening our personal understanding and relationship to gender we can begin to unravel the complex beliefs which give rise to gender discrimination and in turn VAW. In doing so, we can develop our capacity as activists to tackle this worldwide human rights violation.

This pack has been divided into two modules.

## Module One:

By the end of Module One, participants will have:

- Explored their own understanding of gender
- Questioned commonly held assumptions on the construction of gender
- Explored the concepts of stereotypes, prejudice and power and their relationship to VAW
- Made links between gender-based discrimination and VAW
- Identified the relationship between VAW and human rights violations
- Have an understanding of what VAW is and the extent to which it happens

## Module Two:

By the end of Module Two, participants will have:

- Located Women's Rights within the Human Rights framework
- Become aware of main barriers to preventing VAW including the public/private dichotomy
- Understood key terminology surrounding gender issues
- Explored ways of addressing VAW
- Set own action methods and goals

## Who Should Use this HRE Pack?

This pack has been designed for use by Human Rights educators and trainers working in the field of Women's Rights.

The material can be used by participants with a varying degree of expertise in the area of Human Rights and/or Women's Rights. It is left to the facilitator's discretion how to grade material in such cases.

The activities have been written with an adult audience in mind but most can be adapted for a younger audience (although facilitators should give considerable attention to suitability of case study materials and other resources when working with young people).

The material in **Module One** can be used with participants with little or no prior exposure to discussions on gender and is a useful starting point for self reflection by Amnesty International members, human rights activists and wider civil society members.

The material in **Module Two** builds on issues and topics raised in module one. It is designed to be used with participants made up of activists working on Women's Rights issues and is directed at Amnesty International members and the wider community.

## How to Use this Pack:

Each module is made up of four three hour sessions. The two modules have been designed to run either side by side or independently as free standing units. The facilitator, however, should not be afraid of using the pack as a pick 'n' mix of ideas, selecting activities from different sessions and modules and matching them with others to devise their own shorter workshop sessions.

Each session plan contains the aims of the session and a step-by-step guide on how to carry out each activity. An estimate of time needed for each session and activity is indicated alongside the title (NB These are estimate timings and may vary according to each group. They are based on working with a group of 15 participants – for larger or smaller groups timings should be modified according to the facilitator's judgment).

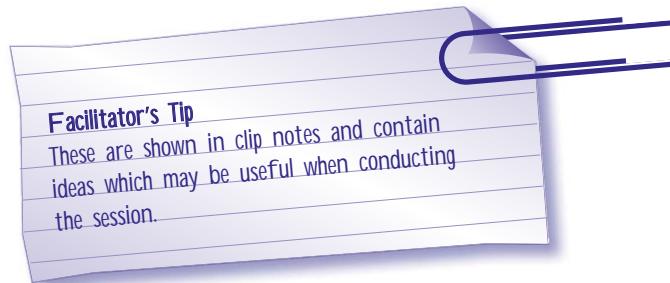
The material is learner focused and uses a wide range of education techniques including: group work, role plays, case studies, brainstorms, discussions, and art work. All the activities are highly participatory and it is advised that the participants be seated in a circle on chairs with tables left to one side of the room. The facilitator should include him or herself in the circle.

## Materials:

In addition to detailed facilitator's notes all the materials necessary for each session are contained in the materials section at the back of the pack. It includes:

- Handouts – to be photocopied and given to participants to keep
- Cut-outs – to be cut out and used during the session

Examples of some of the brainstorming sessions are included among the session plans in each module. Each session also includes:



### Scripted Explanations:

These are shown in speech bubbles and contain scripted examples of how the facilitator can explain issues in greater detail with interesting background information.

## Alternative Extras:

These are contained in three dimensional boxes. They are alternatives to the exercises outlined in the three hour session plans and offer the facilitator another option

to the exercise in the session. These should be substituted as they require extra time or could be used at a different time as follow-up activities.

## Tips for Facilitators

This pack has been produced as a generic resource for human rights educators within and outside Amnesty International. The pack was piloted in different countries and as far as possible hopes to reflect a multicultural awareness and approach to the issues of gender and VAW.

We do however recommend that all facilitators consider the following tips:

- The workshops should be facilitated and/or adapted where necessary to take account of the local cultural and political context, although without changing the objectives of each session.
- Facilitators should prepare in advance of the workshops in order to be familiar with all the sessions and activities and to develop a clear understanding of the issues being raised. The facilitator may want to consider co-facilitation with an external specialist on some of the more substantive issues raised.
- Facilitators should prepare their own energizers (i.e. very short activities to slot into the workshop at various points to ensure participants remain active and alert) and should also consider different techniques for dividing participants into groups – these are not included in the session plans (see Bibliography and Useful websites for suggested resources for these).
- Although all sessions use techniques which encourage participants to engage actively with the subject, facilitators need to ensure equal participation by all.
- Please take note of the checklist given at the beginning of each session to ensure you have all the materials required before the start of each session.
- Finally we strongly recommend that facilitators are alert to the sensitive nature of the topics under discussion and:
  - ◊ explicitly raise this at the beginning of the workshop in order to create a safe working

environment and underline the importance of respect throughout the sessions – see Session 1 for guidelines.

- ◊ are clear of their role as facilitator while conducting VAW-related workshops and outline this at the beginning of the workshops.
- ◊ inform participants before attending the workshop of the content that will be explored, and ensure that they are clear in the aims of the workshop series.
- ◊ are aware that participants should not be directly invited to share personal experiences of VAW. Such sharing should emerge from the exercises in this pack as volunteered information and need to be handled with great sensitivity. (See guidelines on disclosure below.)
- ◊ are aware that in the exercises that do invite participants to share personal stories (on gender and discrimination not on explicit VAW-related incidents) participants may not feel comfortable doing so and should not be forced.
- ◊ allow adequate time for de-briefing in sessions where participants may have shared personal stories or if disclosure takes place.

## Disclosure:

It is internationally recognized that one in every three women will at some point be a victim of physical abuse.

Although participants should not be directly invited to share personal experiences of VAW, the facilitator should be prepared for a participant disclosing that they themselves have been a victim of abuse or from a participant brought up in an abusive household.

Disclosure in workshops where participants have not been directly asked to share personal experiences of violence is most often from women who are no longer being abused. However, the facilitator should also be sensitive to the fact that there may be women in the group who are currently being abused and it is possible that perpetrators of abuse may also be present.

If anyone discloses that they have experienced or witnessed VAW the following steps should be taken<sup>1</sup>:

### 1. Respect the person and do not judge.

Take the disclosure seriously and provide a supportive environment to the individual making the disclosure regardless of the nature or extent of the violence. It is not necessary or appropriate to judge whether what the person has experienced is violence. It should always be noted that VAW includes physical, emotional, and

psychological abuse. Acknowledge the violence whoever the perpetrator is. Kind words and support from an understanding and compassionate individual at the moment of disclosure are crucial.

## 2. Have ready a list of addresses and phone numbers of individuals and groups who can help.

Facilitators are advised to always invite women's and other groups which are specialized in providing direct services to victims/survivors of violence to share their work and specialist knowledge on the subject. There are certain aspects of support for victims and survivors of sexual violence that can only be provided by individuals or groups specially trained in these areas. These specially trained and well-experienced individuals or groups already exist in many countries and their services include post-traumatic and legal counselling, provision of emergency refuge, advocacy for housing and other rights by victims/survivors and their dependants fleeing their violent homes and communities; medical treatment, advice, referral and direct support for economic livelihood, legal representation in court for property, support and custodial rights over their children. These services were mostly pioneered by women's groups in the country.

If a woman or girl is reaching out, she is looking for support – the right kind of support. Having phone numbers and contacts to appropriate resources is critical. Have the names and phone numbers or web addresses of organizations that can support or provide assistance to women and girls who have experienced violence always

available during the workshop series. It is a good idea to leave these in a discreet place where participants can access them privately if they so wish. A blank table for you to fill in with organizations relevant to the participants in your group is included in the materials section at the back of this pack.

*It is important to negotiate and seek the explicit approval of organizations before referring individuals in need of their support. Groups or individuals involved in providing support and counselling to individuals traumatized by violence have standard guidelines which you need to be aware of and incorporate in your referral role.*

## 3. Do not try to counsel the individual.

An HRE facilitator is not equipped to provide counselling to individuals who have experienced violence and should never be presented as such. The facilitator should be clear about their role of the facilitator from the outset of the workshop so participants are aware of the kind of support they will receive should they disclose. An HRE facilitator is responsible for facilitating discussions on VAW and gender and creating an environment that enables learning around the topic and issues.

If confronted with a situation of disclosure, acknowledge the person's experience and find the time and the space to speak to them in a safe and secure environment. Explain what you are able to provide and cannot provide and encourage them to contact the organizations that can provide support.



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Module One

# Module One

## Sessions 1 – 4

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# SESSION 1

## Aims:

- ❖ For participants to get to know each other
- ❖ To create a secure and sensitive working environment
- ❖ To identify the group's fears and expectations about workshops
- ❖ To explore initial reactions to gender and chart participants' level of understanding and comfort working on gender

## Materials:

- ❖ Flip chart board, paper and markers
- ❖ Large red ribbon
- ❖ Clean waste paper bin
- ❖ Sheets of newspaper (half as many sheets as number of participants)

## Time:

- ❖ 3 hours

## Introduction:

Total Time: 5 mins

Outline aim of workshop series.

(5 mins)

## Name Game:

Total Time: 30 mins

- Go round circle with each participant saying three things on the following topics. Highlight that the maximum someone can speak for is 30 seconds:
  - a. work
  - b. things you enjoy
  - c. an interesting fact

(15 mins)

Repeat this process until the group is comfortable with all the names. (3 mins)
- Once this has been completed ask participants to form a circle standing in alphabetical order determined by names. (3 mins)
- Go round circle to confirm that participants are standing in alphabetical order. (2 mins)
- Go round circle again. Each participant says their name. The whole group then repeats it back.
- Ask participants to form a new circle so they are not standing next to anyone they were standing next to before. (2 mins)

The group will now not be in alphabetical order.
- Go round circle for the last time. The group shout out each participant's name but that participant says nothing. (2 mins)

## Group Contract:

Total Time: 30 mins

- Reform as whole group and ask participants what they need from each other and from you to work effectively and successfully as a group over the next few sessions. (1 min)
- Elicit answers on to flip chart paper. (It is nice to keep this to refer back to in subsequent workshops.) (9 mins)

Possible answers could include:

- |  |   |
|--|---|
| > Respect/Tolerance for other's opinions | > No one to dominate the discussions    |
| > Confidentiality                        | > Mobiles switched off                  |
| > Listen                                 | > Good timekeeping and punctual arrival |
| > Speak loudly & clearly                 | (By participants and facilitator)       |
| > Active participation by all            |   |

Possible reactions/suggested responses, some of the points that may arise in the feedback discussion:

- Are women respected equally within society?
- Why is confidentiality important? So you can talk freely and openly about sensitive issues.
- If women are facing difficulties where can they go in the community to discuss sensitive things in a secure and safe environment?
- Is there a difference between active and passive listening? How actively are Women's Rights being listened to in society? Are women speaking out about their rights and the discrimination they face, or not?
- Can women and society do more to make their issues heard? Or is it just that they are being ignored?
- Active participation involves people wanting to take part and others creating the space for them to take part. Does this space exist for women in your community? What are women doing to actively occupy and/or create this space?
- How much are human rights issues being dominated by male-centred violations?

- Once the ground rules have been elicited ask participants to spend 5 minutes discussing in pairs what these rules mean to women in their society. (5 mins)
- Go round circle with each pair of participants choosing one of the rules and feeding back on the points raised in their discussion. (15 mins)

**Facilitator's Tip**

It is worth spending some time on the ground rules and discussing what people really mean by the points that are brought up.

**Facilitator's Tip**

At least one out of every three women has been beaten, coerced into sex, or otherwise abused in her lifetime, according to a study based on 50 surveys from around the world. Usually, the abuser is a member of her own family or someone known to her.<sup>2</sup>

In a group of 15 to 20 participants at least one person will have experienced or witnessed an incident of VAW. The facilitator should, therefore, highlight the importance of confidentiality and sensitivity at some point during the course of the ground rules exercise.



## Gender Thermometer:

Total Time: 35 mins

### Facilitator's Tip

Participants may ask for a definition of gender during the course of this exercise. The definition provided in session three can be used and participants assured that this will be looked at in greater depth.

- Put large red ribbon down the centre of the room. (1 min)
- Mark one end 0 degree the other 100 degrees and put 37 degrees (normal body temperature) near the middle. (1 min)
- Explain that this is a thermometer to gauge the level of anxiety participants feel about issues surrounding gender. (1 min)
- Explain that you will call out a series of worries people have about working on gender. If a worry makes the participant feel extremely anxious they should stand at 100 degrees. If they have a healthy level of anxiety they should stand at 37 degrees and if it is something that causes no level of anxiety or something they haven't thought about before they should stand at 0 degree. (2 mins)
- Call out worries below and ask participants to place themselves on the thermometer for each one:
  1. The language of gender and complexity of the issue.
  2. Excluding men from the argument and creating a gender divide.
  3. Sounding judgmental about other people's social and cultural contexts.
  4. Encountering a VAW survivor through the course of my work and not knowing how to handle the situation.
  5. Reflecting the work I do on gender in the structure of the institution I work for.
- After each statement has been called out the facilitator should lead a discussion on why participants have stood in certain places on the thermometer. (30 mins)

Use the following points to help you in the feedback discussions during the Gender Thermometer Exercise.

### 'The language of gender and complexity of the issue'



It is important that activists feel fully equipped when working on any issue. Throughout this series of gender awareness workshops much of the terminology and many of the concepts surrounding gender issues will be explored and by the end participants will feel more confident and able to express their feelings and ideas on the issue.

### 'Excluding men and creating a gender divide'



It is only really in the past 15 years that Women's Rights have been recognized as human rights. Historically, VAW, particularly VAW in the home, has been hidden, ignored and left off the human rights agenda, despite its massive scale. We need to highlight VAW in order to redress this earlier lack of attention to the issue. Men should be actively encouraged to become part of this process. However, centralizing concerns about male involvement to the point of reducing action on Women's Rights issues is to again push Women's Rights issues and the violations of those rights to the periphery where they will remain hidden and ignored.

Recognizing discrimination as a root cause of VAW acknowledges that there is already a gender divide. In order to eliminate VAW, this divide needs to be questioned, and ultimately reduced.

### 'Sounding judgmental about other people's social and cultural concerns'



Every state in the world signed up to the UN General Assembly's Declaration on the Elimination of Violence against Women:

Article 4 stresses that States:

*"should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to [the elimination of violence against women]."*

Article 5 of the Convention on the Elimination of All Forms of Discrimination against women (CEDAW) clearly states:

*"State parties shall take all appropriate measures:*

*(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women."*

Culture and religion are an important source of human fulfilment and the right to freedom of religion and culture are both human rights and should be enjoyed and not used as an excuse for one sex to dominate and abuse another. Many social and political rules or norms which seek restriction of women's human rights are justified in the name of cultural or religious values. Restrictions can range from discriminatory inheritance rights or indications that a woman's testimony is less reliable than a man's to the fact of women being actively encouraged to remain in violent marriages at all costs. These work to make it harder, if not impossible, for women to escape situations of violence.

### 'Encountering a survivor of violence against women and not knowing how to handle the situation'



Any activist working on gender-based discrimination and violence should be sensitive to the issues it raises and the sensibilities of people they may come in contact with. However, activists working on gender-based violence are activists and should not try to take

on the role of trained counsellor. Locating the issue within the human rights framework, raising awareness and promoting activity to bring an end to the issue clearly delineates the activist's role.

By raising the issue you are not telling someone who lives or has lived with the reality of violence something they don't already know about their situation. Rather, you are working towards creating a world and environment where they can openly discuss their situation without judgment and promoting action among people to create a new reality with no place for gender-based discrimination and acts of gender-based violence. (Also see the notes on how to handle disclosure in the introduction to this manual).

### 'Reflecting the work I do on gender in the structure of the institution I work for'



As a method of good practice every organization working on Women's Rights should develop their own internal gender action plan to ensure that all their programs, policies, projects and activities facilitate the empowerment of women and help transform social values and relationships towards the goal of equality between men and women.

## Binning Gender Fears:

Total Time: 40 mins

- Reform as whole group. Place clean waste paper bin in centre of circle. Give a piece of paper to each participant. Ask each participant to think of something that worries them personally about working on gender issues and write it in the form of a question they want answered during the course of workshops. They should also write their name in brackets. (10 mins)
- Go round the circle, each person reads out their question and as they do puts it in the bin in the centre of the circle. After they have read out the question the rest of the group is asked for their initial comments on it. Each discussion should be limited to approximately one and a half minutes. (There will be some overlap of questions permitting extra time for discussions on some topics.) (30 mins)

### Facilitator's Tip

The facilitator should keep the binned questions for the last workshop when they can be revisited to see how the participants feel about what they wrote.

## Gender Walk:

Total Time: 30 mins

- Spread sheets of newspaper randomly around the room on the floor.
- Explain to participants that when you shout out the word 'Walk' they are to walk around the room as fast as possible but without bumping into anyone. When you shout 'person to person' they are to stand on a piece of newspaper. Only two people are allowed on a sheet of newspaper at a time.
- Explain that you will call out a sentence which they can discuss in that pair for two minutes in total. At the end of the two minutes you will shout 'Walk' again and they can walk around the room again until you shout 'person to person' and call out the second statement and so on.
- Ask participants to mill around the room and then call out statements below one at a time. (10 mins)

Statements to be used:

- Something typical of my gender that I like doing.

- Something typical of my gender that I don't like doing.
  - Something not typical of my gender that I like doing.
  - Something not typical of my gender that I would like to be able to do without judgment.
  - Something I hope will happen during the workshop series.
- After all the statements have been called out and discussed ask participants to form three groups of five. Give each group a large piece of flip chart paper.
  - Once in their groups, ask participants to brainstorm onto the piece of flip chart paper some of the hopes about the workshops that came up during the discussion activity. (10 mins)
  - Reform as one group and share some of the participants' hopes. Facilitator can refer to the aims of the workshop series and highlight what may and may not be covered. (10 mins)

## Cooler:

Total Time: 10 mins

Back in circle. Go round with each participant saying one thing they will remember from the session. The facilitator should set a time limit of 30 seconds for each person to speak.  
(10 mins)

# SESSION 2

## Aims:

- ❖ To understand diverse nature of identity
- ❖ To understand that identity is a social construction
- ❖ To understand how differences can become the basis for discrimination

## Materials:

- ❖ Flip chart board, paper and markers
- ❖ 3 cut-out petals for each participant (p. 39)
- ❖ Copy of flower for each participant (p. 40)

## Time:

- ❖ 3 hours

## Introduction:

Total Time: 5 mins

Facilitator gives brief synopsis of what was covered in previous session and outlines aims of forthcoming session.

(5 mins)

## The Sun Shines on:

Total Time: 30 mins



them at the moment of speaking. These should be simple at first (e.g. red socks, blue eyes, yellow shirt etc.).

(1 min)

- The participant in the centre then calls out the statement 'The sun shines on anyone who...' and completes it with the ending of their choice (e.g. 'The sun shines on anyone who is wearing a yellow shirt.')  
(1 min)
- Once the statement is complete all the participants sitting on chairs for whom the statement is also true stand up and move to another seat.  
(2 mins)
- The last person left standing stays in the middle and chooses the next category of person by completing the 'sun shines on...' statement.

- Ask group to sit in a circle and invite one participant to stand in the centre of the circle. Remove their chair so that there are only enough chairs for each of the people sitting down.  
(1 min)
- Ask the participant in the centre to think of a category which they identify with and that is true for

- As the game progresses the facilitator should guide the participants away from making simple statements about physical identity towards more varied types of categorization (think about racial groupings, age, education, language, social class, sexual orientation, geographic location).
- The facilitator should end the game when they feel that enough types of identity have emerged. (10 mins)
- Once the game has been completed the participants should regroup in a circle and the facilitator lead a group discussion on the following questions:
  - Which were the largest groups?
  - Which were the smallest?
  - How did it feel to be in a minority?
  - How did it feel to be in the majority? (15 mins)

## Sun Shines on Alternative<sup>3</sup>:

All chairs should be moved to the sides of the room. Participants should be asked to stand in a straight line across the centre of the room facing the facilitator and hold hands.

