

Section One:

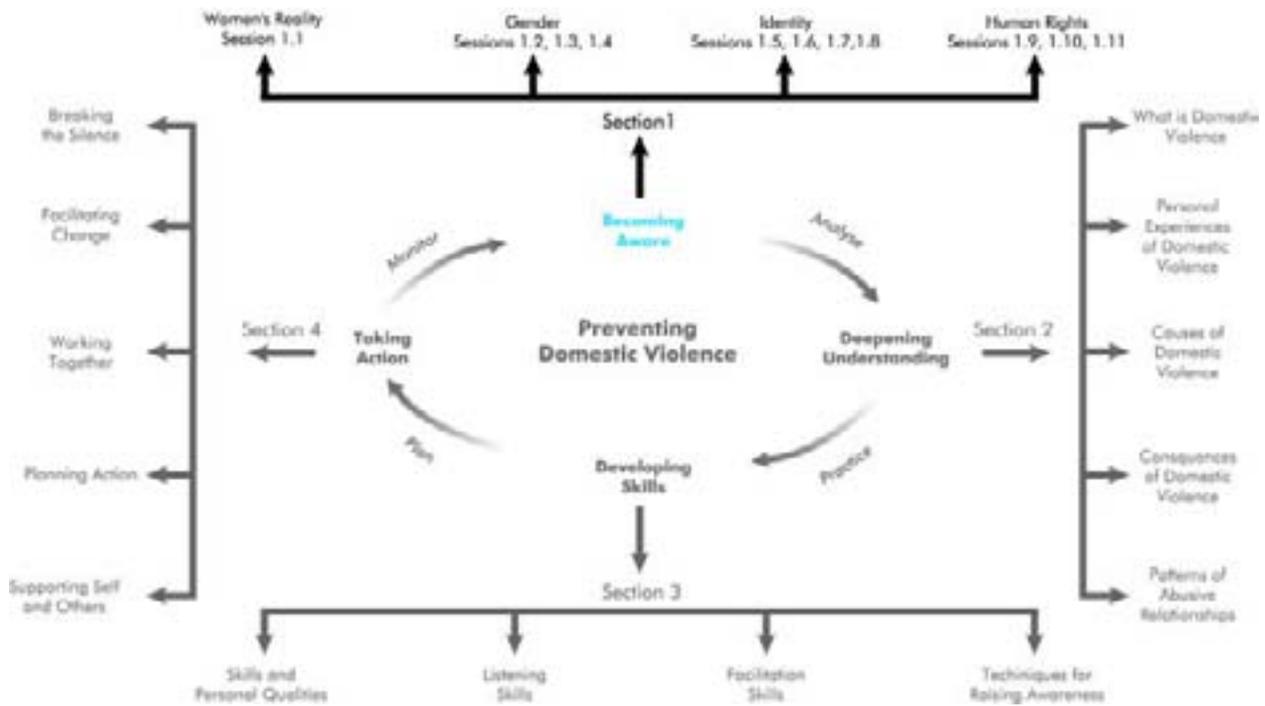
Becoming Aware of Gender and Rights

- Session 1.1 Women's Reality (2 hours)
- Session 1.2 Gender Roles People Play (2 hours)
- Session 1.3 What Do You Believe? (1 hour 30 min)
- Session 1.4 Women's Contributions (2 hours)
- Session 1.5 Masculinity (2 hours)
- Session 1.6 Femininity and Women's Identity (1 hour 30 min)
- Session 1.7 Relationships With Women (1 hour 30 min)
- Session 1.8 Hot Debate: Do We Need a 'Head of the Household'? (2 hours)
- Session 1.9 Human Rights: What Are They? How Do We Get Them? (30 min)
- Session 1.10 Women's Rights (1 hour)
- Session 1.11 Human Rights: A Global Concern (1 hour)



Section One: Becoming Aware of Gender and Rights

Becoming aware of and thinking about a problem involves *analysing* why it happens and linking it to the broader climate within the community that allows it to happen. It involves thinking about the context, and clearly *identifying values and norms* held by individuals and the wider community that perpetuate and tolerate the problem. In this first section, the activities will focus on analysing some of the issues that are at the root of domestic violence. This includes how the norms and traditions of the community allow it to continue.



In this section the group will discuss and learn about:

- The reality of women’s lives in your community.
- Gender and how it affects how we relate to each other.
- How men and women develop their understanding of masculinity and femininity and how it affects relationships.
- Human rights and how are they connected to the work of preventing domestic violence.
- International agreements that can support your work and the importance of advocating for their implementation in your community.

Session 1.1 Women's Reality (2 hours)

Objective

- Deepen participants' reflection on how women experience daily life in your community.

Preparations

- Read through the guided imagery (next page) so that you are familiar with the story.
- On a large wall, stick up four sheets of flipchart side-by-side.

Steps

Part A — (15 min)

1. Energizer

Start with a game to get the participants moving and ready to do the following exercise (appendix 1).