Facilitator explains that this is the line of social status/privilege and the end line (the wall opposite the participants) is the line of higher status/privilege. Explain that you will call out a series of statements (examples below – add more culturally relevant ones if necessary). Participants are to move forward or backwards a certain number of steps as instructed.

If you ...

- Are studying or studied in a private school or institution move five steps forward.
- Are a member of an indigenous group move seven steps back.

- Support the LGBT community take 5 steps back.
  - Live in a rural area take 3 steps back.
  - Are in full-time paid employment move 8 steps forward.
  - Own your own house move 6 steps forward.
  - Belong to a minority ethnic group take 5 steps back.
- Lead follow up discussion on following points:
- How did it feel to move forwards?
  - How did it feel when you had to break hands with the group?
  - How did it feel to reach the end line? How did it feel to not reach the end line?

What needs to be done so everyone is always moving forward? Do we want to be moving forward?

## Power Petals<sup>4</sup>:

Total Time: 65 mins

### Facilitator's Tip

This session requires considerable sensitivity.

- As a group brainstorm on to flip chart as many different categories of identity as the group can think of. (5 mins)

Examples could include:

RACE, COLOUR, DESCENT, NATIONAL/ ETHNIC ORIGIN, SEX/GENDER, LANGUAGE, RELIGION, POLITICAL OR OTHER OPINION, CASTE, SOCIAL ORIGIN, PROPERTY, BIRTH OR OTHER STATUS, DISABILITY, AGE, HIV/AIDS OR OTHER HEALTH

STATUS, SEXUAL ORIENTATION, CULTURE, SOCIAL AND ECONOMIC STATUS, NATIONALITY, OCCUPATION

- Hand out three petals to each participant. Each participant chooses three identities which they feel they strongly identify with and writes one in each of the petals. They can choose categories of identity from the list or different ones. (5 mins)
- Ask participants to form small groups of about four. (1 min)
- In their groups participants put petals together to form a flower and compare the identities they chose, explaining the reasons for their choices. (10 mins)



- In open group feedback it is interesting to explore the many different ways used to categorize people and explore whether there were differences between the way female and male participants identified themselves. (5 mins)
- Give each participant a copy of empty flower but ask them to stay in their groups. (1 min)
- In their groups of four, participants fill in each of the petals on the flower with all the different identities chosen by their group so that each group member has a completed flower of identity. If the participants do not have enough different categories of identity to complete their flower they can select ones from the brainstorm list. (3 mins)
- Ask participants to shade in their individual flower according to whether they personally feel discriminated against or privileged in that area: (4 mins)

Discriminated = shade the bottom of the petal  
Privileged = shade the top

- Ask participants to count the numbers of areas in which they feel privileged and the number of areas in which they feel discriminated against and compare with the other members of their group explaining their choices. (10 mins)
- Bring participants back together to form one group. (1 min)
- Have the word “**intersectionality**” on the flip chart and ask participants what they know about this term. (5 mins)
- Explain that an intersectional analysis of identity urges us to: (7 mins)
  - ◊ look at all the different factors that constitute our identity.
  - ◊ understand the various forms of discrimination and oppression that we face as members of the very diverse and different communities.
  - ◊ understand the ways in which injustice and discrimination are rooted within hierarchies of power and privilege in modern society.

◊ examine our own positioning on the grids of power and to see how, in different moments, our different identities can place us in positions of superiority or inferiority in relation to others.<sup>5</sup>

- Have following comments from Radhika Coomaraswamy, former UN Special Rapporteur on violence against women written on OHP or flip chart<sup>6</sup>: (5 mins)

*“The consequences of intersectional discrimination may remain unaddressed by prevailing human rights approaches because the specific problems or conditions created by intersectional discrimination are often subsumed within one category of discrimination, such as race or gender discrimination.”*

Failure to acknowledge the role of multiple forms of discrimination in human rights violations will mean that

*“...efforts to remedy the condition or abuse in question are likely to be as incomplete as is the analysis upon which the intervention is grounded.”*

- Bring activity to a close making following points: (3 mins)

Most people have personally experienced identity-based discrimination at some level. Gender can be considered a form of identity that, like other categories of identity, has been socially constructed. The social construction of gender and how this translates into gender-based violence forms the focus of the following sessions. Analysis of the concept of gender-based violence must consider the interaction between gender and other social categories such as class, race and ethnicity.

*‘if poor women of a particular ethnic group are forcibly sterilized, discrimination on the basis of class and race as well as gender contribute to this human rights violation. Or as the recent exposure of rape of women in war and conflict has demonstrated, the gender and racial/ethnic components of these violations cannot be separated out.’<sup>7</sup>*

## Frozen Pictures:

Total Time: 70 mins

- Ask for participants to volunteer to share in their groups a story of a time when they felt discriminated against because of an identity outlined in their flowers. No one should be forced to do so if uncomfortable. (15 mins)
- Once the participants have shared their stories ask them to choose one story to present back to the rest of the group. (3 mins)
- Once the group have selected their story ask them to create a frozen picture to represent their story. The participant who originated the story is responsible for sculpting the picture and should include themselves in the picture but should not play themselves. (10 mins)
- Once each group is happy with their picture explain that they are going to present them to the other groups. Ask one group to go first, the other groups sit down. (1 min)
- Explain that you will count down from 5-1, by the time you reach 1 the group shall be frozen in position. You will then ask a series of questions for the others to answer. The frozen group must stay frozen. (1 min)
- Count down from 5-1. Once the group is frozen ask some questions (examples below)
  1. What do you see?
  2. Who is being discriminated against?
  3. Why?
  4. How are they feeling?
  5. Who is the oppressor?
  6. How are they feeling?
  7. What are the reactions of the other characters/on-lookers in the picture?
  8. What are the feelings of the other characters/onlookers in the picture?

**Facilitator's Tip**

It is important for the facilitator to accept all answers at this stage and not search for the true meaning of the picture.

- Once the picture has been looked at in detail thank the participants and ask them to relax and sit down. Explain that they will be invited to talk about their picture in the discussion once all the pictures have been looked at. (5 mins)

- Repeat the process for the remaining pictures. (20 mins)

- Reform as a group and discuss the following:

1. How accurately did we analyse the stories you presented?
2. In which pictures was the oppression coming from personal prejudices and in which from institutionalized?

**Facilitator's Tip**

The public/private split is something that is looked at in detail in session six so this is an initial discussion on the topic.

- 3) Is there a difference?
- 4) What is the importance of the concept of power to each of the situations? (15 mins)

1. Power is embedded within the notions of discrimination and oppression. Power enables people to oppress others and by oppressing others the oppressor in turn feels a greater sense of power.

2. Bringing an end to oppression requires people in positions of authority to question and surrender or redefine their own personal position of power.

3. Unequal power relations between men and women lie at the heart of discrimination against women. Discrimination is the root cause of gender-based violence.

4. How these power relations have been constructed and what this means to gender-based violence is looked at in the following session.

## Cooler:

Total Time: 10 mins

Go round circle and each person says one thing they found striking about today's session. (Facilitator should

guide participants towards making comments on content rather than room temperature, acting skills etc.) (10 mins)

# SESSION 3

## Aims:

- ❖ To understand that 'gender' is a social construction and, therefore, a form of identity
- ❖ To make initial links between identity-based discrimination and how this translates into gender-based discrimination

## Materials:

- ❖ Flip chart board, paper and markers
- ❖ Sex and gender maze map (p. 41)
- ❖ Cut-out fish, reeds and bubbles (approx. 5 of each for each participant) (p. 42 & 43)
- ❖ Flip chart paper, blu-tak or sticky tape, marker pens
- ❖ Couple cards (p.44)

## Time:

- ❖ 3 hours

Session 3

## Introduction:

Total Time: 5 mins

Recap on last session and highlight that you looked at how identity can become the basis of discrimination which in itself is a human rights violation. Explain that gender can often be considered a form of identity and that, as with all identities, it has been socially

constructed. Outline that in this workshop you will be looking at what gender is, how it has been socially constructed, and how discrimination is embedded in these constructions. It is this discrimination that paves the way for gender-based violence. (5 mins)

## Sex and Gender Quiz:

Total Time: 30 mins<sup>8</sup>

- Ask participants what they feel is the difference between the words sex and gender. (1 min)
- As group briefly discuss opinions. (4 mins)
- Have following definitions on flip chart paper or OHP. (2 mins)

**Gender** refers to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.

**Sex** by contrast with gender, refers to the biological state of being female or male.<sup>9</sup>

- Allow time for participants to write down definition or have it prepared on a handout. (1 min)
- Divide participants into teams of 2-3. (1 min)
- Give each team a copy of the maze map. Explain that you are going to call out a number of statements. The teams have to decide whether the statement is describing 'sex' or 'gender'. If it is sex they take the left hand path, if it is gender they take the right hand path. (1 min)

- Read out the statements and allow time for groups to discuss. At this point do not give correct answers. (10 mins)
- Once all statements have been completed, ask participants which city they are in. Tell them the city they should be in if they have followed the correct path. (2 mins)

## Sex or Gender?

- Women give birth to babies, men don't. (S)
- Little girls are gentle and timid; boys are tough and adventurous. (G)
- In many countries, women earn 70% of what men earn. (G)
- Women can breast-feed babies; men need a bottle for feeding babies. (S)
- Women are in charge of raising children. (G)
- Men are decision makers. (G)
- In Ancient Egypt, men stayed at home and did weaving. Women handled family business. (G)
- Women inherited property and men did not. (G)
- Boys' voices break at puberty; girls' do not. (S)

- According to United Nations Statistics, women do 67% of the world's work, yet their earning amount to only 10% of the world's income. (G)
- Women are concerned about the standard of education for their children. (G)
- Women are forbidden from working in dangerous jobs such as underground mining; men work at their own risk. (G)
- The majority of policemen in most countries are men. (G)
- There are fewer women Presidents, Members of Parliament and Managers than men. (G)

- As group discuss & flip chart key points

Did any of the statements surprise you?  
 Did everyone in the group have the same view?  
 Was there disagreement? Could you resolve the disagreement?  
 How do gender roles vary across age differences, classes, races, cultures and historical periods?  
 In what ways do women in different countries experience power and oppression differently? (8 mins)

## Personal experiences of being 'gendered':

Total Time: 45 mins

### Facilitator's Tip

To avoid participants feeling exposed during the course of this exercise, the facilitator should explain that participants should be told in advance that the stories they share will be fed back to the rest of the group so they should only volunteer information they are happy for people to know about.

- Ask group following question:

*'At what point in their life did they become aware of their gender? i.e. When did they first realize they were different to the opposite sex?'*

They should think about gendered roles and not physical difference. (10 mins)

- Give participants a selection of fish, reeds and bubbles and explain:

• The **fish** represent important events in their life where they were aware or became aware of their gender.

- The **small fish** are for when they were **young** the **larger fish** for the **older** they were.
- The **reeds** represent **barriers** that they may have faced because of this event.
- The **bubbles** represent a **success** or achievement they had because of that event.

### Facilitator's Tip

Facilitators will need to suggest a way to distinguish between male and female fish if a mixed group. Consider using different coloured pens for men and women.

- Allow participants time to fill in their fish, reeds and bubbles. (10 mins)
- Once completed participants stick the fish and corresponding reeds and bubbles on to the group river of life. (5 mins)

- Once the chart has been completed use following points to hold open group analysis. (20 mins)

- How awareness of gender has affected life choices and how this differs between men and women?*
- Are there any particular ages when people feel most gendered. Is this the same for men and women?*
- Are there particular times or events that create barriers in people's lives?*
- What discrepancies are there between the number of obstacles faced by men and women and the number of bubbles they produce?*

- How people's experiences may in turn influence and affect people around them in their community i.e. if girls leave school young, they may all feel they should follow suit and vice versa?*

Institutions shape gender from a very early age. The significance of this gendering is often only realized in later life. If this gendering is to be negated the institutional structure itself also needs restructuring and the individuals involved re-educating.

## Stereotyping:

Total Time: 30 mins

- Go round circle with each person saying name preceded by a word that starts with same letter as their name and that is associated with being female. These can be both negative and positive. Example answers could be: mother Maureen, nagging Nora, sister Sid, pretty Pauline. (5 mins)

This can be used to lead into discussion on stereotypes

- How many of the descriptions describe women in a positive/negative way?
- What differences in language would there have been if using 'masculine' words?
- Is language linked to discrimination?
- Where do stereotypes come from?
- What do stereotypes achieve? (25 mins)

Men are often described as aggressive, competitive, strong, dominant and courageous. Women in contrast are often described as weak, tolerant, passive, and emotional. Such stereotypical images are often used to justify VAW. An imbalance in power relations between men and women is also contained within these stereotypes.

Stereotypes dehumanize people. Once someone has been dehumanized it becomes easier to discriminate against them and commit grave human rights violations.

## Stereotyping Alternative Extra:

(Materials – newspapers & magazines)

- Divide participants into groups of 4 -5.
- Give each group a large piece of flip chart paper and ask them to write woman in the centre.
- Participants go through the newspapers and magazines cutting out images and words to stick to the paper and

build up a collage of what woman means in their communities.

- They should think of language, images, materials, colours, sounds etc.
- Once the collage is complete lead a discussion following points 1-5 above.

## A Day in the Life:

Total Time: 55 mins

### Facilitator's Tip

Don't be drawn into giving your opinion on what constitutes work.

- As a group, brainstorm all the things they feel are important to define work and write these on flip chart. (5 mins)
- Ask group to select three of these characteristics to form group definition. Write this group definition on to flipchart. (5 mins)
- Divide group into four groups. (1 min)
- Give each group a piece of flip chart paper. Each group draws a line down the centre of the page. They write the 24-hour clock on both sides of the paper so they have two complete 24-hour clocks. (5 mins)
- Give each group a couple card. Each group should be given a different card. (2 mins)
- Ask groups to fill in the activities performed by each member of the couple for every hour of the day. (They could use a different coloured pen for the man and for the woman). (10 mins)
- Once completed, ask groups to label their charts in the following way:
  - ◊ Put a **plus sign** if it fits the group's **definition of work**.
  - ◊ Put a **minus sign** if it is **not work**.

- ◊ Put a **question mark** for those activities you are **unsure** about.
- ◊ **Circle** any activities on the list for which someone receives **money**. (8 mins)

- Groups write the couple being represented on their chart and stick them to the wall. (3 mins)
- Divide participants into pairs. (1 min)
- Ask participants to walk round in pairs, compare the different charts and consider what differences they notice between the man's day and the woman's day on each chart and the differences they notice between the different charts. Have the following questions on flip chart for participants to refer to. (15 mins)
  1. *What percentage of the items listed can be defined as work?*
  2. *What percentage of the items listed as work are circled as paid work?*
  3. *How much do you calculate it would cost to hire someone to perform the tasks listed as unpaid work?*
  4. *Did listing all the activities for a day cause you to alter your definition of work?*
  5. *Are all the tasks you classified as 'work' unpleasant or difficult?*
  6. *Are all the activities you listed as 'not work' pleasant or fun?*
  7. *What does it mean to say 'My wife or my mother, sister, daughter' doesn't work?*
  8. *What definition of 'work' is implied by this statement? Is it the same as your definition?*
  9. *How did the different scenarios affect the type and amount of activities the woman spends her day doing?*

## Cooler and Conclusion:

Total Time: 15 mins

Ask participants to reform as whole group and invite comments on their observations.

Women can be discriminated against because of the imbalances of power within gendered roles. It is her stereotypical roles of house cleaner, child carer etc. that result in the imbalance of shared responsibilities within the home, regardless of whether the woman is doing paid work or not.

There is also an imbalance in what type of 'work' is given monetary value and, therefore, social worth. Traditionally 'male' work is paid while 'female' work remains either unpaid in the domestic setting or tends to fall into work within the informal sector.

The lack of power attributed to women means they are unable to exercise power over their own lives or make decisions regarding their ability to access and control resources and services. Lack of economic independence can often be cited as one of the main reasons women stay in abusive relationships.

# SESSION 4

## Aims:

- ❖ To identify the relationship between VAW and human rights violations
- ❖ To understand what VAW is and the extent to which it happens

## Materials:

- ❖ Flip chart paper and marker pens
- ❖ Human rights cards (p. 45)
- ❖ Card and red, blue, green pens (or red, blue and green post-it notes)
- ❖ Case studies (p. 46 – 49)
- ❖ Cradle and coffin handouts (p. 50 – 51)

## Time:

- ❖ 3 hours

## Introduction:

Total Time: 5 mins

- Welcome group and give brief outline of workshop aims. (5 mins)

## The Tree of Discrimination:

Total Time: 60 mins

- Draw a large picture of an apple tree, or fruit tree of your choice on flip chart. In the middle write the words Gender-based Discrimination. Ask group what they understand by gender-based discrimination. (e.g. on p.25) (3 mins)
- Brainstorm with group all the things which cause gender-based discrimination. Emphasize that you are looking at gender-based discrimination not just acts of VAW. Write these at the roots of the tree. (6 mins)
- Once this has been completed brainstorm all the results of the discrimination. Write these in the apples of the tree. (6 mins)
- Divide participants into pairs. Introduce a female character called Louise. In their pairs each

participant chooses one word from the roots and one word from the apples. Ask participants to think of a story to link the two words. In turn they share their stories with their partner. (10 mins)

- Once they have finished their stories ask pairs to verbally brainstorm together any human rights abuses faced by the person in their story. (5 mins)
- Ask a selection of groups to share a story and the human rights abuses. (5 mins)
- Divide participants into small groups of about three. Give each group one of the cards.
- Ask groups to discuss all the ways women from their community are denied that human right. (5 mins)

For example,

Males being given food rather than girls – some families give males preferential treatment during food shortages which can deny the right to life.

Councils not funding adequate street lighting and lighting in car parks in known troubled areas denies women the right to security of person.

Employers discriminating against pregnant women or married women, in case they become pregnant, denies women the right to just and favourable conditions of work.

- In their groups ask participants to choose one of the examples from their discussion to present to the rest of the group in frozen picture form or they can draw a picture to represent the discrimination. Emphasize that participants should focus on different ways women are denied that right and not just on physical acts of violence against women which are particularly sensitive to represent in picture form.

- Give groups time to prepare their pictures. (10 mins)
- Once they are ready explain that each group will come to the front and present their picture – frozen or drawn – to the rest of the participants one group at a time. Explain that if it is a frozen picture, you will count from 5 down to one. Once you reach one each group should be frozen in position. Participants who have drawn their picture are invited to present this to the rest of the group.
- Observing participants are invited to guess which right they think is being violated.
- The group presenting their picture is then asked to explain their picture.
- As part of the feedback discussion the facilitator should ask the participants how the discrimination faced by the woman in the picture and the violation of that right contributes to and leads to acts of VAW. (10 mins)

## Case Study:

Total Time: 40 mins

- Divide participants into three groups. (1 min)
- Give each group one of the case studies. (1 min)
- In their groups participants answer following questions which are written at the bottom of each case study:

1. What are the human rights issues here?

- Why do you think this situation came about – what are the underlying causes?
- Who is responsible?
- What can be done? (19 mins)

- Groups choose one participant to report back to rest of group. (19 mins)

• Quick summing up by facilitator.

## From the Cradle to the Grave:

Total Time: 60 mins

### Facilitator's Tip

The aim of this exercise is to look at violence against women across her life cycle. If the workshops are being conducted in a culture that does not use cradles for children or graves and coffins for death you may want to consider representing birth and death through other symbols.

- As group, form definition of VAW and write on flip chart. (12 mins)

- Divide participants into groups of three to four. (2 mins)
- Give each group a large sheet of flipchart paper and smaller blank pieces of card or post-it notes. (some red, some blue and some green) (2 mins)
- Explain that on the pieces of coloured card the group are to write an example of a different kind of violence experienced by women at different ages – childhood, adolescence, old age – and stick them to the cradle. (1 min)



- Give participants time to write on the cards. (10 mins)
 

**Red** = childhood  
**Blue** = adolescence to adulthood  
**Green** = elderly

- Once completed the groups rotate round looking at each others cradles to see what each group produced. Invite questions while participants rotate. (5 mins)

- Reform as a group. Highlight that some forms of VAW occur before the woman is even born, preventing her from even reaching the cradle. Invite participants to offer some examples. Possible answers could include: rape in conflict damaging woman's ability to reproduce, sex selective abortion, damage to unborn foetus due to physical assault from partner during pregnancy. (3 mins)

- Give out Coffin with facts about VAW from around the world. (2 mins)

- Highlight definition of UN Declaration on the Elimination of Violence against Women which should be written up on flip chart paper or OHP prior to the session starting. (5 mins)

*"any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."*

- Highlight fact that not all acts of gender-based violence are directed at a woman and not all acts which harm a woman are gender-based. (5 mins)
- Ask participants if they feel that the UN definition is adequate or if there is anything they would like to see added, removed or changed? (5 mins)
- Invite participants to compare the 2 definitions (brief discussion). (8 mins)

## Cooler:

Total Time: 15 mins

Session 4

- Explain that you now represent all women affected by violence. You are going to walk round the outside of the circle. When you place your hand on a participant's shoulder they are to make a promise of a way of incorporating a woman's needs into their work. They should be as precise as possible to avoid comments such as promote women's human rights.

Give participants time to silently decide on what their answer will be. (3 mins)

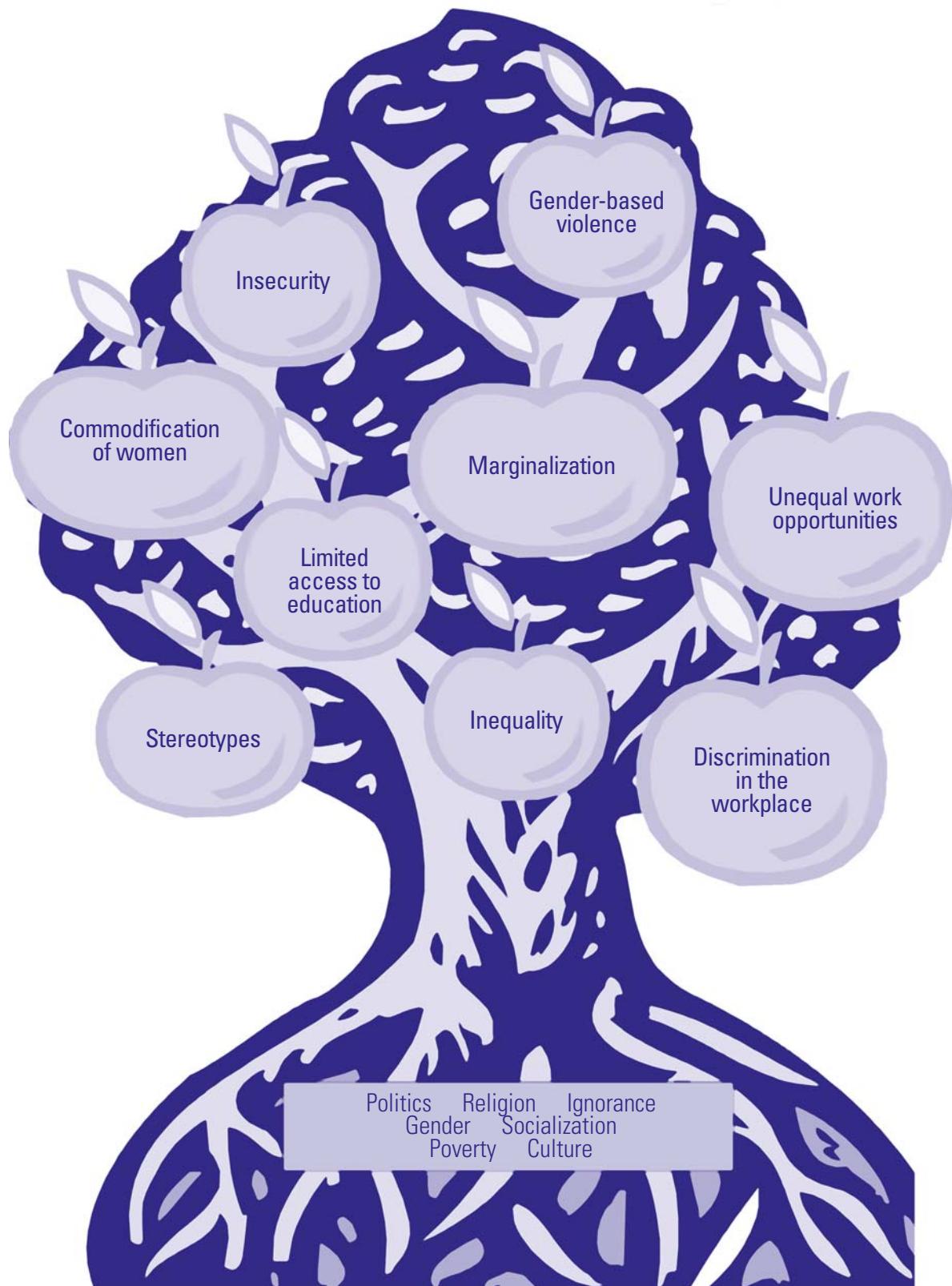
- Walk slowly round the outside of the circle and tap each participant gently on the shoulder in turn. (12 mins)

### Facilitator's Tip

If this session is to be the end of an independent series of four workshops the facilitator should spend 15 minutes less on the case studies exercise. This leaves half an hour to conclude the session. The facilitator can either spend half an hour evaluating the course using the methods outlined in session eight or extend the cooler as an exercise in setting action methods. (Also ask participants to complete hand-written evaluation.)

Example of tree of discrimination from page 14

Session 4







AMNESTY  
INTERNATIONAL

Module Two

# Module Two

# Sessions 5 – 8

Making rights a reality  
*Gender awareness workshops*

amnesty  
international



# SESSION 5

## Aims:

- ❖ To question commonly held assumptions surrounding VAW
- ❖ To familiarize participants with human rights documents in relation to Women's Rights issues

## Materials:

- ❖ Flip chart, paper and pens
- ❖ A copy of the myths and facts for each group of four (p.52 – 55)
- ❖ A copy of the washing line for each group of four (p.56)
- ❖ Points to consider in analysing your story handout (p.57)
- ❖ If you have access to the web, a copy of UDHR (available on the website of the Office of the High Commissioner for Human Rights: <http://www.unhchr.ch/udhr/>)
- ❖ If you have access to the web, a copy of the CEDAW (available on the website of the Division for the Advancement of Women: <http://www.un.org/womenwatch/daw/cedaw>)
- ❖ Case Studies (p.58 – 59)
- ❖ Examples of positive human rights stories/news from newspapers, AI sources etc.

## Time:

- ❖ 3 hours

## Introduction:

Total Time: 5 mins

Outline what has been covered on course so far and what the next half of the workshop series covers:

(5 mins)

### What has been covered **so far**:

- ✓ That gender is a form of socially constructed identity.
- ✓ Imbalances of power between male and female are embedded within this construction.
- ✓ These imbalances of power result in discrimination against women which paves the way for gender-based violence to occur.

✓ Changes at personal and social level.

✓ Definition of gender-based violence.

The **second part** of the workshop series will look at:

- ❖ Effects of VAW at a personal, community and social level.
- ❖ Ways of addressing VAW at a personal, community and social level.
- ❖ Barriers that may exist when addressing the problem.

## VAW Myths and Facts:

Total Time: 30 mins

- Divide participants into groups of 3 – 4. (1 min)
- Give each group a copy of the washing line. (1 min)
- Hand out dirty myths. (1 min)
- Participants place the myths on the line according to whether they think society in general agrees or disagrees. (10 mins)
- Give participants sponge facts to clean up the myths. (1 min)
- Participants match the fact to the myth. (10 mins)
- Check together as whole group and explore any differences. (6 mins)

Highlight the fact that:

VAW is one of the most widespread human rights abuses as well as one of the most hidden. It cuts across cultural, religious and economic boundaries and affects women of every class, race, age, religion, nationality and sexual identity.

The work to expose the extent of VAW over the past 25 years has produced increasing evidence of its global magnitude – most surveys agree on the alarming statistic that around one woman in three worldwide is affected by violence during her lifetime. However, it is important to remember that because of the sensitivity of the subject, VAW is almost universally under-reported so any findings probably represent the minimum levels of incidence.

Evidence also shows that no political or economic system or culture is exempt when it comes to allowing and justifying VAW. It happens in public and private, in peace and in wartime, in developed and developing countries.<sup>11</sup>

- Tie up the activity.

## Standing up for Yourself:

Total Time: 85 mins<sup>12</sup>

- Divide participants into small groups of about four. (1 min)
- Working in their small groups, participants remember and tell their group about a time in their life when they defended their human rights. Emphasize that this event does not have to be related to VAW as the focus will be on how they defended their right. (15 mins)

### Facilitator's Tip

Be prepared for the fact that some participants may not be able to draw on an experience of defending their rights. If that is the case, suggest that maybe they can think of someone they know who has, or that they imagine a situation that they would like to stand up for themselves in.

- After everyone has told their story, the small group should take up each story again and analyze the

conditions that made it possible for each person to defend their rights. The handout Points to Consider in Analyzing Your Story will help participants here. (10 mins)

- Once participants have done this they should choose one story to retell to the rest of the group. A participant might retell their own story or someone else might tell it. Or, members of the group might act out the central events of the story. Give participants time to prepare their story to present back. (9 mins)
- Each small group presents one story told in that group. While the stories are being told or re-enacted, the facilitator represents each graphically on a wheel with spokes. On the spokes are written the acts of defence (e.g. “demanding equal pay”, “challenged harasser”), the area between the spokes becomes the factors that helped enable them to stand up for their rights. (10 mins)

- Once the wheel has been completed, the group examines the various “spokes” and supports on their wheel and derives from them the basic human rights or needs the stories represent (e.g. “Education”, “Economic Equality”, “Freedom from Violence”). These rights or needs are then written on the rim of the wheel. (Note we say rights or needs at this point as some of the items identified may not be legally enforceable rights.) (15 mins)
- Breaking again into small groups, participants use the copies of the UDHR and CEDAW to match the rights and needs on the wheel to particular articles. (15 mins)

For example, financial security often is a big factor (e.g., “I couldn’t tell him ‘no’ until I could afford to have my own place to live.”). For some, the support of other women is crucial (e.g. “I knew my mother was behind me all the way” or “I don’t know what would have happened if there hadn’t been a battered women’s shelter.”) For others, education and/or the freedom to express herself is the key (e.g. “I saw some women demonstrating against VAW in the village” etc.

- Bring participants back together and lead open group discussion on following point: (10 mins)

What conditions are necessary for women to recognize their needs and stand up for themselves?

### Recognizing Women’s Rights as Human Rights is fundamental to the process of bringing an end to VAW.

**Human rights** are **indivisible** with no one right having greater value than another. They are **universal** and belong to all people equally regardless of socially constructed gendered roles, although gendered roles can affect the way the right is violated.

They **cannot** be **taken away** or **abrogated** and are **interdependent** so the promotion of one right necessitates the promotion of all rights.

The human rights framework establishes a **common language** for women’s rights activists and through **international law** enables **states** to be held **accountable** for any human rights abuses and violations.<sup>13</sup>

## Case Studies:

Total Time: 30 mins

- Divide participants into three groups. (1 min)
- Give each group one of the case studies. (1 min)
- In their groups participants discuss:

- What rights have been violated
  - What factors prevented the woman from standing up for her rights? (Think about events before, during and after)
- (20 mins to read and discuss 8 mins to feed back)

## Positive Action Quiz:

Total Time: 25 mins

- Pin up examples and articles about successful and positive steps that are being taken by individuals and organizations in your local community to promote Women’s Rights.
- Give participants time to circulate and read the articles. (10 mins)

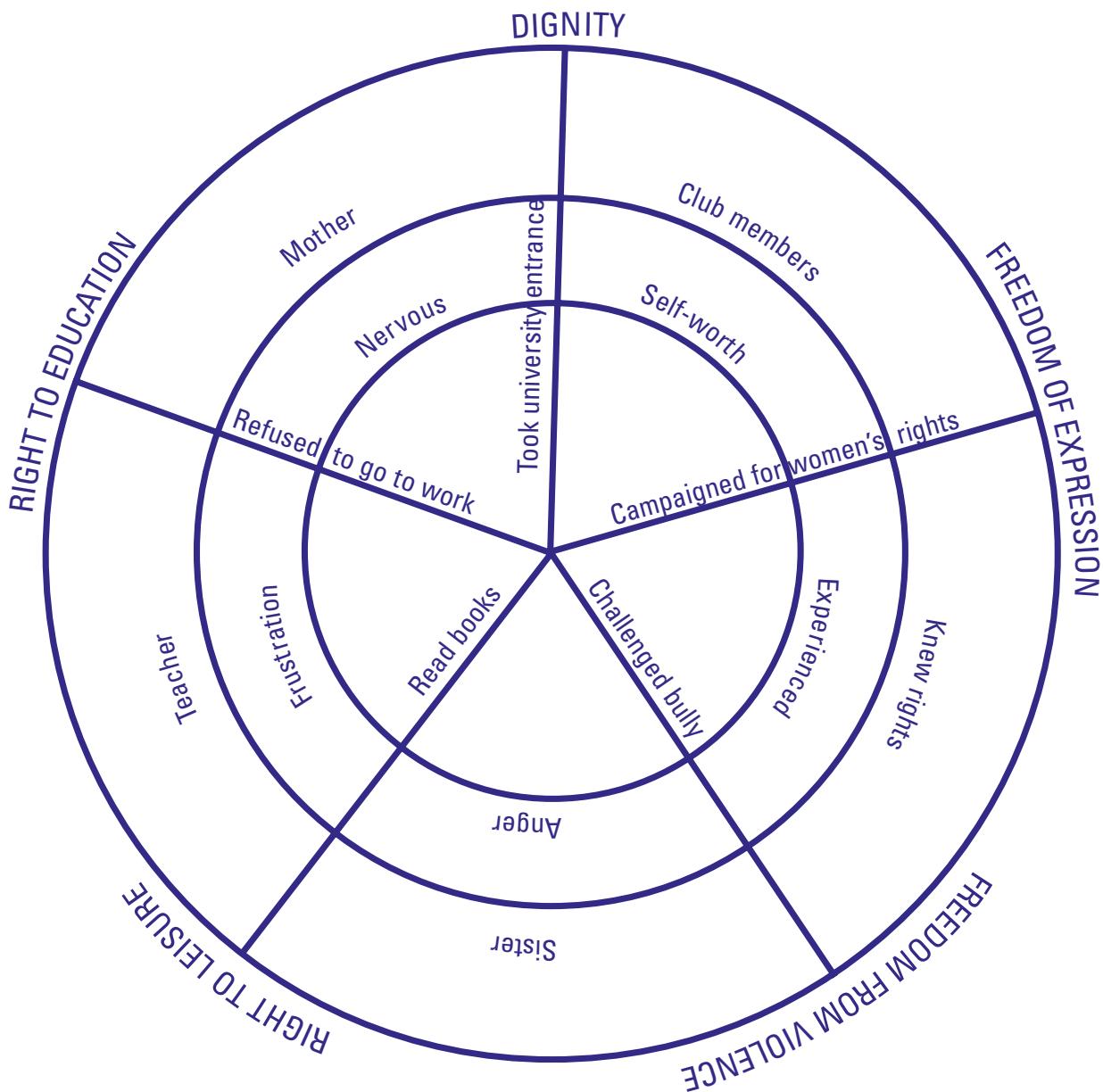
- Divide participants into four groups and run a quiz with questions based on the articles they have just read. (10 mins)
- Lead follow-up discussion on how they could incorporate anything they read about into the work that they do. (5 mins)

## Cooler:

Total Time: 5 mins

- Thank participants for their work and outline how next session looks at some of the institutional barriers faced by women in more depth. (5 mins)

Example of effects wheel produced in Standing up for Yourself exercise



# SESSION 6

## Aims:

- ❖ To look at the public/private dichotomy and establish it as a barrier to:
  - a. recognizing Women's Rights as human rights
  - b. stopping the prevention of VAW at the personal, community and social level
- ❖ To introduce the concepts of state and non-state actors and due diligence
- ❖ To challenge the distinction between the public and private spheres by looking at the interrelationship between the two

## Materials:

- ❖ Flip chart paper and marker pens
- ❖ Circles of support handout (p.60)

## Time:

- ❖ 3 hours

## Introduction:

Total Time: 10 mins

The following should be written on the flip chart before you start the session:

State actor	Non-state actor
State accountability	Due diligence

### Facilitator's Tip

The facilitator should feel familiar with these terms. For explanation of terms see Word Cards on pages 68 & 69.

For a long time, acts of violence against women in the family have been seen as a private matter and, therefore, are not considered the responsibility of the state. Whether committed by a state actor or a non-state actor, governments are obliged under international law to promote and protect women's Human Rights. A lot of work has been done by Amnesty International on highlighting mechanisms for holding governments to account for failing to meet these obligations. States have an obligation to respect, protect and fulfil their obligations and this is called due diligence. A detailed analysis of state accountability and due diligence will be found in the legal component of this toolkit.

- Ask participants if they are familiar with these terms and what they understand them to mean.

(10 mins)

This workshop focuses on why the private and public split exists, how this translates itself into the structure of an institution and how this structuring in turn perpetuates an environment of impunity for violence and the overall effect this has on the female victims. The workshop, therefore, establishes an understanding of why holding states to account is of such importance.

## Examining Violence:<sup>14</sup>

Total Time: 75 mins

- Brainstorm verbally 'What are some forms of VAW? (If participants did session 4, elicit what they remember from 'the cradle to the grave' activity) (5 mins)
- Using the information contained in the cradle ask participants to identify different types of violence. (5mins)
- Write answers on flip chart. (3 mins)

Possible answers could include:

- ◊ Physical abuse
- ◊ Psychological abuse
- ◊ Reduced or denied access to resources necessary for physical and psychological well-being (e.g. food, health-care, education, money)
- ◊ Use of women as commodities (e.g. trafficking, girl child pornography)

- Divide participants into pairs and ask them to divide a piece of A4 paper into three columns as follows: (2 mins)

Family	Authorities	Public

Explain that these are the different perpetrators of VAW. (4 mins)

### Violence by Authorities:

Violence committed by people in authority or agents of the government, such as soldiers, police or guards at borders, prisons, or refugee camps.

### Violence in the Family:

Any violence occurring in the home and/or committed by family members: male spouses, fathers, uncles, brothers, sons and other relatives. It may include rape and other forms of sexual assault, mental torture, forced incest, the withholding of food or other necessities, or verbal abuse.

### Public Violence:

Violence committed by members of the public, such as attacks or rape by a stranger.

#### Facilitator's Tip

Facilitator should be prepared to explore the concept of "family".

The UN Special Rapporteur on violence against women, its causes and consequences commented: "...family is defined broadly as the site of intimate personal relationship. A subjective definition, i.e. any unit where the individuals concerned feel they are a family, is more inclusive than an objective one and more relevant for the discussion of domestic violence. Rather than relying on the institutionalized definitions of family imputed by the State, notions of family should be reconceptualized around expressions of ideals of nurturance and care. There is a need to make room for "difference and plurality" within our understanding of what constitutes family. (E/CN.4/1996/53, 6 February 1996, para.25.)