2. Guided Imagery (15 min)

Explain to participants that the first part of this exercise will last 5 minutes and will involve closing eyes, relaxing and trying to imagine the story being told.

- a. Speak in a slow and gentle voice.
- b. Ask participants to get comfortable, close their eyes, and concentrate on your words.
- c. Ask the men to imagine that they are female and visualise the story from a woman's perspective.
- d. Ask the participants to breathe in slowly and then breathe out slowly to release tension in their bodies. Repeat these deep breaths three times to help participants relax.
- e. Ask participants to try to visualise in their mind what you are saying. When the participants are ready, begin the visualisation by reading the following script. Read slowly. Pause briefly between each sentence and question. Where indicated, pause for a few seconds.

Tip

It is important that you do not rush this exercise. Allow participants time during each pause to imagine what you are saying and connect with some of the associated feelings.



Guided Imagery

Think about the community where you live and imagine that you are a woman living there. Imagine that it is early in the morning and, as usual, you taking care of your family and things around the house. Observe who is around. Is anyone helping you take care of the home? Do you have enough money to buy the food for the family today? What are you thinking about? How do you feel in this house? (Pause)

You walk out of your house and are now in the street, seeing other people. You see another woman washing clothes. What do you think life is like for her? Do you think her husband treats her well? (Pause)

You see a young woman on her way to work. She has a bruise on her face. How did she get that bruise? Does she have support from people around her? Who does she talk to about what is happening in her relationship? (Pause)

You see a pregnant woman with three young children beside her. She looks sad and tired. Why do you think she is sad? How much say does she have in what happens to her? (Pause)

You continue to walk down the street. What do you see? Do you see women carrying buckets of water? Do you see women taking care of children? What are the women doing? How many different things do you see women doing that are unpaid? Look around for men. What are they doing? Who are they with? (Pause)

You see an old woman with wrinkled skin and grey hair. She is sitting on the ground begging. How did she get there? What is the story of her life? What do you think she has been through? (Pause)

You see a young girl playing next to the old woman. She is wearing a torn dress and is sitting in the dirt. What will her life be like? What can she hope for in the future? (Pause)

Now imagine that you travel forward in time. Imagine that your organisation or community has been working to prevent violence against women for some years, and the work has been well received. Women's rights are now being respected and their needs are being taken seriously. There have been positive changes for women in the community (Pause).

Remember the young girl in the torn dress who was playing next to the old woman. Imagine that you see her again, now grown-up. What is her life like as an adult? Is it similar to the women you saw earlier or is her life different? Have things improved? (Pause)

Look around in the community, what do you see? How are women treated differently as a result of the success of your work? How have women's lives changed? Take a few moments to imagine this. Think of the woman who was washing clothes, remember the young woman with the bruised face, think of the old woman begging. How will their lives have changed? Are they treated with respect? Do they have a say in their families? Are they able to make decisions for themselves? (Pause to allow participants to imagine this in detail).

When you are ready, breathe in slowly and breathe out slowly, releasing tension in your body. Take two more deep breaths. When you are ready, slowly open your eyes and come back to the group.



Part B—Discussion (45 min)