- Ask participants to write the examples of violence on the cradle handout in the appropriate columns. (5 mins)
- Ask. "*Why is it important to distinguish different forms of violence from each other?*" (5 mins)
- If necessary point out that while most forms of violence are human rights violations, there are differences in responsibility and response to different forms of violence (e.g., some are punished severely, others go unpunished, some are ignored entirely). (2 mins)

- Ask participants to give examples from their own experience of different forms of violence they have seen or experienced. (5 mins)
- Ask '*under which categories do most of these examples fall?*' and add a tick/mark to this column. (3 mins)
- Read the following scenario: (1 min)

### A fight in the market:

On a busy market day a fight breaks out in the middle of the market. First A shouts loudly at B. Then A takes up a stick and begins to beat B on the head and shoulders. B is much smaller and cannot put up much defence. Soon B is lying on the ground and A kicks B, who is bleeding from the nose and the mouth.



- Ask participants following questions: (35 mins)
  - What do you think would happen if A and B were:
    - Two men?
    - Two women?
    - Two boys?
    - A husband and wife?
    - A father and son?
    - A father and daughter?
  - Would police or other authorities intervene?

- Would bystanders intervene?
- Do the age, gender, and relationship of A and B make a difference to how people react? Why?

## Alternative Extra:

Use the scenario to role play several different versions of the story and compare responses based on the age, gender and relationship of the people involved.

## Circles of Support:

Total Time: 30 mins

- Give each participant a copy of the circles of support sheet. (1 min)
- Explain that participants are to write the names of the people and organizations in their community that someone should be able to talk to in times of trouble (at this stage, this does **not** necessarily need to be VAW related trouble).

**Circle 1** represents the people who are closest to them.

**Circle 2** people who are close but not as close as circle 1 etc. (5 mins)

- In pairs participants compare their circles and discuss the different reasons for talking to the

people in the circles and the kind of support they receive from them. (9 mins)

- Ask a few participants to share what they discussed. (5 mins)
- Lead follow up discussion on following points:
  - What happens when the support from the circles closest to you isn't there?

Imagine you are:

- A woman who is being beaten by her partner
- A woman who has been raped in a conflict situation

How would these situations change what participants have written in the circles? (10 mins)

Session 6

## Non Writing Alternative Extra:

Ask one participant to sit on a chair in the middle of the room. Give them an imagined name (X).

Ask participants to offer suggestions, one at a time, of people, organizations and institutions in their community they feel X should be able to talk to if they were having problems.

As participants offer suggestions, they take a chair and go and sit opposite X. How close they sit will be determined by how close they feel their relationship is to them.

Once participants are seated, explain that X has been beaten by her husband for the past three years. Participants offer suggestions of how this would change their relationship to X. If they no longer feel they represent someone she could talk to they explain why and leave the circle taking their chair with them.

Once all the participants who feel they should leave the circle have left, ask remaining participants to justify why they feel the organization or person they represent is still someone X could turn to.

X responds suggesting barriers they feel still exist in approaching them for help. (Facilitator can also take suggestions from participants who have left the circle).

If a barrier exists the participant who represents that organization has to leave again taking their chair with them.

If no barrier exists the participant can remain seated.

At end count how many people/organizations who can genuinely offer support remain and highlight their proximity to X.

**Facilitator's Tip**  
If there are men in the group, they should try to put themselves in a woman's shoes if they feel comfortable doing this.

## Supporting Role Plays:

Total Time: 60 mins

- Ask participants to form pairs. (1 min)
- In pairs they choose one of the institutions or organizations from the previous exercise. For variety it is good if a number of organizations/institutions are used. (2 mins)
- In their pairs, participants write and agree a 10-line script between X and a representative from that organization for help. For the sake of the exercise, participants are to focus on the negative aspects of what may occur when asking for help. (15 mins)
- Once participants are happy with their dialogues invite one pair to perform their dialogue to the rest of the group. (2 mins)
- Once they have read through it once, ask participants to repeat it. This time, as they do, participants observing are encouraged to shout ‘stop’ when they hear something that could prevent the woman from speaking further. The participant who interrupts offers what they would like to hear. The suggestion is incorporated into the dialogue. The process is repeated until the ‘ideal’ situation has been reached.  
 (Allow approx. 10 mins per dialogue explored.  
 40 mins in total.)

**Facilitator's Tip**  
 If co-facilitating this activity is a nice one to break into parallel working groups. This allows more time for discussion.

## Supporting Role Plays Alternative Extra:

- Divide participants into groups of about 3 – 4.  
 Give each group an institution (police, law, school).  
 Participants dramatize way in which that institution discriminates against women. (15 mins)  
 Watch scenes back. (10 mins)  
 Follow up with discussion on the implications of this discrimination on violence against women. (10 mins)  
 Put participants back in their groups to brainstorm onto flip chart paper ways of removing the discrimination contained within the institution they represented. (15 mins)  
 Invite one participant from each group to feed back the results of their discussions. (10 mins)

## Cooler:

Total Time: 5 mins

- Either as a group or participants discussing in pairs clarify what they understand by ‘state actor’, ‘non-state actor’, ‘due diligence’ and ‘state accountability’, and the importance of these concepts to work on ending VAW. (5 mins)

# SESSION 7

## Aims:

- To look at terminology surrounding gender issues and promote confidence in using it
- To explore some of the problems that might be encountered in trying to stop VAW

## Materials:

- Flip chart, paper and pens
- Word & definition cards (p.61– 62)
- Effects web case study (p.63)
- Effects of VAW cards (p.63)
- Breaking barriers role play cards (p.64)

## Time:

- 3 hours

## Introduction:

Total Time: 5 mins

Outline aims of session. (5 mins)

## Vocabulary Games:

Total Time: 30 mins

- Divide group into pairs and give each pair a set of word cards. (Photocopy or write enough sets of words in preparation). (1 min)
- In their pairs discuss what they understand each word means. (10 mins)
- Give out definition cards and ask them to match each definition to a word. (9 mins)
- Clarify together as group. (10 mins)

## Vocabulary Game Alternative Extra:

Copy the words and definitions out once onto card. Give one card to each member of the group. They have to walk round the room and find corresponding partner.

## Alternative Extra:

Depending on the amount of follow-up work you want to do with your group, the following exercise is a fun way to reinforce the vocabulary.

### Back to board:

- Divide group into two teams.
- One person from each group comes and sits in front of the flipchart. The facilitator writes one of the words on the flipchart.
- The two teams describe the word to their team mate who tries to guess the word.
- The first participant to guess the word correctly wins one point for their team.
- It is a good idea to change the guesser after every three words so it remains as much of a team game as possible.

## Effects Web:

Total Time: 60 mins

- Read out case study about the woman from Suva Reka, Kosovo. (5 mins)
- Divide participants into groups. (1 min)
- Give each group one of the effects of VAW cards. You can also give each group a copy of the case study to refer back to. (1 min)
- Ask them to brainstorm as many effects as they can on the category on their card. Each effect is written as a separate event. Results of that event and results of results are written up as a flow chart. (20 mins)
- Once completed the group draw boxes round each event using the following code: (10 mins)
  - Blue** = Effects on individuals
  - Green** = Social responses
  - Yellow** = Effects on society
- One participant from each group feeds back chart to rest of group. (15 mins)
- Lead open group discussion on how the effects webs would be different if the rape had been committed by a male relative. (8 mins)

## Alternative Extra:

Ask participants to choose one of the implications to present back in frozen picture form.

Allow groups approximately 10 minutes to prepare.

Once groups are ready explain that you will visit each in turn. You will count down from 5 – 1. Once you reach 1 the group should be frozen in position. You will then ask a series of three questions. The first will be directed at the participants who are watching. For the last two you will tap participants who are frozen in the picture on the shoulder. They should not move out of position but answer the questions with the first things that come into their mind.

The three questions to be asked as you visit each group are:

To the observing participants:

- What do you see?

To participant in the picture:

- What are you feeling?
- What are you thinking?

The facilitator can tap as many participants in the picture on the shoulder as they wish, but each time the participant should be asked questions 2 and 3.

Once you have visited each group in turn bring participants back together as group.

Highlight fact that VAW has wide reaching implications on society as a whole. It affects individuals not directly involved with an incident as well as the individuals involved.

Discuss some of the other implications that arose during the brainstorming session before they focused on the issue they chose to present back to the group.

## Breaking Barriers:

Total Time: 75 mins

- Following on from previous exercise, elicit some suggestions from the group about possible courses of action their organization/community could take to help bring an end to VAW. Write ideas on flip chart. (NB the next session focuses on actions for change in much more detail so this is just a short discussion to set the scene for following role play) (10 mins)
- Elicit some examples of barriers they may face in trying to implement these ideas and changes. (10 mins)
- Divide group into pairs. Label pairs A & B. (2 mins)
- Explain that person A is to imagine that they have just returned to their organization having been on a gender awareness workshop. They are keen for their organization to incorporate some of their ideas into their policies. (2 mins)
- Person B is to play the character outlined on their role play card. They are to keep the information on their card secret but respond to person A's request accordingly. Let each group act out their scenario for



- approximately five minutes. Walk round observing and offering support where necessary. (6 mins)
- Ask groups to stop. Ask for volunteers from each scenario and invite them to play out their dialogue in front of the group. (45 mins in total)

After each scenario, ask:

- Why was there resistance?
- How did the activist cope with this resistance?
- What advice could we offer the activist in dealing with this resistance?
- How realistic was the resistance that was presented?

- How else could this resistance manifest itself?

It is important to highlight that you are not talking about how the participants ‘performed’ but exploring the issues that their ‘performance’ raised.

#### Facilitator's Tip

You may want to set aside some extra time for a de-brief and elicit some responses about how they felt while and after enacting out the role play?

### Role Play Alternative Extra:

Run the role play as a whole group. They are all activists at a meeting being held by their organization on how to end violence against women. Give each of the role play cards to participants in the group. Those

who do not have a card are activists who are keen to do some work on gender issues and ending violence against women.

The feedback can be run as above.

### Cooler:

Total Time: 10 mins

- Thank participants for their work and remind them that the activity was a role play activity and not real life. (1 min)

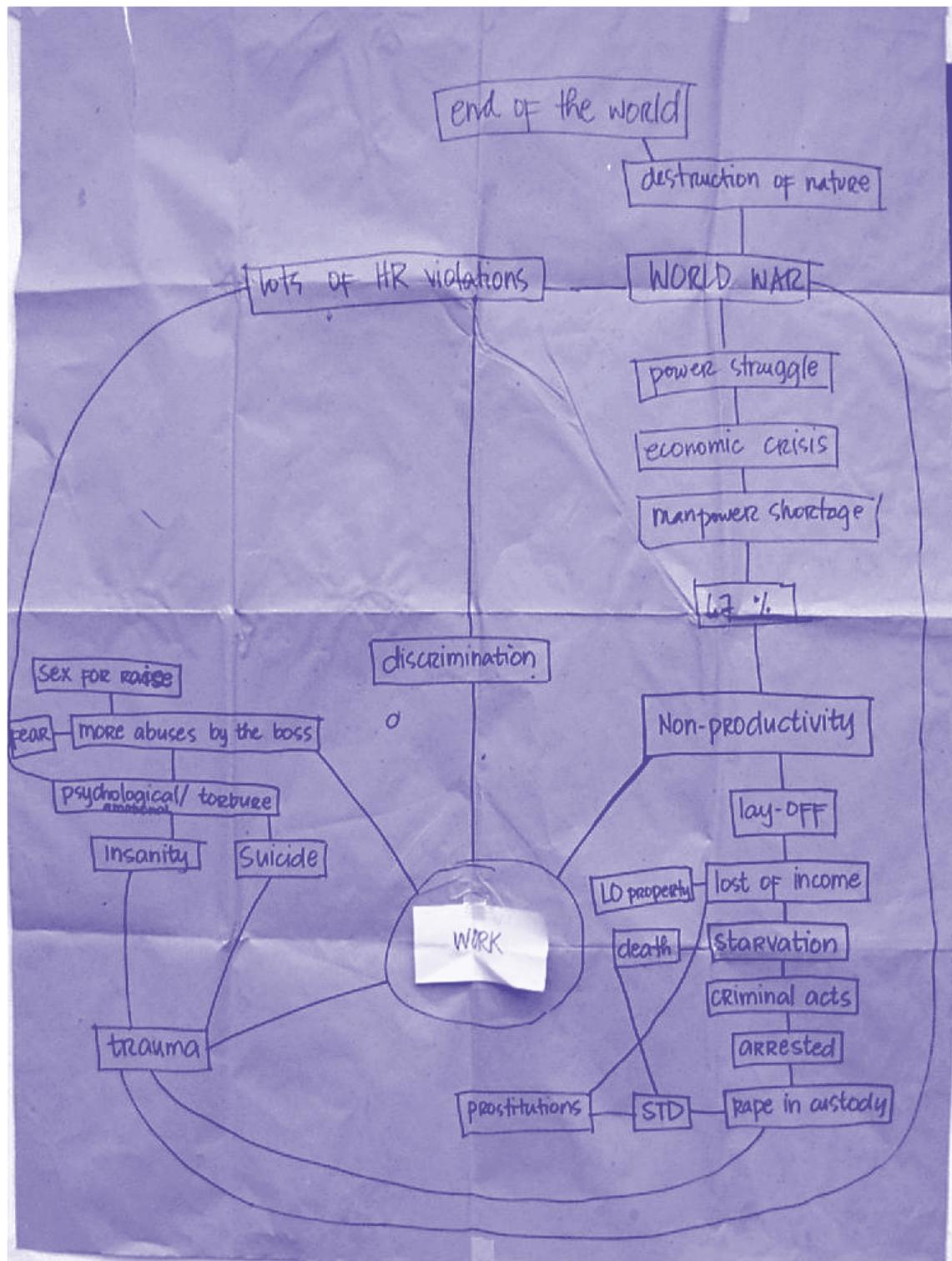
- Go round circle with each participant offering one piece of advice to the character they have just explored. (9 mins)

### What Can Be Done to End VAW?

“A range of things need to happen to protect women from violence.”

- Speak out against violence against women, listen to women and believe them.
- Condemn violence against women as the major Human Rights scandal of our times.
- Remove laws that discriminate against women.
- Establish effective laws and policies to protect women and punish perpetrators.
- Hold states accountable to their existing obligations under international law to prevent, investigate, punish and redress violence against women.
- Challenge religious, social and cultural attitudes and stereotypes which diminish women’s humanity and lead to the abuse of their Human Rights.
- Promote women’s equal access to political power, decision-making and resources.
- Support women to organize themselves to stop the violence.
- Train police, judiciary, health workers, local councils, those with authority and encourage good practice.
- Promote and run education and awareness training programs in schools and communities.

Example of an effects web produced by AI Philippines



# SESSION 8

## Aims:

- ❖ To explore what needs to be done to stop discrimination against women at a personal, community and social level
- ❖ To outline Amnesty International's campaign
- ❖ To sum up and reflect on course
- ❖ For participants to evaluate course

## Materials:

- ❖ Flip chart, paper and pens
- ❖ A large copy of the brick path for each group of four participants. (p.65)
- ❖ One complete set of the 'bricks of change' cards for each group of four (p.66-68)
- ❖ Examples of positive actions being taken by individuals and organizations to promote Women's Rights. These should be put up around room prior to session.

## Time:

- ❖ 3 hours

## Introduction

Total Time: 10 mins

Recap with participants the aims and objectives of the course and everything that has been covered. Outline the aims of the last session. **(10 mins)**

## Repaving the Path of Discrimination:<sup>15</sup>

Total Time: 80 mins

- Divide participants into groups of three to four. **(1 min)**
- Give each group a piece of flip chart paper and a marker pen. **(1 min)**
- In each brick, participants write a specific example of discrimination faced by women in their community. **(10 mins)**
- Once completed ask groups to verbally brainstorm what is necessary to repave this path of discrimination. **(10 mins)**  
**NB:** Participants do not write anything at this stage.
- Give out coloured cards. Do not explain the significance of the colours at this point. **(1 min)**

- Explain that participants take turns to turn over one card and read it to the rest of the group. The group must decide whether the change outlined on the card is 'Essential', 'Useful' or 'Irrelevant' to complete the following sentence:

*'In order to achieve women's human rights ...'*

(This should be written up on the flip chart for participants to refer back to.)

- ❖ If the group feel it is **essential** it should be stuck over the **inside** bricks.
- ❖ If the group feels it is **useful** it should be stuck over the **outside** bricks.
- ❖ If they feel it is **irrelevant** it should be placed in the **discarded** box.

The change described on the card does not have to be stuck over a corresponding type of discrimination. (5 mins)

<b>Pink</b>	= legislative change
<b>Blue</b>	= attitude change
<b>Green</b>	= action for change

(2 mins)

- Allow time for groups to discuss cards. (25 mins)
- Once all cards have been placed on the sheet lead open discussion on where groups have placed cards and invite explanations surrounding choices made. Try to reach group consensus. (15 mins)
- Ask participants to note whether there are any patterns in terms of where they have placed the different coloured statements. Draw attention to the significance of the colours of the statements:

- Ask participants to examine their decisions:
  - In general, what principles guided you as you placed the statements under the three columns?
  - Was there bias towards or against legislative change, attitude change or action? If so, why do you think your group has such a bias?
  - Can the priorities generated in your group be used to build an action plan to address VAW? (10 mins)

## An Imagined Land:

Total Time: 30 mins<sup>16</sup>

- Bring participants back together as a group. (1 min)
- Give each participant a piece of paper and ask them to draw an outline of their hand on it. (2 mins)
- Ask them to close their eyes and imagine a new world at the end of their paths where discrimination has been filtered out; a world where violence against women doesn't exist. Ask participants to think about their own daily routines, friends, families, communities and national and international relations.
- Give participants one or two minutes to imagine this land and while they are doing so, to think of a sentence that represents their world. Read out some of the sentences in the Materials section to give participants some guidance. (p.69) (3 mins)

- Ask participants to open their eyes and write their sentence in the outline of their hand on the paper. (2 mins)
- Explain that you will go round the circle with each participant saying their sentence and placing their paper hand in the centre of the circle. (1 min)
- Go round the circle with each participant reporting back their sentence. (20 mins)
- Once you have gone round the circle, highlight the campaigning slogan used by Amnesty International during the 2004 SVAW Campaign. (1 min)

## 'It's in Our Hands'

## Evaluation:

Total Time: 40 mins

The following are some nice ways to evaluate the course. Each takes approximately 40 minutes. The facilitator should choose their preferred technique:

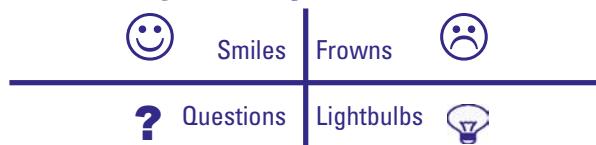
### Gender Gauge:



Revisit the gender thermometer and/or the binned fears from Session 1 to chart the difference in how participants now feel about working on gender issues.

### Smiles Frowns and Light bulbs:

Draw following chart on flip chart:



- In the Smiles section write things the participants liked on the course.



- ◊ In the Frowns write things participants did not like on the course.
- ◊ In the Light Bulbs section write the moments when participants learned something or understood something better.
- ◊ In the Questions write things the participants are still unclear about or questions they want answered.

- ◊ Discuss as group what the answers to the questions could be and how they can set about getting the answer.

## Binned Gender Fears

Each participant pulls out a question from the bin and reads it out and the name of the person who wrote it. The person who wrote it says how they now feel about the issue.

## Closing:

Total Time: 20 mins

The following are some nice ways to close the series of workshops. Each takes approximately 20 minutes. The facilitator should choose their preferred technique.

### Postcards:

An effective way of encouraging participants to set their own action methods is to give each participant a postcard and ask them to write themselves a promise about a positive action they are to take. The facilitator collects these in and then posts them back to the participants a week after the course.

### Circle of Affirmation:

- Participants stand in a circle.
- Choose one participant at a time going round the circle.
- The group thanks that person for three things they have done over the workshop series.
- After all three pieces of thanks the participant is given a round of applause.