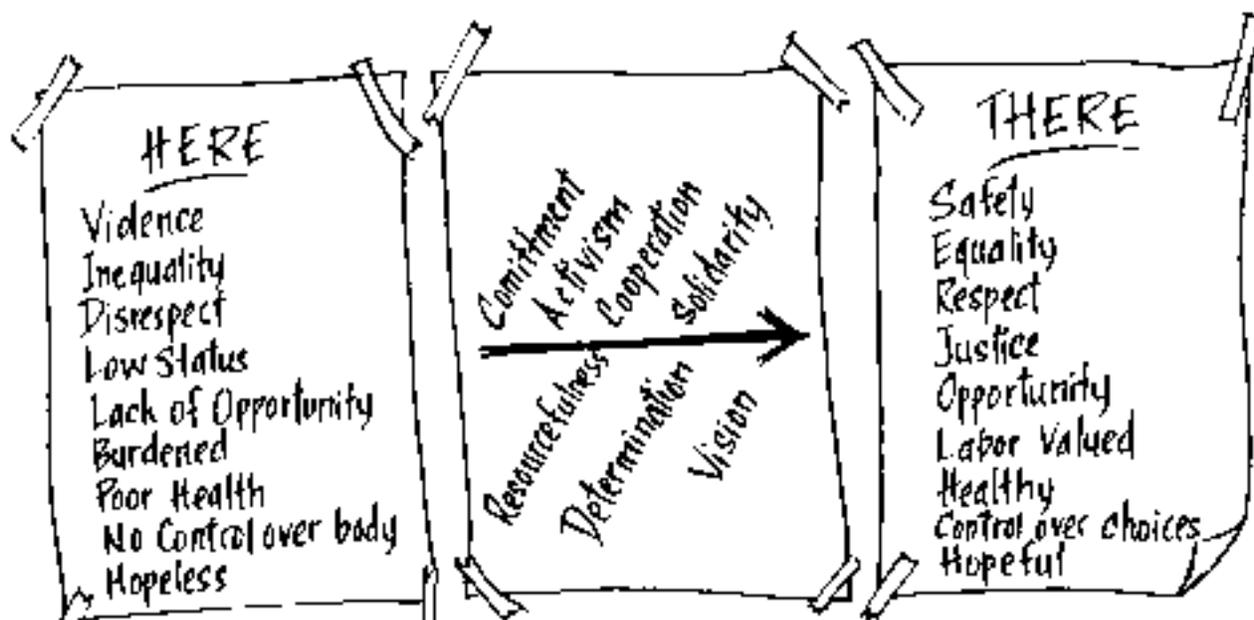
1. On a large wall, stick up four sheets of flipchart paper side-by-side. Title the first one 'Here' and the last one 'There'. Do not write anything on the two pieces of flipchart in the middle.
2. Ask the participants about the images they saw when they imagined the present day reality for women? Ask them to share feelings and circumstances of the women they imagined. Ask probing questions to bring out what women's lives are like in their community. Ask, "What does it mean to be a woman in your community?"
3. Spend time discussing what the participants imagined and how it relates to the reality in which they live. Explore the following questions with participants: Why are women poor? Why do women suffer so much violence? Do you see opportunities for women? Who has most of the power in your community? Are women valued?
4. Record key words from participants' contributions on the first flipchart entitled 'Here' (e.g., poverty, violence, lack of choice, etc.). Explain that the flipchart titles 'Here' represents what they imagined and know about women's current reality.
5. Next, ask participants to share how they imagined the future, once the community had started talking about women's rights and breaking the silence around domestic violence. How did they see women's experiences and feelings change?
6. Record keywords from their responses on the last flipchart entitled 'There.' Explain that the flipchart entitled 'There' represents their future hopes for women (equity, respect, power to make decisions, etc.).
7. After both the present reality and future hopes are recorded on the flipcharts, ask participants to spend a few minutes thinking about the journey from 'Here' to 'There'. Ask: "How do we get from our present reality to realising our future hopes?"

Part C — The Bridge from 'Here' to 'There' (45 min)



1. Draw a line from the flipchart entitled 'Here', across the two middle flipcharts, to the flipchart entitled 'There'. Explain that this is the bridge that needs to be built to get from 'Here' to 'There'.
2. As a group, ask participants to brainstorm what is needed to build the bridge? How could we construct the bridge from 'Here' to 'There'? The bridge could include changes in the way women are viewed and valued or changes in the way resources are allocated in the community. It could involve activism and personal qualities of people who bring about the change, such as commitment, having a clear vision for the future, being focused on a goal, perseverance, and resourcefulness. Record participants' responses on the two sheets in the middle, above and below the line representing the bridge.

3. Discuss how the journey from 'Here' to 'There' requires the commitment and participation of everyone, particularly the people in this workshop. Discuss the importance of their participation within the community and how they are needed to build the bridge.
4. Discuss the metaphor of all of you involved in the collective activity of building the bridge. Discuss what values could form the pillars the 'bridge' is built on. How long will it take to build the bridge in your community? What will be needed to build it? Who will be the key builders? How will you ensure it is built of solid materials and that it will be adequately maintained?
5. Ask participants to take a few minutes and write in their notebooks how they will personally get involved in building the bridge from 'Here' to 'There'.
6. Ask participants to get in pairs and share with their partners their thoughts. After ten minutes, ask the pairs to come back in the main group.
7. Ask each participant to briefly share their thoughts with the group.



Session 1.2 Gender Roles People Play (2 hours)

Objectives

- Identify the different roles the community imposes on female and male members of the community.
- Explore how status impacts personal experience.



Preparations

- You will need a deck of playing cards for Part C.

Steps

Part A—Creating Gender Lifelines (30 min)

1. Divide the participants into two groups.
2. Ask both groups to discuss the lifelines of a girl and a boy in your community, starting from birth to 25 years old. Ask them to think about how boys and girls are expected to behave, how s/he is treated, the importance and value placed on the individual, etc. For example, during childhood, the girl may be made to wear dresses, take care of younger siblings, do household chores and may be expected to be quiet or even fed less compared to the boy.
3. Ask each group to draw three columns on the flipchart, and to title column one, 'Age', column two, 'Girl', and column three, 'Boy'. So, in column one, the first entry would be 0-5 years. In column two, there should be a description of the girl's life during these years. And in column three the same for the boy's life during these years. Ask each group to record the life of a girl and then that of a boy on flipchart in five-year increments.



Part B—Discussing Lifelines (45 min)

1. Ask each group to present and discuss their work with the main group.
2. Discuss why there is a difference in the way we socialise girls and boys. Emphasise the point that we teach girls to behave in a different way compared to boys. *Sex is determined biologically but gender is the social roles that the culture and community imposes on individuals.* Explain that *the sex of a person is biological and fixed but gender is social and can change. Sex is what we are born with; gender is what society teaches us about how we should behave based on our sex.* As communities and cultures change and grow, so can our rigid expectations about how we should behave simply because of our sex.
3. Discuss why this point is important. Emphasise that how we expect women and men to behave is socially developed and is not determined biologically. In this way, the culture in which girls and boys grow up determines their quality of life by the difference in opportunities it



offers them. Explain that part of our work is to create awareness in our community that these different expectations and roles are unfair and impose unjust restriction on women and girls. They arbitrarily assign women and girls a lower status compared to men and boys, as was seen in the gender lifelines and as will be discussed in the next exercise.