#### Facilitator's Tip

Remind participants about the Campaigning component of this tool kit which contains a step-by-step guide on how to use the legal concept of due diligence as a tool to campaign on violence against women and takes the reader through the following stages:

- Identifying the problem
- Mapping the context
- Setting objectives
- Identifying the critical path
- Plotting campaign activities
- Monitoring and evaluating

## End of Facilitation Notes

## Example of a completed Path of Discrimination



DENIAL OF ACCESS TO REPRODUCTIVE HEALTH CARE	UNEQUAL WORK OPPORTUNITIES	EXPECTED TO DO HOUSEWORK AND SEEN AS HOUSEWIVES
FOOD DISTRIBUTION WITHIN THE FAMILY	UNABLE TO WALK HOME SAFELY AT NIGHT	STONING FOR ADULTERY
PATRIARCHAL LEGISLATION	UNEQUAL ACCESS TO WORK BENEFITS	LOWER SALARIES
PHYSICAL APPEARANCE	AGEISM	TRAFFICKING
MAIL ORDER BRIDES	RAPE	CONSIDERED A BAD MOTHER AND WIFE IF BEATEN BY HUSBAND
RACE	CLASS	FERTILITY STATUS
STEREOTYPED BY MEDIA STATUS	FGM	SEXUAL ORIENTATION
BEATEN	GENERAL ASSUMPTION OF WOMEN AS CHILD CARERS	OBJECTIFIED



AMNESTY  
INTERNATIONAL

Materials

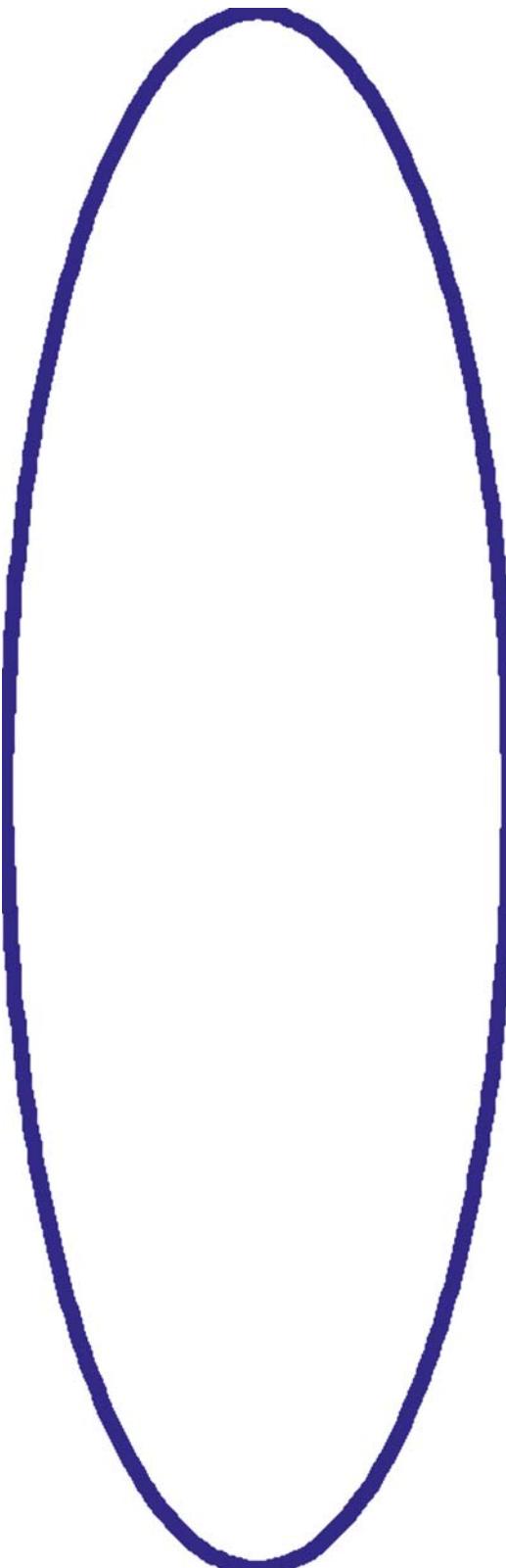
# Materials

Making rights a reality  
*Gender awareness workshops*

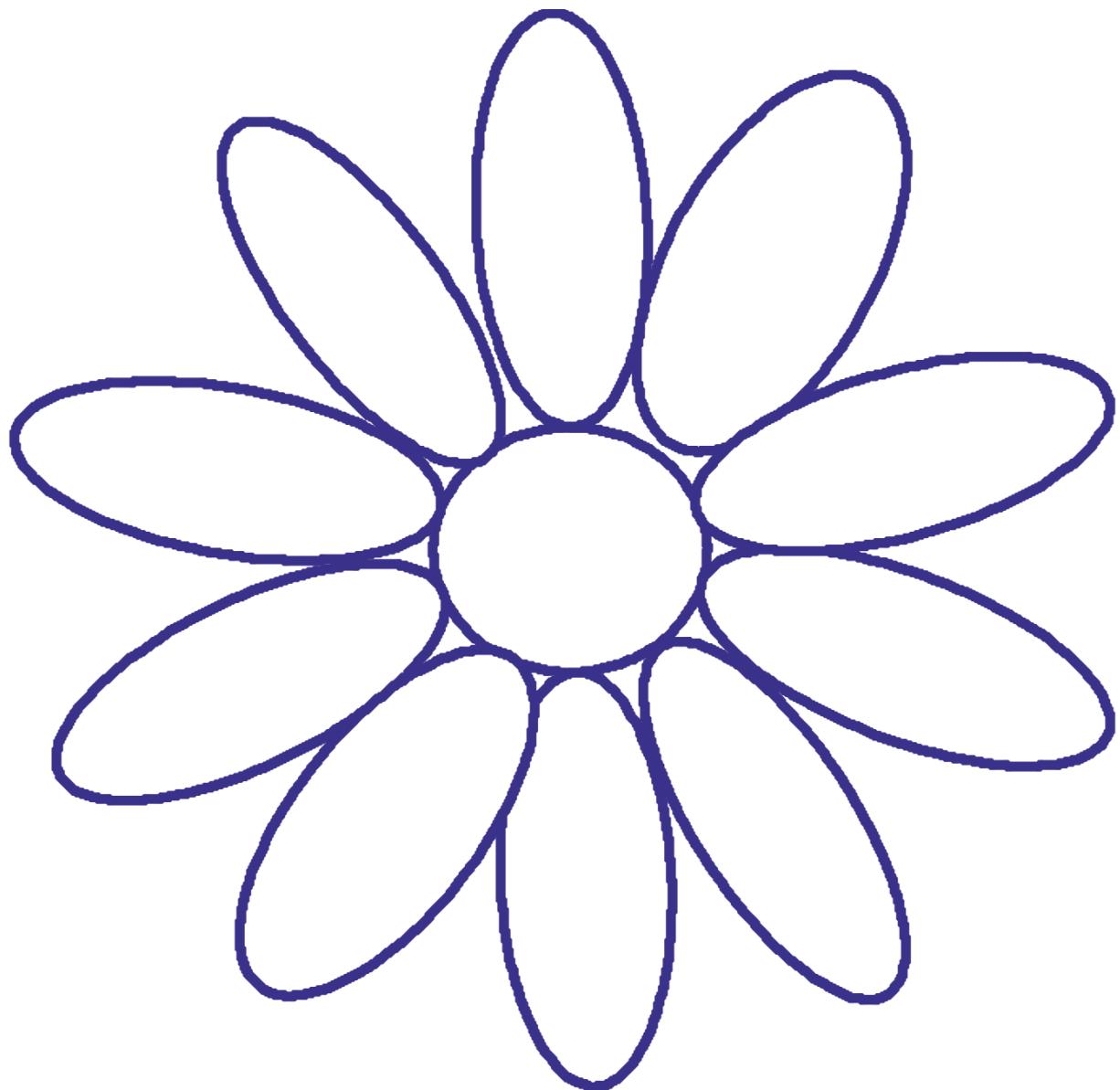
amnesty  
international



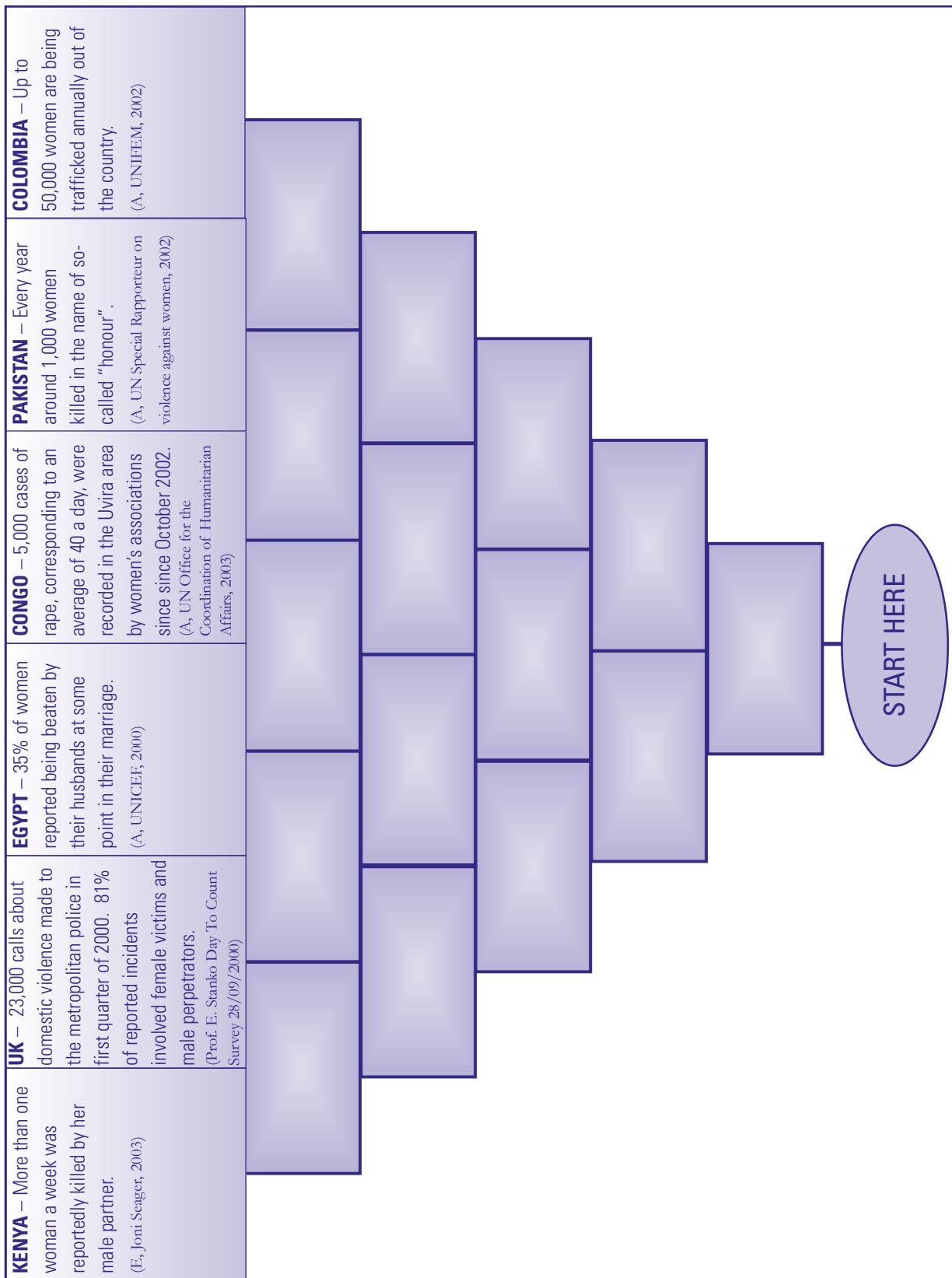
PETAL: To be photocopied and cut out and used in Power Petals Exercise in Session 2



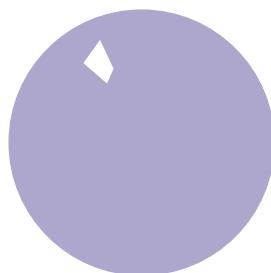
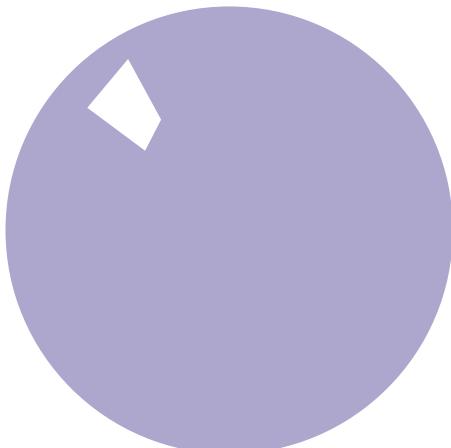
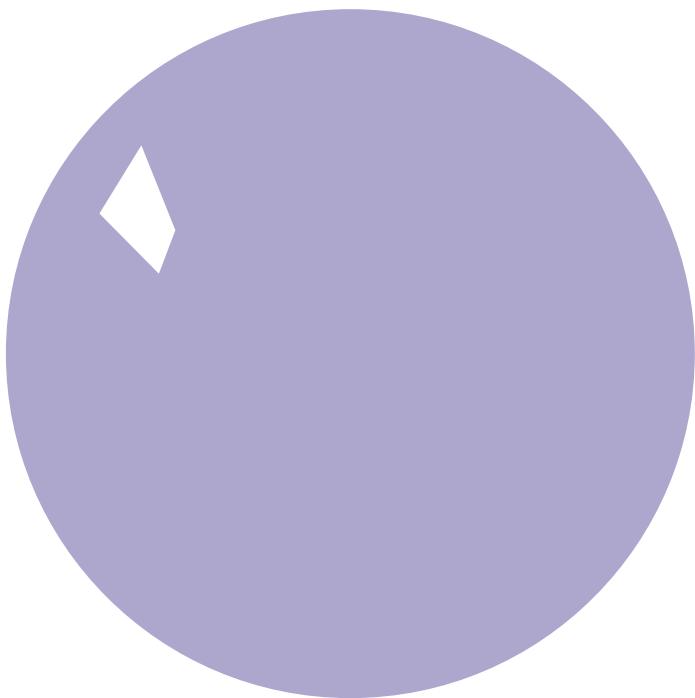
FLOWER: To be photocopied and filled in - Power Petals Exercise Session 2



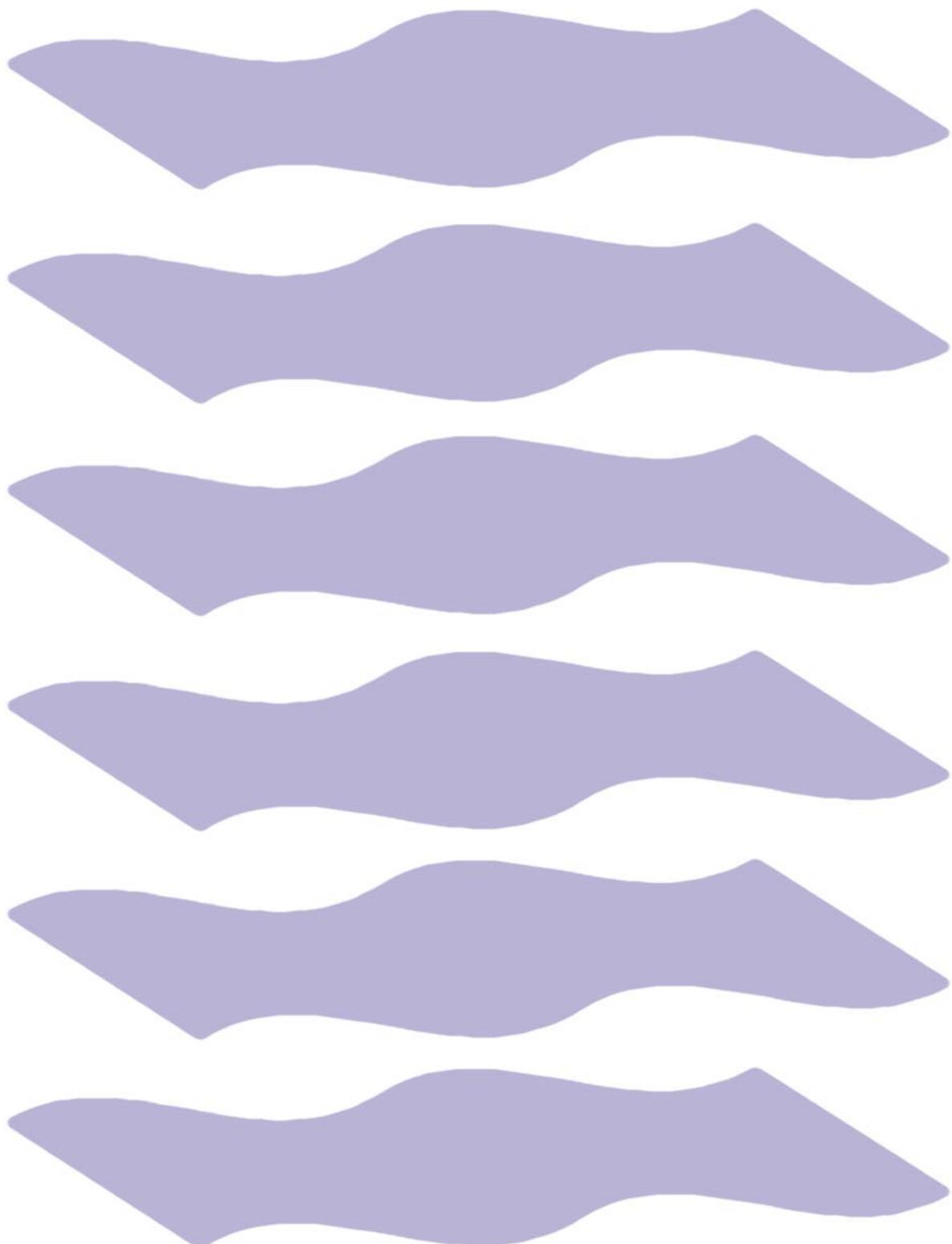
MAZE: To be photocopied and used in Sex and Gender Quiz in Session 3



FISH AND BUBBLES: To be photocopied on A3 paper and cut out and used in Personal Experiences of Being Gendered Exercise in Session 3



REEDS: To be photocopied on A3 paper and cut out and used in Personal Experiences of Being Gendered Exercise in Session 3



COUPLE CARDS: To be cut out and used in A Day in the Life Exercise in Session 3

Both husband and wife are in full-time employment in the formal sector.

The husband works full time in the informal sector, while the wife looks after the house and children.

The wife works full time in the formal sector, the husband is seeking work.

Both husband and wife work in the informal sector.

Both husband and wife are in full-time employment in the formal sector. They have two children aged 3 and 7.

#### What is work in the informal sector?

Work in the informal sector is often defined as work for which people receive money but where the jobs are not officially regulated and which function outside of the incentive system established by the state. Some examples of jobs in the informal sector include: domestic work, farming and agriculture, construction and street-vending.



HUMAN RIGHTS CARDS: To be cut out and used in Tree of Discrimination Exercise in Session 4

**THE RIGHT TO LIFE**

**THE RIGHT TO EQUALITY**

**THE RIGHT TO LIBERTY AND SECURITY OF PERSON**

**THE RIGHT TO EQUAL PROTECTION UNDER THE LAW**

**THE RIGHT TO BE FREE FROM ALL FORMS OF DISCRIMINATION**

**THE RIGHT TO THE HIGHEST STANDARD ATTAINABLE OF PHYSICAL AND MENTAL HEALTH**

**THE RIGHT TO JUST AND FAVOURABLE CONDITIONS OF WORK**

**THE RIGHT NOT TO BE SUBJECTED TO TORTURE OR OTHER CRUEL INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT**

These are some of the rights from the Universal Declaration of Human Rights denied to women because of gender-based violence.

## CASE STUDY: To be photocopied and used in Case Studies Exercise in Session 4

## Case 1

### Jean: UK

“...as to how I put up with this treatment, I suppose I just thought he was bad tempered and that I triggered off some fury in him by not having meals ready on time, or coming in ten minutes late from work or earning more than him or not being able to keep the children quiet. I do remember the first time I thought “I am a battered wife” was when he knocked my front teeth out and I was hospitalised with broken ribs. And who could I tell? I live hundreds of miles from my family, I had no time for friends, and he hated me going out. To the outside world he was a hard working family man, a policeman! And I was simply ashamed that here I was, an educated woman in a responsible job, being beaten, bitten, kicked, and punched by the man I still loved. I kept believing things would improve.