Part C — Status: What Are You Worth? (10 min)

1. Ensure that everyone understands which playing card has the highest value in the deck and which has the lowest. For example, for many people the order of highest to lowest value may be Ace, King, Queen, Jack, 10, 9, 8, and all the way to 2. For others, Ace has the lowest value. Agree on the card value hierarchy to avoid confusion. Take out the Ace completely if it confuses people.



2. Shuffle the deck of playing cards and, while keeping the cards face down, walk around the circle and ask each person to choose one card at random.
3. Emphasise to participants that they should not look at the card they have chosen. They should keep it on their lap until everyone has a card. Then, ask participants to hold their card up to their forehead without

looking at it. Everyone should now be able to see everyone else's card except her/his own.

4. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. They should not talk but 'greet' others according to the 'status' of their card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
5. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
6. After a few minutes ask the participants to go back to their seats still holding their card to their forehead.
7. Go around the circle and ask each participant to guess her/his card and explain the guess.

Part D — Talking about Status (35 min)



1. Ask participants to discuss how it felt to be treated on the basis of a random assignment of status.
2. Discuss how the game can represent real life in our families and the community.
3. Ask who in their community holds the 'high status cards' and who has 'low status cards'. Is this based on who they are as individuals or other things like sex, age, wealth, jobs, etc.? Ask participants who holds the high status cards in the family, men or women? Discuss the implications of this.
4. Emphasise that as a community we generally tend to assign women a lower status than men (as demonstrated in the previous exercise using gender lifelines).
5. Emphasise that *domestic violence is usually perpetrated by a person of higher status against a person of lower status, usually man to woman or adult to a child.*
6. Discuss how domestic violence is a result of this difference in status.



Tip

This discussion is important because many people claim that poverty or alcohol causes domestic violence. Poverty, alcohol and many other things often listed as causes may be contributing to domestic violence, but domestic violence is most often caused by a difference in status between women and men. Remind participants that domestic violence happens in families that are rich and poor, where men drink alcohol and don't. These factors do not cause violence; instead, it is the lack of value and worth given to women. The idea that women experience domestic violence because society assigns low value and

status to them is fundamental to how domestic violence prevention will be approached in the community.

7. Explain that the work of preventing domestic violence is to highlight the injustice of women's low status and begin changing community attitudes and behaviours that maintain women's lower status. In this way, the promotion of women's rights and equity in relationships is a crucial part of the work of preventing domestic violence.



Session 1.3 What Do You Believe? (2 hours)

Objective

- Discuss gender roles and deepen analysis of what impact they have on women's lives.



Preparations

On a flipchart entitled 'Belief Statements', write the following sentences:

- It is a husband's duty to discipline his wife.
- Happy families are the ones in which the husband and the wife share the responsibility for making all the important decisions.
- Women and men should share responsibility for raising children and doing housework.

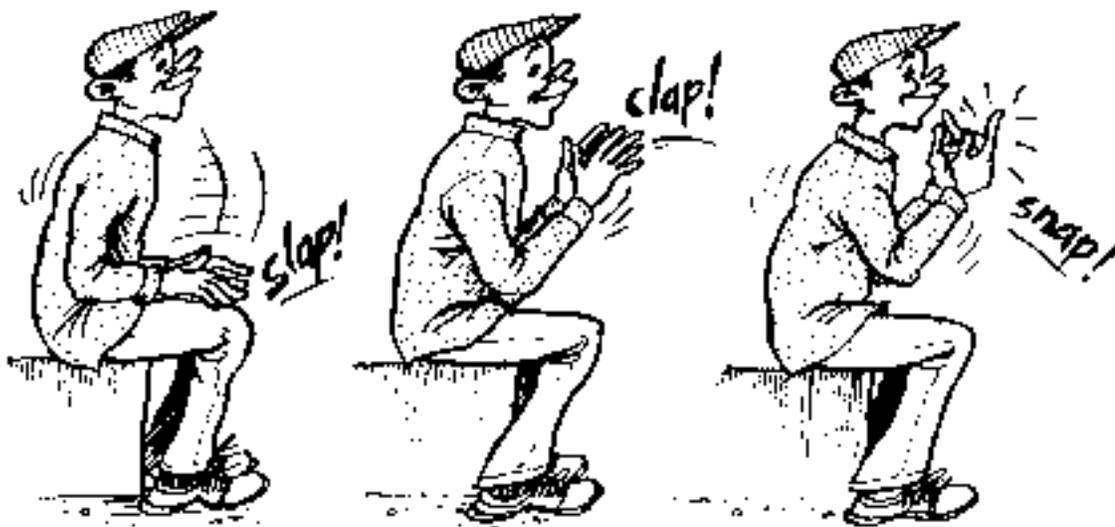
On a flipchart entitled 'Key Questions', write the following three questions:

- What does the culture/tradition say about this?
- What is the reality as you see it in your community?
- What do you believe?

Steps

Part A — 'Slap, Clap, Snap!' Game (15 min)

1. Begin by reviewing your discussion about gender in the previous session. Tell the participants you are going to play a quick game that will assist you in continuing your discussion of gender-based roles that women and men are expected to live by.
2. The game is called 'Slap, Clap, Snap!' Teach participants the actions (i.e., slap on the lap, one clap, and one snap/click of the fingers). Practice a few times until everyone feels comfortable with the rhythm of doing one after the other.



3. Stand in the middle of the circle and explain that at any point in the slap-clap-snap rhythm, you will point to a person and either say “Woman!” or a “Man!”
4. The person you point to must name one job or characteristic that is acceptable for that woman/man to have in your community. They have to be quick and say the first thing that comes to mind.
For example:
 - If you say “woman,” the participant may say, “nurse”
 - If you say “man,” the participant may say, “doctor”
5. Have a volunteer take notes on flipchart under two headings: ‘Woman’ and ‘Man’. At the end of the exercise, you should have a list of jobs or characteristics acceptable for a woman and another acceptable for a man.
6. Once everyone has had a turn, compare the two lists and ask the group what this means for the opportunities open to women? Discuss the implications for women. If you were to change the titles of the lists, would women not be able to do the jobs or has the qualities listed as acceptable for men? Emphasise once more that socially imposed gender roles severely limit how women are seen and what opportunities are open to them.

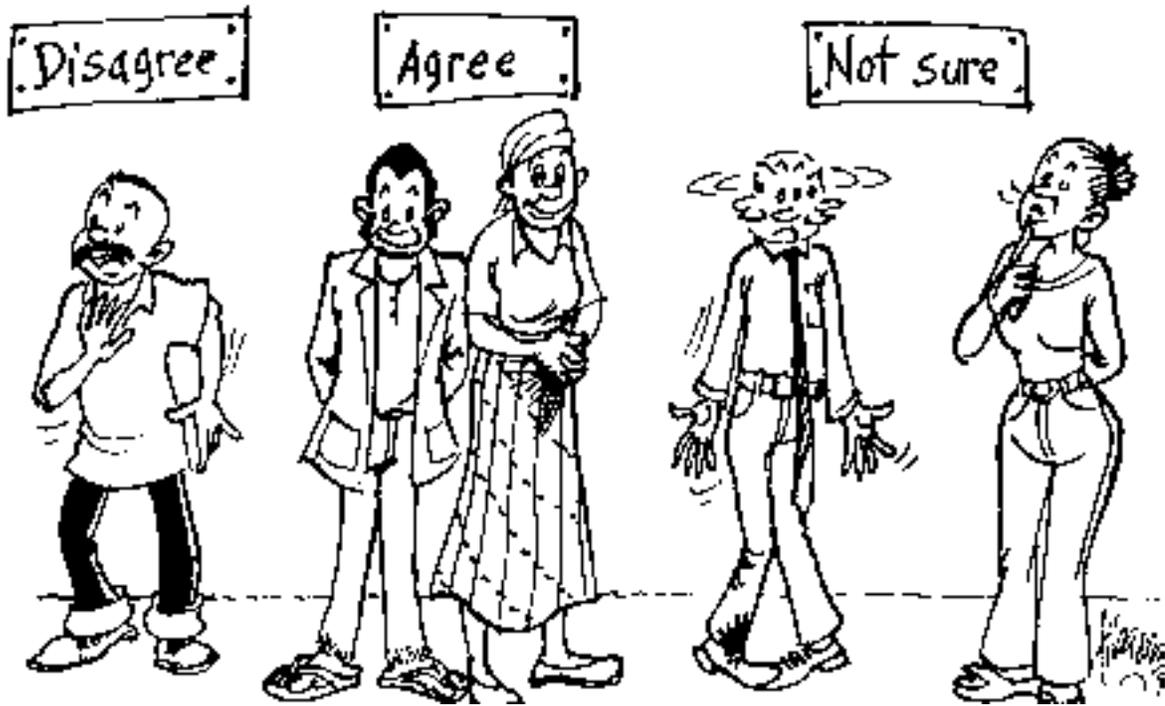
Part B — ‘Where Do You Stand?’ (45 min)



1. This game will allow you to continue the dialogue about the participant’s beliefs around women’s status within the community.
2. Stand in the middle of the circle and establish three ‘islands’ in room. The first ‘island’ is called ‘Agree’, the second one ‘Disagree’, and the third one ‘Not sure’.
3. Explain that you will read a statement and the participants have to rush to the ‘island’ that corresponds with what they think. For example, you could say, “women have a right to education.” If the participant agrees, s/he has to rush to the island of ‘Agree’. If s/he disagrees, she has to rush to the island of ‘Disagree’.
4. After each statement, the last person to arrive on each ‘island’ has to briefly explain why they chose that island.
5. If there are people in the “Not Sure” island, the participants from other islands may try to persuade them to join their island by explaining their point of view. Depending on the issues that emerge, you may choose to discuss some contributions.
6. You could make up your own statements based on the group you are working with or use the following.