But when after years of this I realised he could one day kill me, and this would leave the children alone with him, I looked up the phone number for the refuge and went there leaving everything behind. In some ways being in the refuge was just as terrible, no money, no home, children distressed at having to go to another school, and I had to give up my job as I couldn't cope with all that, and the horror of the court case. I have lost everything including my confidence. It's now two years since John was imprisoned. I am in a little flat with my children, and I have just begun to think about creating some sort of normality for us...”

Nine months after Jean wrote this letter, John was released from prison, tracked down his wife through the children's school and beat her to death with a hammer.

What are the Human Rights issues here?

Why do you think this situation came about – what are the underlying causes?

Who is responsible?

What can be done?

CASE STUDY: To be photocopied and used in Case Studies Exercise in Session 4

## Case 2

### Agnes: Kenya

Interviewer: What happened to you after your husband died and you were left with six children to look after?

Agnes: My husband's older brother "inherited" me as his wife – this is the custom here and the only way I could feed and clothe my children.

Interviewer: What was the relationship with your husband's brother like?

Agnes: He beat me almost every day and he forced me to have sex with him.

Interviewer: Did you complain about the rape to the police or anyone else?

Agnes: The police don't like to get involved and anyway they say that it's impossible for a man to rape his wife. Rape in marriage is not a crime. His family didn't like me because I had so many children they had to feed.

Interviewer: But you did complain to the police about the beatings.

Agnes: Yes, I did go to the police station once, with a woman from the health centre who wanted to help me. The police said they would arrest him, but he bribed them and they did nothing and he beat me even more badly. I wasn't allowed to see this woman again.

What are the Human Rights issues here?

Why do you think this situation came about – what are the underlying causes?

Who is responsible?

What can be done?

## CASE STUDY: To be photocopied and used in Case Studies Exercise in Session 4

## Case 3

### Women's shelter log of Dastak, Pakistan

30 January 2001 – New resident: Kubran Bibi from Punjab province. She has left a violent marriage to her second husband, Iqbal. She wants help in filing for divorce. Very anxious about relatives knowing her whereabouts following threats of violence from them.

4 February 2001 – Background information from KB: in 1999, she was married without her consent to a man in Punjab province. The marriage lasted only a few months. Following the divorce, her father married her again without her consent to Iqbal. Iqbal was already married and beat her severely and repeatedly from the outset. Her father had taken money for both of her marriages. She cannot return to her parents for help.

9 February 2001 – KB's relatives have traced her here. She spoke to her sister, brother-in-law and cousin today. They are putting a lot of pressure on her to return.

16 February 2001 – Discharge of Kubran Bibi. She returned to her father's house with her father and sister today.

28 March 2001 – See attached newspaper cutting. Kubran Bibi was shot dead whilst sleeping in the courtyard of her family home. Her cousin has been charged; he has stated it was an honour killing. Her brother and brother-in-law also seem implicated as witness to the killing. Yet again we see how difficult it is to protect women who come to us for help, when even their closest relatives present a threat to them. Our position as a private shelter with no public funding or support makes their position even more precarious.

What are the Human Rights issues here?

Why do you think this situation came about – what are the underlying causes?

Who is responsible?

What can be done?



**CASE STUDY:** To be photocopied and used in Case Studies Exercise in Session 4

## Case 4

### The diary of Rahime Hacioglu: southeast Turkey

January 1993 – my father says we are to leave our village in the mountains and move to Batman; he says it is a big town about 3 hours from here. I'm happy. So many villages around here have been burnt by the army and we never know if we will be next. Anyhow, I'm fed up with life here – the chickens, the cows, the fields. I'm 14 and I want more; Gulcan was 15 last year and got married off and is expecting now – not for me! In a town, I can go to school, then get a job and have fun.

January 1994 – I hate it here in Batman. We don't live in any of the modern flats. We have a house of mud and concrete on the edge of town – and still the chickens and cows. My father won't let me go to school; I have to help my mother – she's just had another baby. I don't know anybody here. I'm not allowed out of the house, unless it's to do the shopping.

January 1995 – Still hate it here. Opposite our house there's a block of flats. I see the girls there going to school. Some of the women look as if they go out to work in town. I'm stuck here. My parents act as if they're still back in the village, not the modern world – they say it's all wrong.

January 1996 – Things are looking up. Now and again I manage to have some "normal" conversation with the people in the shops down the road – I really like Aytekin Sir, he works in his family's grocery shop. I do a lot of vegetable shopping now! His sister's really nice as well – she wears great clothes.

January 1997 – This is going to be a bad year. My parents and brothers have been screaming and shouting at me for talking to boys outside the home. Now one of them comes with me whenever I go shopping. They say I'm ruining the honour of the family. My oldest brother hit me for wearing lipstick. My mother says the way I look at myself in the mirror is immoral.

January 1998 – This is a nightmare. Aytekin's sister slipped me an old skirt of hers the other day; I'd always liked it. I put it on to go shopping. As soon as I appeared, my father and mother started to beat me; my father ordered me to take off the skirt and burnt it; he said it was tight and disgusting. Then my oldest brother arrived and started beating me too. Three people were attacking me. I was screaming and crying – my face was swollen and my nose was bleeding. I was so angry, I was willing to kill myself.

(A few hours after making this entry, Rahime climbed to the roof of the seven-story block of flats opposite her house, walked to the edge and stepped off.)

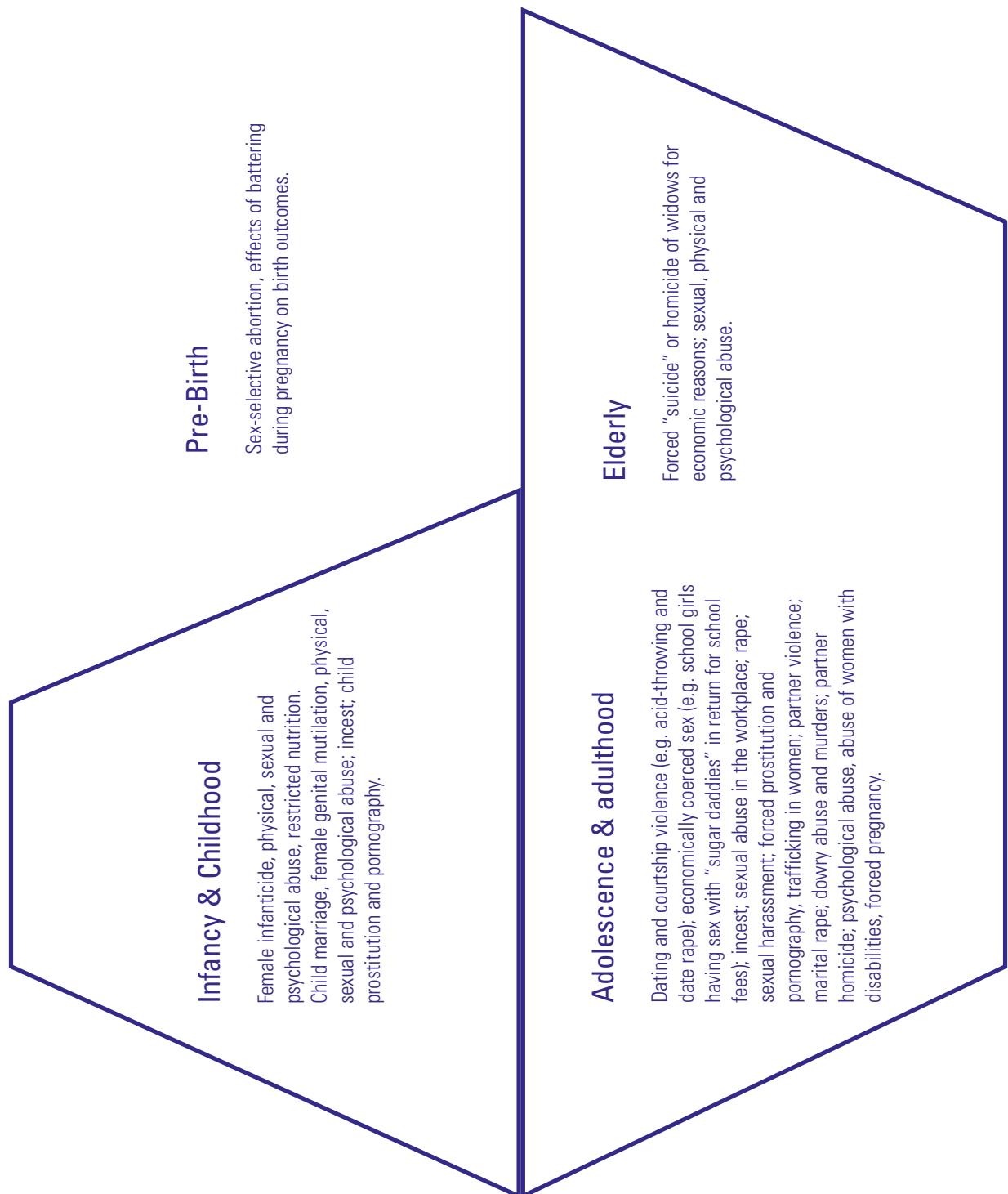
What are the Human Rights issues here?

Why do you think this situation came about – what are the underlying causes?

Who is responsible?

What can be done?

CRADLE: To be photocopied and given out in From the Cradle to the Grave Exercise in Session 4



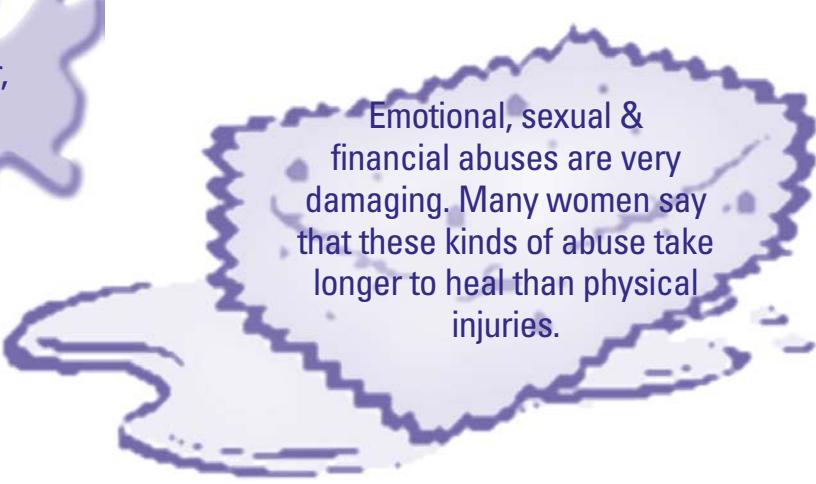
COFFIN: To be photocopied and given out in From the Cradle to the Grave Exercise in Session 4

- **USA** – a woman is raped every 90 seconds.  
(US Department of Justice, 2000)
- **Pakistan** – 90% of married women report being abused by their husbands.  
(Pakistan Institute of Medical Sciences, 2003)
- So called “Honour” killings have been reported around the world – including **Turkey, Jordan, Brazil, Italy, Uganda** and the **UK** – partly the result of international migration. Recent UN research puts the figure at 5,000 honour killings each year – again probably underreported.
- **Russia** – 14,000 women were killed by their partners or relatives in 1999.  
(Fifth Periodic Report of the Russian Federation, UN Doc. CEDAW/C/USR/5, para. 6, 1999)
- **Bangladesh** – Only 10% of perpetrators of acid attacks are ever brought to trial, as estimated by the Bangladesh National Women Lawyers Association and the Bangladeshi Acid Survivor's Foundation.  
(Asian Legal Resource Centre, 20 March 2003)
- **India** – Rape within marriage is not a criminal offence according to Section 375 of the Indian Penal Code.
- **Egypt** – 35% of women reported being beaten by their husband at some point in their marriage.  
(A, UNICEF, 2000)
- **Zambia** – Five women a week were murdered by a male partner or family member.  
(E, Joni Seager, 2003)
- **UK** – (England and Wales) 4.9% of women have reported rape or sexual assault on at least one occasion since the age of 16. (2000 data).  
(E, London Metropolitan University, 2003)

## STAINS AND SPONGES: To be cut out and used in Myths and Facts Exercise in Session 5



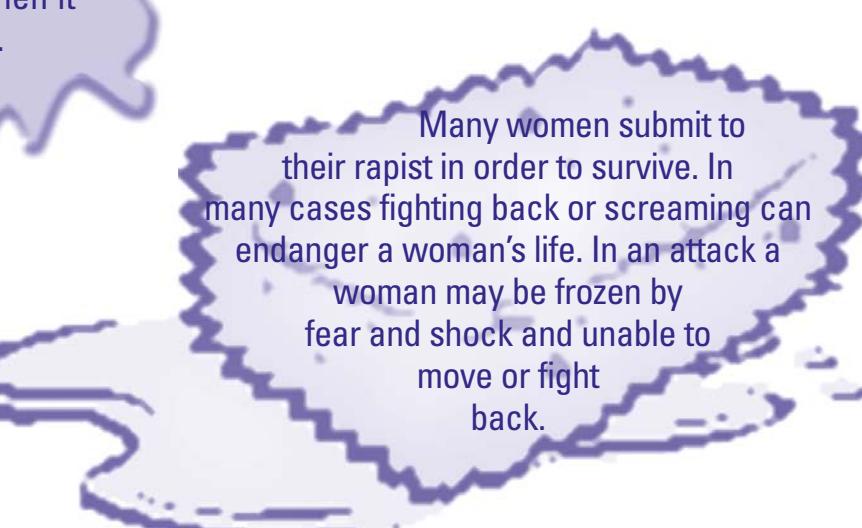
If he doesn't hit her,  
it's not abuse.



Emotional, sexual &  
financial abuses are very  
damaging. Many women say  
that these kinds of abuse take  
longer to heal than physical  
injuries.



If she didn't  
scream, fight or get  
physically hurt, then it  
wasn't rape.



Many women submit to  
their rapist in order to survive. In  
many cases fighting back or screaming can  
endanger a woman's life. In an attack a  
woman may be frozen by  
fear and shock and unable to  
move or fight  
back.

Stains = Myths  
Sponges = Facts

STAINS AND SPONGES: To be cut out and used in Myths and Facts Exercise in Session 5

Women entice violence by what they wear and the way they behave.

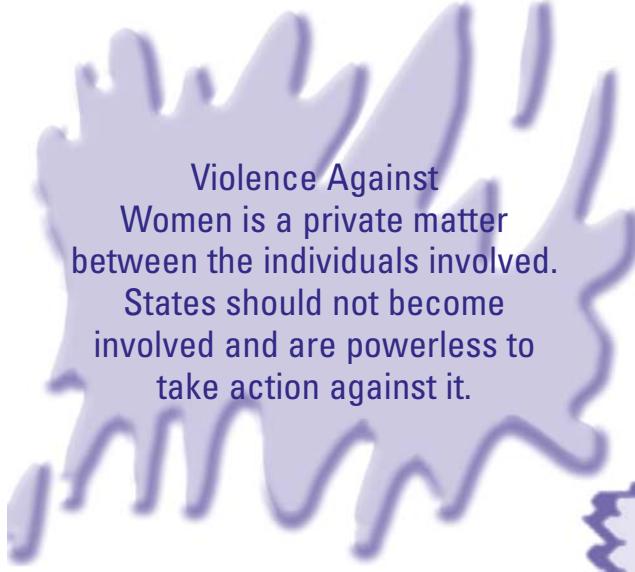
Any individual is responsible for the way they react to a situation. Excusing violence stops people taking responsibility for their actions.

If a woman isn't happy in a relationship, she can always leave.

Women remain in relationships for many reasons. They may be frightened that they will lose their home, possessions, friends and family. Often the women have lost their confidence, can believe that their partners will change and worry that their children may miss their father. When a woman leaves her husband the violence often becomes more aggressive.

Stains = Myths  
Sponges = Facts

## STAINS AND SPONGES: To be cut out and used in Myths and Facts Exercise in Session 5



Violence Against Women is a private matter between the individuals involved. States should not become involved and are powerless to take action against it.



The international community has explicitly recognized violence against women as a Human Rights issue involving state responsibility.



Only certain types of men perpetrate violence.



Violence in the home is perpetrated by and against women across the social spectrum.

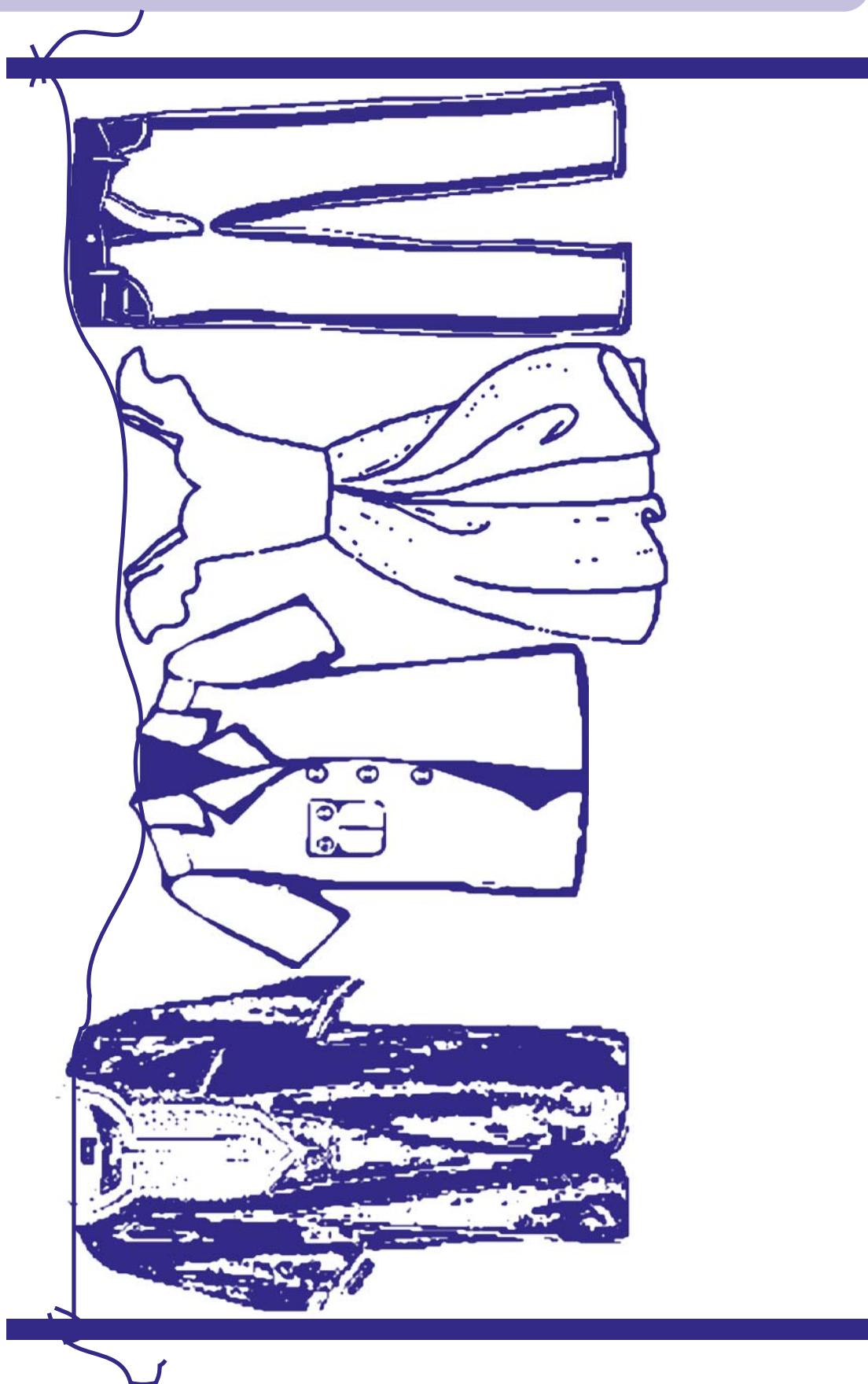
Stains = Myths  
Sponges = Facts

STAINS AND SPONGES: To be cut out and used in Myths and Facts Exercise in Session 5



Stains = Myths  
Sponges = Facts

WASHING LINE: To be photocopied onto A3 paper and used in VAW Myths and Facts Exercise in Session 5



STORY CARD: To be photocopied and used in Standing Up for Yourself Exercise in Session 5

### Some points to consider in analyzing your story:

- Why did you defend your rights? What was your driving motivation?
- Where did this event occur? The home? The workplace? School?
- Did you make a conscious decision to defend yourself or did it happen spontaneously?
- What aspects of your own character and personality led to your action?
- How did you feel, before, during and after?
- Was this experience in the private sphere? If so did it change your sense of your role in your home and family?
- Did this experience involve entering the public sphere of life? If so, did it change your sense of your role in the community?
- Did this experience involve having to refuse a traditional female role in order to address your needs?
- How did people respond to your action?
- Did you have the support or encouragement of other women? Of any men?
- Did you have the role models of other women? Of men?
- What were the consequences of your action?
- Did your education enable your action?
- Did community traditions or institutions support your action?
- What other factors supported or enabled your action?