Where Do You Stand? Possible Statements

- Women are not as important as men.
- Men beat women as a way of showing love.
- All human beings are equal in value.
- Sometimes women need to be 'disciplined' by their husbands.
- Men have a right to demand sex from their wives whenever they want.
- Women have a right to say "no" if they don't want to have sex with their husband.
- A husband has a right to beat his wife when she makes mistakes.
- Women have a right to have equal share in the family's wealth.
- Boys and men should not have to do housework like cooking, washing, or cleaning; it's women's work!
- Girls and boys have the same right to play.
- Women have a right to contribute their views in all matters that affect them.
- Women are responsible for raising children.
- Bride price makes women seem like men's property.
- Girls can be just as clever as boys.
- Shouting is not violence.
- It is natural for a man to lose his temper if his wife disagrees with him.



Discussion: Part C — Analysing Belief Statements (1 hour)



1. Display the flipcharts of 'Belief Statements' and 'Key Questions' that you prepared in advance (see preparations).
2. Divide the participants into two smaller groups and ask each group to choose one of the three statements.
3. Ask them to analyse the statement by asking the three Key Questions (see preparations). Ask participants to record their thoughts about all three questions on flipchart. Give the groups about 20 minutes to do this work.
4. Ask each group to present their discussions with the main group and discuss. Allow 20 minutes for each group.

Session 1.4 Women's Contributions (2 hours)

Objectives

- Analyse women's contributions to the quality of a community's life.
- Emphasise women's lack of access to a fair share of the community's resources.



Preparations

- Write out the flipchart questions for Part B.

Steps

Part A — “When I Get Up In the Morning...” Game (15 min)

1. Explain that you are going to begin the activity with a game called “When I Get Up In the Morning...” You will begin the game by saying the sentence, “When I get up in the morning, I begin by fetching water”. The person on your right has to repeat your sentence and then add another thing that a woman does. So, for example, the next person may say, “When I get up in the morning, I begin by fetching water and cooking breakfast for the whole family”. Continue around the circle, the third person will repeat the first and second contribution and continue by adding another task. If a participant forgets one of the previously mentioned chores, s/he is out of the game. The game can include what women do outside their home as well, such as “sell my goods at the market”, “take a bus to work”, etc. Continue until all participants have had a turn or are eliminated from the game.



Part B — Analysing Women's Contributions (1 hour)

1. Discuss how life would change if women stopped doing all these things.
2. On a flipchart, write “What contributions do women make to the family, the community, and the country”. Ask participants to think about the labour, skills, creativity, resourcefulness, wisdom, and many other things that women contribute.
3. Divide the participants into three smaller groups. Ask each group to focus on one of the three categories (i.e., family, community, or country) and list all the contributions that women make to it.
4. Ask each group to present their thoughts. Prepare one flipchart for each category and record their ideas. Discuss briefly.



Part C — Discussing Resource Allocation (45 min)

1. Discuss who controls the resources in each of those categories and what that means for women.
2. Emphasise that, despite the contribution that women make, in all three categories resources are disproportionately controlled by men. Women's



needs and priorities are often overlooked and their contributions undervalued.

3. Ask the participants to go back to their groups and identify three ways in each category to advocate for a more fair distribution of resources and power. For example, they could say that within the family, men could help in household responsibilities, plan with their partners how their money will be spent, etc.
4. Ask each group to present their ideas in the main group and discuss.



Session 1.5 Masculinity (2 hours)

Objective

- Understand how our concept of masculinity influences relationships between women and men.



Preparations

Write the following questions on flipchart for Part B.

- How does our concept of masculinity contribute to domestic violence?
- How does the expectation that men always have to be strong or the final decision-makers contribute to domestic violence?
- How are men socialised to exercise power over women?

Steps

Part A — Testing Perceptions of Masculinity (45 min)

1. Explain to the participants that you are going to play a game called 'True or False'.
2. Ask participants to place their chairs in the centre of the room, half the chairs facing one way and the other half facing the other way. You should have a line of chairs in the centre, facing away from each other. Ensure that there is one less chair compared to the number of participants.
3. Explain that you are going to turn away and start clapping. Ask the participants to start walking around the chairs, but when you stop



clapping, they have to find a chair and sit down. Try this to make sure everyone understands; one person will be left standing.

4. Start the game. When you stop clapping and everyone sits down, read aloud one of the following statements (see below) or create some of your own) and ask the person who is left standing to say 'true' or 'false'. Others can ask the person to explain or elaborate their answer. After the person has responded to the statement, s/he becomes an observer.