## CASE STUDIES: To be photocopied and cut out and used in Case Studies Exercise in Session 5

**Case Study One:**

At a seminar organized by Amnesty International Ghana in early 1996, Hannah Koroma, Women's Officer for Amnesty International's members in Sierra Leone, recounted her traumatic experience at the age of 10:

"I was taken to a very dark room and undressed. I was blindfolded and stripped naked... I was forced to lie flat on my back by four strong women, two holding tight to each leg. Another woman sat on my chest to prevent my upper body from moving. A piece of cloth was forced in my mouth to stop me screaming. I was then shaved. When [it] began, I put up a big fight. The pain was terrible and unbearable. During this fight I was badly cut and lost blood. All those who took part...were half drunk with alcohol."

Hannah's assailants were not members of the country's warring factions. They were friends of her family. She is describing how she was taken by her grandmother to be genetically mutilated with a blunt penknife.

**Case Study Two:**

From *Broken Bodies, Shattered Minds: Torture and ill-treatment of women*. London: Amnesty International (International Secretariat), 2001 p.42 (AI Index: ACT 40/001/2001)

Lucia Paiva de Almeida has been unable to leave her home in the suburbs of Rio de Janeiro, Brazil, for four years. Lucia and her husband were arrested without warrant in 1996 by members of the civil police. Lucia was physically and sexually tortured in a small room in the police station as police tried to force her to implicate her husband in a number of thefts. She was then put out onto the street in the early hours of the morning. No one has been charged in connection with her torture. Lucia has panic attacks and palpitations, and is presently receiving treatment from an AI funded project. She says that if she recovers enough, her first outing will be to go shopping with her son.



CASE STUDIES: To be photocopied and cut out and used Case Studies Exercise in Session 5

### Case Study Three

From *Russian Federation: Cases of violence against women in the family*, Amnesty International (International Secretariat) (AI Index: EUR 46/034/2003)

#### The Case of Tatiana G. (aged 32)

"At 11.30 pm on 3 October 2002 my husband 'Sergie' (pseudonym) arrived home with his friend 'Andrei' (pseudonym). My daughter was already asleep, whereas it took me a long time to fall asleep this night, since I heard Sergei and Andrei in the kitchen, trying to call somewhere. A while later a taxi drove up to our house, and Sergei and Andrei went out, signed something and paid someone money. Three people entered the house: Sergei, Andrei and a girl. I went out in the corridor and asked the girl who she was. She replied that she had been called up and had come to 'serve' the two men. I wished her good luck. She said that she would be ready to leave and called her firm. After she had left, Sergei entered my room, pulled me out of bed and dragged me into the kitchen. There he bent my arms, pushed me to the floor and started beating my head against the floor. He said that he is the 'czar and ruler' and that I must do whatever he tells me to do. He forced me to repeat his words, and continued to bend my arms. I asked him: 'Do you want to kill me?' He answered 'I will bring you to such a state that you will kill yourself. You need to be beaten and beaten. You are just a piece of meat. If I kill you I won't get punished.'

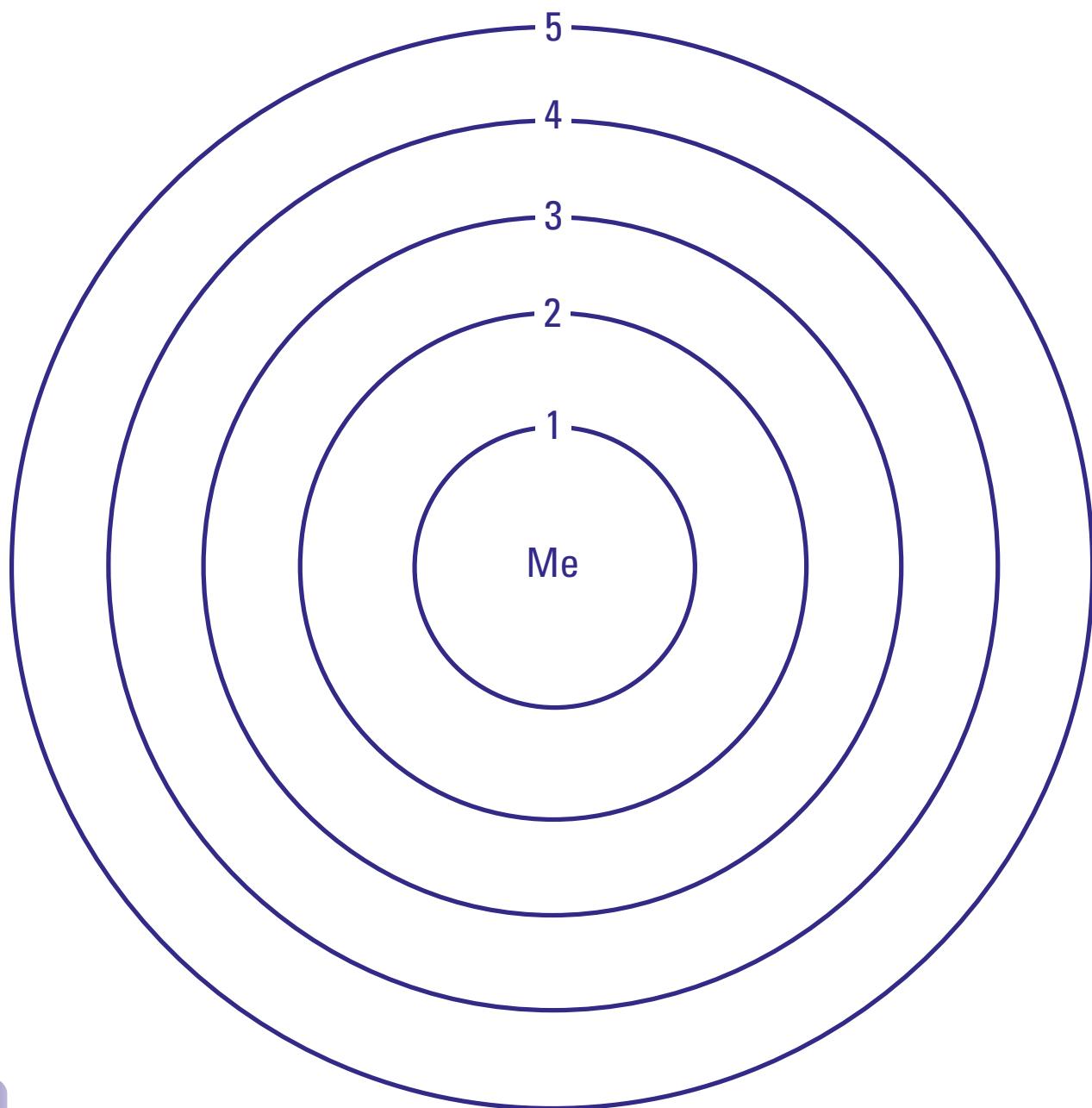
Andrei did not defend me. He was there until the end and I would never have thought that someone working as a police officer could act in such a mean way in such a situation."

### Case Study Four

From *Kenya: Violence against women – Hadaja Choro, Mary Muragwa – Women at risk of domestic abuse*, Amnesty International (International Secretariat) (AI Index: AFR 32/002/2002)

Mary's husband died in 1993 and, in line with Kenyan customs, she was "inherited" by her husband's elder brother. She needed his help to support her six children. Since 1998, she says, her new "husband" has regularly beaten her and forced her to have sex with him. She has never been to the police, because she is certain that they would not investigate her case or help her gain protection or redress.

CIRCLES: To be used in Circles of Support Exercise in Session 6



VOCABULARY CARDS: To be cut out and used in Vocabulary Games Exercise in Session 7

<b>GENDER EQUALITY</b>	Men and women have the same status and opportunities. They do not have to be treated the same but have to be treated with the same respect and value and have the same ease of access to opportunities.
<b>GENDER EQUITY</b>	The exercise of equal rights and entitlements leading to outcomes which are fair and just, and which enable women to have the same power as men.
<b>GENDER MAINSTREAMING</b>	Ensuring that women's concerns and experiences, as well as men's, are an integral part of the design and analysis of any planned action, including legislation, policies or programs in all areas and at all levels.
<b>GENDER</b>	The socially constructed roles of women and men ascribed to them on the basis of their sex.
<b>GENDER AWARENESS</b>	Recognizing the negative impacts of gender issues and the need to address the inequalities that arise from them.

## VOCABULARY CARDS: To be cut out and used in Vocabulary Games Exercise in Session 7

<b>WOMEN'S EMPOWERMENT</b>	A process whereby women, individually and collectively, become aware of how power structures, processes and relationships operate in their lives and gain the self-confidence and strength to challenge the resulting gender inequalities.
<b>GENDER-BASED VIOLENCE AGAINST WOMEN</b>	Violence that is directed against a woman because she is a woman or that affects women disproportionately. Not all acts which harm a woman are gender-based and not all victims of gender-based violence are women.
<b>INTERSECTIONALITY</b>	The idea of "intersectionality" seeks to capture both the structural and dynamic consequences of the interaction between two or more forms of discrimination or systems of subordination.
<b>DUE DILIGENCE</b>	A threshold of action and effort which a state must demonstrate to fulfil its responsibility to protect individuals from abuses of their rights.
<b>NON-STATE ACTOR</b>	Private individuals acting independently from any government organization or position of authority (includes economic actors such as businesses).
<b>STATE ACTOR</b>	Individuals acting on behalf of the state (includes government officials, police, judges, prison guards, security forces, staff at public hospitals or in educational institutions).
<b>STATE ACCOUNTABILITY</b>	The state's responsibility for acts of VAW whether committed by a state or non-state actor. As part of its 2004 SVAW campaign Amnesty International will identify the roles and responsibilities of a wide range of actors, including parallel legal authorities; local, regional and municipal authorities; and armed groups.

CASE STUDY: To be photocopied and cut out and used in Effects Web Exercise Session 7

## Effects web case study

"She was crying when she came back. She told us she had been raped by three or four soldiers. She cried for a long time. She asked us why we were lying about it because she said she knew it had happened to us too."  
A woman from Suva Reka, Kosovo, 1999

## Effects of VAW cards

HEALTH

WORK

CHILDREN

LOCAL COMMUNITY

FEMALE VICTIM

ECONOMY

## ROLE PLAY CARDS: To be cut out and used in Breaking Barriers Exercise in Session 7

You are a male activist and have been an active campaigner on human rights issues for over 20 years. You are highly respected for your work through out your organization and the campaigning world. You have been married for 15 years and have four children. However, you have a history of hitting your wife, which no one except you and her know about. Although you haven't hit her for nearly a year, the fear of doing it again is something that you always carry with you.

You work in the funding department. You have an extremely successful fundraising record and have worked your way up from administrative assistant to grants administrator. You really enjoy what you do and would love to be a program director one day. You are concerned that some of the funders you normally approach will not want to approach issues surrounding gender and violence against women.

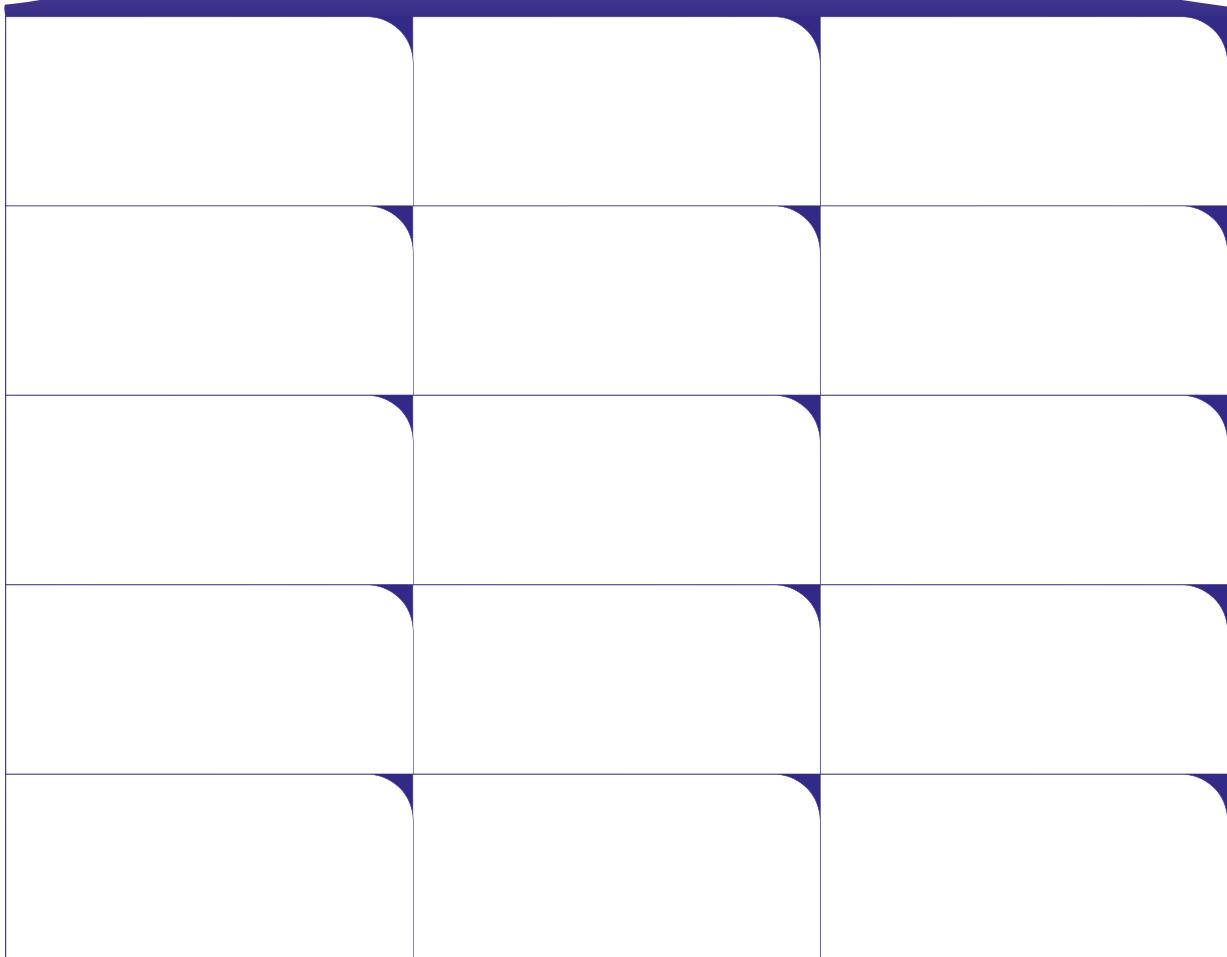
You are an activist and totally supportive of gender issues and want to help stop violence against women. However you read in the newspaper a while back about a group of Women's Rights defenders who were physically and verbally assaulted on a campaigning march they were on.

You are a campaign co-ordinator and have an extremely heavy workload. Most of your experience is in refugee rights and you know little about gender issues. It does interest you but you are frightened of the extra workload it may create for you.

You are a female activist. You left your country four years ago because of a civil war. During the war you were raped by one of the soldiers. You have set up a new life, and feel that you have put the experience behind you and moved on. You are frightened of the memories campaigning on an issue such as this might bring back.

You are a committed activist and have been involved with defending human rights for over 10 years. You are anxious about working on gender issues as you do not feel equipped to deal with the victims of violence your work may put you in contact with.

THE PATH OF DISCRIMINATION: To be photocopied onto A3 paper and used in Repaving the Path of Discrimination Exercise in Session 8



Session 8: Bricks of Change cards – Legislative Changes (To be copied onto pink card). The statements written on the cards do not represent Amnesty International's view but are intended to prompt discussion around each of the issues outlined on the cards.

1. Immigration law should be extended to grant political asylum to women fleeing violence of any kind

2. Employers who tolerate sexual harassment in the workplace should be legally liable

3. The government should recognize violence against women as a Human Rights violation and impose strict punishments against perpetrators

4. Survivors of rape should be required to testify in open court

5. Pornography should be made illegal

6. The government should give economic support to survivors of violence in the family



Session 8: Bricks of Change cards – Attitudinal Changes (To be copied onto blue paper). The statements written on the cards do not represent Amnesty International's view but are intended to prompt discussion around each of the issues outlined on the cards.

7. *The idea that women ask or deserve to be victims of violence must be challenged*

8. *Children's books should address violence against women in the home*

9. *Advertising agencies should be challenged when they objectify women or stereotype women as victims*

10. *The belief that women are inferior to men should be addressed at all times*

11. *Police should not interfere in family problems unless a life is in danger*

Session 8: Bricks of Change cards – Actions for Change (To be copied on to green paper). The statements written on the cards do not represent Amnesty International's view but are intended to prompt discussion around each of the issues outlined on the cards.

**12. Women should always support other women**

**13. Women should take action in solidarity with other oppressed groups to stop violence**

**14. Those who support women's right to be free from violence should lobby the government as well as religious and other institutions**

**15. Businesses that consistently degrade women in their products or advertising should be boycotted**

**16. Women should organize against stereotyping by the media**

**17. Battered women's shelters should place equal emphasis on violence prevention**

Example of an Imagined Land from Session 8



Useful Organizations  
Template

The facilitator should consider including a range of useful organizations including helpline telephone numbers, medical groups, legal support groups. You should also consider including organizations for perpetrators and child witnesses as well as female victims.

Org name	Org address	Org website	Org tel. No	Org email

# BIBLIOGRAPHY AND USEFUL RESOURCES

## Bibliography:

### GENDER AND VAW TRAINING MANUALS

Afkhami, Mahnaz and Vaziri, Haleh: *Claiming our rights: A Manual For Women's Human Rights Education in Muslim Societies*. Maryland: Sisterhood is Global Institute, 1996 (abridged version also available in Arabic)

[ab: A manual for women's Human Rights education in Muslim societies that examines Human Rights concepts within the major international agreements and documents, for all levels of Muslim societies including grassroots populations; aspires to be multidimensional, and includes an exploration of the economic, social, cultural and political condition; develops a framework for conveying universal concepts in association with indigenous ideas, traditions, myths, and texts rendered in a local context.]

Afkhami, M., Nemiroff, G.H., Vaziri, H: *Safe and Secure: Eliminating Violence Against Women and Girls in Muslim Societies*. Maryland: Sisterhood is Global Institute, 1998

[ab: Divided into four parts, using a mixture of case studies, discussion question and other exercises, the first three sections explores the issue of VAW in Muslim societies with particular focus on verbal and psychological abuse, escaping financial and resource coercion, sexual harassment in employment, child labourers, female genital mutilation, rape, prostitution, child brides and honour killings: the final section includes an evaluation form to evaluate the publication, followed by numerous appendices, with details of projects aimed at addressing the

problem of VAW and girls, text of international instruments, documents on national laws pertaining to Women's Rights, and a list of resources and organizations.]