Perceptions of Masculinity: Possible Statements

- Men are better than women at making important decisions.
- Men should always protect their wives and children.
- Men and women can share equal responsibility in their relationships.
- Women should always obey their husbands.
- Men should be tough and strong and never admit that they may be mistaken.
- Women are too emotional.
- Men are more logical than women.
- Men should be the primary income earners of the family.
- It is women's responsibility to raise children.
- It is women's responsibility to cook and keep the house clean.
- Men are more reliable and trustworthy than women.
- Women tend to gossip and spread rumours when they get together.
- A man should always know what to do and should never show his weakness.
- A strong man protects his wife and children by imposing strict discipline.
- It is good for a wife to fear her husband.
- Men should be nice to their wives but only trust their male friends.
- If a man is soft with a woman, she will take advantage of him.
- The man is the final decision-maker in the family.

5. Continue until all the participants have had an opportunity to respond to a statement.
6. Discuss some of the ideas that emerged from the exercise. Explain that masculinity is a collection of beliefs about what a man should be and how he should behave. How we understand masculinity as a society often determines how men behave in their personal relationships. The way men relate to women around them is influenced by the expectations that society places on them.
7. Discuss how the participants came to create the ideas of masculinity that emerged from the above exercise. Is this concept of masculinity fixed or changing? Should we be working deliberately to expand the possibilities for men and create a broader concept of masculinity?



Activity: Part B — Discussing Masculinity (45 min)

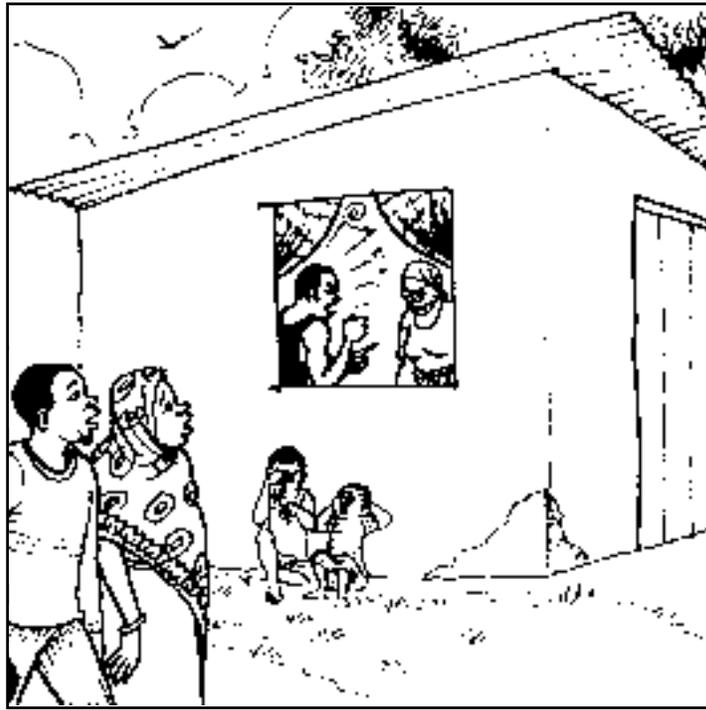
1. Divide the participants into two smaller groups.
2. Display the flipchart of questions about masculinity that you prepared in advance (see preparations).
3. Ask each group to pick one of the questions as the focus of a group discussion. For example, one group may choose the question: Does the expectation that men always have to be strong contribute to domestic violence? In response, the group may discuss the responsibility of being the primary income earner when jobs are scarce or the emotional pressure of being the leader of the family when it is hard to know what to do.
4. After about 20 minutes, ask each group to share their discussions with the main group. Ask clarifying questions and allow opportunity for participants to comment or ask questions as well.



Discussion: Part C — Rethinking Masculinity (30 min)

1. Divide the participants into separate groups of women and men. Ask both groups to list the qualities of men they admire (e.g., good listener, admits when he is wrong, is kind, shares his feelings, etc.).
2. Discuss the ideas of both groups. Are there any differences between the women and men regarding the qualities that they admire in a man? What characteristics contribute to healthy and mutual relationships? Which contribute to inequality and violence?

What kind of man do you want to be?



YOU HAVE A RIGHT TO CHOOSE TO LIVE WITHOUT VIOLENCE!

Session 1.6 Femininity and Women's Identity (2 hours)

Objectives

- Explore expectations imposed on women as a result of the community's concept of femininity.
- Explore the effect of violence or threat of violence on personal identity.



Preparations

You will need one brown paper bag for each participant and as many magazines with pictures as possible. You will also need scissors and glue.



Tip

If you do not have these items, try to adapt the activity. For example you could ask the participants to create their bags out of old newspapers and or flipchart paper (fold it in half so that there is visible part or 'outside' and hidden part or 'inside' of the bag).

If you do not have magazines, use old newspapers and ask participants to cut out words that represent their ideas instead of images. If you do not have newspapers, ask participants to write or draw the images on inside and outside instead of pasting them from a magazine or a newspaper.