Culbertson, Debbie (Ed.): *Doing The Gender Boogie: Power, Participation and Economic Justice*. Toronto: Ten Days for World Development, 1995

[ab: Explores the concept of gender through a series of workshops and case studies to deepen participants, both men and women's understanding of gender inequality; looks at domestic workers and slavery, sexual division of labour, global solidarity and issues pertaining to home and the community; includes a list of resources, glossary and examples of clip art].

Dollie, Farida: *Women's Rights Training Manual*. Human Rights Institute of South Africa, 2002

[ab: Provides information on Women's Rights as Human Rights, and practical guidelines for trainers on designing and facilitating workshops in South Africa, using tested approaches and activities; includes international and regional conventions pertaining to Women's Rights, and the text of the South Africa Constitution and Bill of Rights.]

Hill Gross, Susan: *How to Do It Manual: Ideas for Teaching About Contemporary Women in Africa, Asia, and Latin America*. Minnesota: Upper Midwest Women's History Center, 1993

[ab: Teaching manual to assist educators with methods for introducing students and general educators audiences to women in development concepts and of raising the awareness of the

importance of a focus on women in development and gender analysis; presented in the form of exercises, which can be photocopied, and includes discussion exercises, readings and problem solving cases based on real life issues in Asia and Africa; accompanied by an educational video on women and empowerment, 'In Her Own Image'; copies from Upper Midwest Women's History Center, 6300 Walker St, St. Louis Park, Minnesota 55416.]

**Hope, Anne and Timmel, Sally:** *Training for Transformation: A Handbook for Community Workers. Book IV.* London: ITDG Publishing, 2001

[ab: Aimed at community development workers, using a variety of participatory approaches, the manual explores five thematic issues concerned with environment, gender and development, multiculturalism, racism, and building participatory governance; each section contains exercises and activities to facilitate a deeper understanding of the issues.]

**Kavanagh, Julie:** *Stop Violence Against Women Campaign Workshop.* Amnesty International UK (Unpublished), 2003

[ab: Training workshop using case studies and other participatory techniques to address domestic or family violence internationally; includes a list of organizations campaigning on the issue of violence against women in the UK, basic facts and figures, and a summary of the underlying causes of violence against women.]

**Matus, Veronique:** *Women's Human Rights In Daily Living Together: A Manual for Women's Human Rights Education.* Organizing Committee for the Decade for Human Rights Education

[ab: A manual for educators, presenting a series of exercises, including discussion and games aimed at adults; the exercises aim to explore the position of women in society and their Human Rights and gender inequality; participants are encouraged to examine established structures in the family and society which affect the role of women, and to look at ways to change them; included in the manual is an evaluation sheet to use with the exercises, and a glossary of terms used.]

**Mertus, Julie:** *Our Human Rights: A Manual for Women's Human Rights.* The Organizing Committee for the People's Decade for Human Rights Education, 1995

[ab: A draft manual aimed at teachers to explore women's Human Rights issues and includes role plays, group workshop activities for self-expression to help facilitate discussion of women's health, safety, politics, work and education; also includes information on teaching for Human Rights, and contains among others the text of the Universal

Declaration of Human Rights (UDHR), and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); copies from The Organizing Committee for the People's Decade for Human Rights, 526 W.111th St, No.4E, New York, NY 10025.]

**Mertus, Julie with Flowers, Nancy and Dutt, Mallika:** *Local Action Global Change: Learning About The Human Rights of Women and Girls.* UNIFEM and The Centre for Women's Global Leadership, 1999

[ab: A manual exploring different issues pertaining to women's Human Rights, including those related to the family, work, politics and media; also examines women's right to health, reproductive and sexual rights, violence against women, the rights of refugee and migrant women and women's right to education; each section contains activities, ideas and case studies for exploring the issues; includes tips and methodologies for undertaking workshops, and a selection of Human Rights treaties and standards.]

**Women's Education for Advancement and Empowerment (WEAVE):** *Human Rights and Women.*

Thailand: 1993

[ab: This booklet was produced as a result of a training workshop, on women and Human Rights entitled "women, Human Rights and development" organized by WEAVE, a Thai NGO; the workshop, which was held in November 1992, provided an opportunity for women belonging to various Burmese ethnic groups on the Thai-Burma-Bangladesh borders, to learn from other women participants, representing various national and international NGOs; it includes some definitions of what is meant by Human Rights and cultural relativism, and refers to particular rights as enshrined in the International Bill of Human Rights and UN Charter; it provides a simple description of the UN Human Rights machinery, and outlines factors responsible for Human Rights abuses; within this context, it explores the rights of women and children and the function of the main women's bodies within the UN system responsible for women rights, and the role of the International Women's Rights Action Watch (IWRW) in campaigning for rights of women; a list of useful contact addresses is included and is available from Women's Education for Advancement and Empowerment (WEAVE), PO Box 58, Chiang Mai University, Chiang Mai 50002, Thailand.]

**Williams, Suzanne:** *The Oxfam Gender Training Manual.* Oxfam, 1994

[ab: A comprehensive training manual aimed at adults, generally from developing countries, designed



to introduce issues of gender, sex discrimination, feminism and equality; over one hundred training activities are clearly presented and explained, accompanied by notes on the experiences that facilitators have had with each exercise; a wide spectrum of issues relating to women are covered, including stereotypes, employment, development, violence, health, and family; copies from OXFAM, 274 Banbury rd, Oxford OX2 7DZ.]

**Women's Rights Network:** *Women's Human Rights: A Manual For Education & Action.* Massachusetts: Wellesley Centers for Women, 1998

[ab: Produced for those primarily taking part in the Women's Rights Network (WRN), Human Rights Education and Advocacy Initiative as a practical guide to running HRE workshops as an educational resource; organized into three broad sections a) what are Human Rights, b) women rights are Human Rights, c) Human Rights action planning.]

## OTHER USEFUL HUMAN RIGHTS EDUCATION TRAINING MANUALS

**Adams, Caroline and Harrow, Marietta and Jones, Dan (Amnesty International):** *Freedom: Human Rights Education Pack.* London: Hodder & Stoughton, 2001

[ab: Aims to stimulate the student's awareness of Human Rights issues starting with their own knowledge and experience, and provides a practical educational approach to foster ideas for active teaching and learning about a range of Human Rights issues; each unit has a set of teachers' notes for lessons and activities followed by a set of teaching materials for students that can be used separately as they stand.]

**Amnesty International:** *First Steps: A Manual for Starting Human Rights Education.* London: Amnesty International (International Secretariat) 2001

[ab: Manual for teachers wanting to introduce Human Rights into their educational practices for young people; divided into six parts, the first explores Human Rights and HRE in general, and the other remaining five sections, look at the Human Rights environment within schools and the curriculum, diversity; the principles enshrined within the UDHR and the Convention on the Rights of the Child, and practical advice for building and organizing a Human Rights network; contains details of possible funders for HRE work, organizations and useful printed resources.]

**Brander, Patricia and Keen, Ellie (Eds.)** *Compass: a manual on Human Rights education with young people.* Strasbourg, Council of Europe, 2002

[ab: Introduces young people, teachers, youth leaders and other educators to the concept of Human Rights education, and includes a collection of activities of different levels of complexity, themes and issues (including gender): chapter three contains ideas for active promotion of Human Rights, and four, information pertaining to international instruments and standards. The appendices contain essential information and legal documents.]

**Donahue, David M.:** *Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective.* Topic Book 3, 2000

[ab: A collaborative effort by AIUSA, the Gay, Lesbian and Straight Education Network (GLSEN), and the Human Rights Resource Center, that provides activities for the classroom to explore issues concerned with gay and lesbian rights; includes official and simplified versions of the UDHR, and a list of resources and materials.]

**Schmidt, Janet (Ed.):** *Human Rights Education Resource Notebooks: Women's Rights.* New York: Amnesty International USA (Unpublished), 1997

[ab: Contains a selection of activities and resources about Women's Rights; includes a comprehensive annotated bibliography and text of international instruments.]

## USEFUL BACKGROUND READING

**Amnesty International:** *Broken bodies, shattered minds: Torture and ill-treatment of women.* London: Amnesty International (International Secretariat), 2001

[ab: Published as part of the AI campaign "Take a step to stamp out torture" to mobilize people around the world to confront and eradicate the torture of women; examines torture of women in the home and community, failures of the state to provide legal redress and investigate gender bias in the police and judicial systems; also looks at torture by state agents and armed groups including the torture of women in custody and in armed conflict; includes case studies and recommendations for the elimination of torture against women: (AI Index: ACT 40/001/2001)]

**Amnesty International:** *Creating a torture free world: Learning about Human Rights: Torture.* London: Amnesty International (International Secretariat), 2001.

[ab: Aims to provide teachers and educators with generic education teaching materials for exploring the issue of torture through experiences of bullying; modular activities include group work, topics for discussion, drama, writing and drawing exercises; background material on torture and a list of resource material for teachers are provided: AI Index: POL 32/002/2001; can also be used in conjunction with the Children's booklet (AI Index: ACT 76/00101)]

**Cook, Rebecca J. (Ed.):** *Human Rights of women, National and International Perspectives*. Philadelphia: University of Pennsylvania Press, 1994

[ab: Explores how the Women's Convention and the supporting provisions and institutions could become an effective instrument in the quest for women's equality, protection and individual dignity; also addresses the interactions between women and their families, including their domestic victimization by discrimination and violence, without stereotyping and only locating them within their family structures; discusses challenges facing the Human Rights of women and the international and regional approaches at our disposal.]

**International Women's Tribune Centre: Rights of Women: A guide to the Most Important United Nations Treaties on Women's Human Rights.** New York: International Women's Tribune Centre, 1998

[ab: This issue explores the role and scope of the Women's Convention (CEDAW), as a lobbying tool for women's Human Rights; it outlines the strength and weaknesses of the Convention by looking at the complaints procedure and reporting processes; provides guidelines on creating a "Convention Resource Kit", which includes a mini Q & A, list of CEDAW Committee experts, NGO reports to CEDAW and resources; also includes a chart indicating the ratification status of international instruments by region.]

**Koenig, Shulamith:** *Passport to Identity*. New York: Peoples' Movement for Human Rights Education (PDHRE), 2001

[ab : Recounts particular examples of women's initiatives globally within the framework of the Beijing Platform of Action (BPFA), using an interactive and participatory approach; exercises guide users through a path of personal and group reflection and preparation for action, enabling women to use Human Rights as a tool for systemic analysis and for social and economic transformation; chapters one to four establish a conceptual, pragmatic framework of the Human Rights of women, giving historical development of

the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the BPFA; contains a description of the international Human Rights mechanisms for the advancement of women, discussing concerns, standards and goals; chapters five to thirteen examine the BPFA's critical areas of concern and leads readers in a discussion about its application in the community and the relevance of Human Rights in their daily lives; the annexes provide summaries of the two Covenants, Conventions against Torture, Racial Discrimination, on Women and Children, and the BPFA; this publication is a companion to the CEDAW "Training of Training" video "Women hold up the sky" and "Call for justice".]

**Newham Asian Women's Project: Women's Voices.**

Annual Report, 2000

[ab: Annual report containing testimonies of Asian women who have been at the forefront of domestic violence, with an introductory paragraph on the work of the Newham Asian Women's Project (NAWP); includes blank pages for note writing, and translations of testimonies in different languages.]

**Office of the High Commissioner for Human Rights**

**(OHCHR):** *Women's Rights: the Responsibility of All*.

Geneva: United Nations, 1997

[ab: Focused on Women's Rights, contains a special section of contributions by United Nations agencies and programs on Women's Rights; an initial list of activities being planned worldwide to commemorate the 50th Anniversary of the UDHR with special reference to the Human Rights of women and excerpts from the Vienna Declaration and Programme of Action and the Platform for Action from the Fourth World Conference on Women.]

**Raoudha, Gharbi (Coord.):** *Maghreb Women "With All Reserves"*. Collectif 95 Maghreb Egalite

[ab: Produced with financial assistance from Friedrich Ebert Stiftung and the European Union in preparation for the 1995 Beijing Women's Conference, and provides an analysis of the impact of international instruments on domestic legislation related to the status of women; within this framework, it examines the nature and scope of international treaties and conventions and current discrimination in laws in force in the Maghreb countries as compared with the content of international instruments; also the non-effectiveness and non-enforcement of legal provisions which are present in national laws that comply with international standards of equality, but in reality result in discriminatory practices; covers economic,



social, political and civil rights, birth control, marriage, family and inheritance rights.]  
**Schuler, Margaret A.**: *Claiming Our Place: Working the Human Rights System To Women's Advantage*. Washington: Institute for Women, Law and Development, 1993  
[ab: Offers some ideas on utilizing the UN framework for addressing the rights of women and explores issues pertaining to violence against women, women's economic rights, state accountability under CEDAW, principles of

universality and cultural identity and the international, regional and NGO strategies available; appendices include descriptions of the UN complaint procedures and of the UN's human rights machinery.

**United Nations:** *Convention on the Elimination of All Forms of Discrimination against Women*. United Nations, 1980  
[ab: Contains the text of the Convention on the Elimination of All Forms of Discrimination against Women.]

## Useful websites

### [www.aidsalliance.org](http://www.aidsalliance.org)

Contains a downloadable pack of 100 ideas for energizers.

### [www.amnesty.org](http://www.amnesty.org)

Website for Amnesty International. Contains link to [www.amnesty.org/actforwomen](http://www.amnesty.org/actforwomen) which contains all the relevant information for the SVAW campaign.

### [www.awid.org](http://www.awid.org)

The Association for Women's Rights in Development (AWID) is an international membership organization connecting, informing and mobilizing people and organizations committed to achieving gender equality, sustainable development and women's Human Rights. Spanish: <http://es.awid.org/index.pl>

French: <http://fr.awid.org/index.pl>

### [www.unifem.undp.org](http://www.unifem.undp.org)

UNIFEM is the women's fund at the United Nations. It provides financial and technical assistance to innovative programs and strategies that promote women's Human Rights, political participation and economic security.

### [www.un.org/womenwatch](http://www.un.org/womenwatch)

Information and resources on the promotion of gender equality throughout the United Nations System.

### [www.unfpa.org](http://www.unfpa.org)

International source of funding for population and reproductive health programs. Includes support for programs that help combat VAW.

Spanish: <http://www.unfpa.org/sitemap/sitemap-esp.htm>

French: <http://www.unfpa.org/sitemap/sitemap-fra.htm>

Arabic: <http://www.unfpa.org/sitemap/sitemap-ara.htm>

### [www.equalitynow.org](http://www.equalitynow.org)

Working for the protection and promotion of the Human Rights of women around the world.

### [www.womenink.org](http://www.womenink.org)

Project of International Women's Tribune Centre which markets and distributes books on women and development with a focus on the perspectives of women from the Global South.

### [www.wedo.org](http://www.wedo.org)

International advocacy organization that seeks to increase the power of women as policy makers.

### [www.hrw.org/women](http://www.hrw.org/women)

Human Rights Watch is an organization dedicated to protect the Human Rights of people around the world. Their website has a section devoted to Women's Rights.

Spanish: <http://hrw.org/spanish/>

French: <http://hrw.org/doc/?t=french>

Arabic: <http://hrw.org/arabic/>

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

STOPVAW is a site developed by Minnesota Advocates for Human Rights as a tool for the promotion of women's Human Rights in Central and Eastern Europe (CEE) and in the Commonwealth of Independent States (CIS). The site was developed with support from and in consultation with the United Nations Development Fund for Women (UNIFEM) and the Open Society Institute's Network Women's Program (OSI). This site addresses VAW as one of the most pervasive Human Rights abuses worldwide.

### [www.feminist.com](http://www.feminist.com)

Feminist.com is a grassroots, interactive community by, for and about women. We aim to facilitate information-sharing among women and encourage mobilization around political issues. The website has a useful section on anti-violence resources.

## Endnotes

- 1 Adapted from *Advice for Handling Questions or Inquiries from Persons Alleging Violence Against Themselves or Someone Else* published by AI Canada (Eng) for the 2004 SVAW Campaign
- 2 Heise, L., Ellsberg, M. and Gottemoeller, M. *Ending Violence Against Women*. Population Reports, Series L, No. 11. Baltimore, Johns Hopkins University School of Public Health, December 1999, p.1
- 3 From an exercise used by AI Philippines
- 4 Power Flower exercise adapted from activities in Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. UNIFEM and The Centre for Women's Global Leadership, 1999, and Dollie, Farida: *Women's Rights Training Manual*. Human Rights Institute of South Africa, 2002
- 5 Explanations taken from: Abeysekera, Sunila, *On intersectionality*. Paper given to AI's Intersectional Women's Network (now the International Women's Human Rights Network) Meeting, Sunday 7 April 2002
- 6 Special Rapporteur on violence against women on the subject of race, gender and violence against women. A/CN.189/PC.3/5, 27 July 2001, paras.20-21
- 7 Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. P.vi
- 8 Adapted from Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. UNIFEM and The Centre for Women's Global Leadership, 1999
- 9 Stop VAW Internal Strategy
- 10 Adapted from Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. UNIFEM and The Centre for Women's Global Leadership, 1999
- 11 Kavanagh, Julie: *Stop Violence Against Women Campaign Workshop*. Amnesty International UK (Unpublished), 2003
- 12 From Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. UNIFEM and The Centre for Women's Global Leadership, 1999
- 13 See *It's in our hands*. Launch Report for AI's SVAW Campaign
- 14 Human Rights Training of Trainers Manual (UNICEF – Operation Lifeline Sudan by Nancy Flowers.
- 15 Adapted from Mertus, Julie with Flowers, Nancy and Dutt, Mallika: *Local Action Global Change: Learning About The Human Rights of Women and Girls*. UNIFEM and The Centre for Women's Global Leadership, 1999
- 16 Adapted from Kavanagh, Julie: *Stop Violence Against Women Campaign Workshop*. Amnesty International UK (Unpublished), 2003
- 17 Hanna, Carolyn, "Transforming empowerment and gender mainstreaming" presentation at the International Symposium on a new vision for gender policy: equality, development and peace. Seoul, 17 – 18 April 2003
- 18 Amnesty International: *It's in our hands – Stop violence against women*. London: Amnesty International 2004, p.10

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This is one of seven documents making up a toolkit for activists working to stop violence against women. The toolkit, prepared by Amnesty International, is a contribution to the worldwide struggle to stop violence against women. The elements of the toolkit are: a guide to advocacy and campaigning; a human rights education pack introducing the basic concepts of gender and women's rights; three human rights education packs written for particular audiences; and two handbooks on international law and international legal standards relating to violence against women, one dealing with states' obligation to exercise due diligence in making women's right to freedom from violence a reality; the second covering violence against women in armed conflict.

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Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights to be respected and protected. Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

In pursuit of this vision, Amnesty International's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights.

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**This activists' toolkit consists of seven related publications designed to be used by all those working to challenge violence against women:**

*Making rights a reality: Gender awareness workshops* (AI Index: ACT 77/035/2004), a general human rights education pack on the basic concepts of gender and women's rights.

*Making rights a reality: Campaigning to stop violence against women* (AI Index: ACT 77/052/2004), a guide to advocacy. It provides information on practical methods of securing change such as lobbying, using the media and legal advocacy in criminal and civil courts.

*Making rights a reality: The duty of states to address violence against women* (AI Index: ACT 77/049/2004), a guide to human rights law and standards relating to states' duties under international law to address violence against women.

*Making rights a reality: Violence against women in armed conflict* (AI Index: ACT 77/050/2004), a guide to international legal standards relating to violence against women in armed conflict.

*Making rights a reality: Human rights education workshop for youth* (AI Index: ACT 77/053/2004), a human rights education pack on women's rights in international law aimed at young people.

*Making rights a reality: Human rights education workshop for journalists* (AI Index: ACT 77/054/2004), a human rights education pack on women's rights in international law aimed at people working in the news media.

*Making rights a reality: Human rights education workshop for non-governmental organizations* (AI Index: ACT 77/055/2004), a human rights education pack on women's rights in international law aimed at people working in non-governmental organizations.