Steps

Part A—Femininity and its Consequences (1 hour)



1. Discuss the idea of 'personal identity'. Identity is a set of ideas we hold about ourselves that helps us understand who we are, what our possibilities are and how much value others around us attach to us (e.g. our sex, tribe, religion, status etc.).
2. Ask each participant to take a few minutes to think of some of the important aspects of their identity. What are some of the beliefs they have about their identity? They may say "I am a woman, teacher, parent, community leader, Muslim", etc.
3. Emphasize that we all have many aspects to our identity. One important aspect that society imposes on all of us is ideas about what should be part of a man's identity (masculinity) and what should be part of woman's identity (femininity). In the previous session you focused on masculinity. In this session you will focus on femininity.
4. Divide the participants into two groups. Ask each group to discuss
 - a. What is femininity as expected in your community? (i.e., what is an acceptable way for a woman to behave and think about herself in your community).
 - b. List examples of feminine behaviour (e.g., the participants might suggest wearing clothes of softer colour, being able to cry in

public, talk about feelings, express feelings, talk in a certain way, walk in a certain way, etc).

5. Ask each group to present their ideas.
6. Discuss how we all have to hide parts of ourselves because of the pressures from our community to be entirely feminine or masculine. In fact most of us are a mixture of both yet we can only publicly express one of the two. It makes us unable to be our full selves.
7. Brainstorm as a group how the expectations of femininity often make women more vulnerable to violence (e.g., it makes women more dependent on men, it excludes them from decision making processes, it assigns them greater responsibility for raising children or doing housework, etc.).



Part B—Exploring Exposed and Hidden Identity (1 hour)

1. Give each participant a small brown paper bag and have many magazines available for participants to look through and cut.
2. Ask participants to cut out images or words from magazines which symbolize the aspects of their identity they feel able to show as their public selves, with relative safety. Participants should paste these pictures or words on the outside of their paper bag.
3. Ask participants to cut out images or words from magazines which symbolize the aspects of their identity they have to hide or suppress because of the judgments from the community in which they live if they allowed these parts to be seen. Participants should paste these images on the inside of the paper bag.
4. If you choose to use this exercise in a mixed group, ensure that men feel included as well. For example, the context of men's lives may be the pressure they feel from their peers and the community to behave in a certain way. What parts of their femininity do they hide as a result of the masculine roles they are supposed to maintain? What parts of themselves do they feel able to express and what parts do they feel they have to hide in order to 'be a man' as society defines it?
5. Ask each person to explain the images on the outside and inside of her/his bag if s/he feels comfortable. Ask participants to talk about how their lives and identity has been shaped by the limitations that the society places on which part of the person is acceptable and which part is not.
6. Discuss as a group how the limitations imposed on each one of us contributes to creating domestic violence. How can we expand the possibilities of showing hidden parts of ourselves?
7. Ask each participant to write down one part of themselves that they have kept hidden and would like to share with their partner or someone important to them. If time allows, invite any participant who wants to share what they have written with the group, to do so. However, do not pressure anyone to share.

Session 1.7 Relationships With Women (1 hour 30 min)

Objective

- Deepen awareness of the importance of the kinds of relationships we have with women.



Tip

This is a good evening activity that can help your group connect with each other at a more personal level. It allows the participants to share experiences and gain support from each other. It may even help them build trust within the group and develop a more supportive working environment. However, it is important that participants don't feel pressured to share information. Emphasise that the activity is optional.

Steps

Part A—Discussing Relationships



1. Gather in an informal place where people can sit in a circle.
2. Remind participants that all the personal information shared in this session (and all other sessions) is confidential.
3. Explain that sharing experiences helps people cope, understand themselves and others, and even take action to resolve their problems.
4. Carefully, ask participants to share personal stories or experiences of their relationships with women. How do they see, understand, and relate with women that are in their lives? What hopes do they have for their daughters?
5. Men may choose to talk about their relationships with their wives, mothers, sisters, daughters, or friends. Women may choose to talk about what it has meant for them to be women in this community and/or their relationships with mothers, daughters, sisters, or friends.
6. Each participant has a turn to speak while others just listen to her/his story. Encourage other participants to stay quiet and just listen supportively. Make sure that no one makes comments or criticises the speaker.
7. Continue until all the participants who wish to speak have spoken, including yourself.
8. Close the activity by emphasising that we are all in influential relationships with women. The kind of relationships we build with these women determines who we are and how we behave in the community around us. Many of us learned how to relate with women through distorted power systems and inherited gender roles. By becoming conscious of these influences and striving to create a more respectful and just relationships with women, we can truly change our lives.



Session 1.8 Hot Debate: Do We Need a 'Head of the Household'? (2 hours)

Objective

- Practice advocating for expansion of gender roles.



Preparations

- On a flipchart, write the following statement: 'Women and men can never be equal. A man is the head of the household and the woman's role is to serve and obey him!'

Steps

Part A— Debate (1 hour 30 min)



1. Explain that you are going to begin this activity with a debate.
2. Explain how the debate will be conducted:
 - You are going to divide the participants into two groups.
 - One group will make a case for the statement and the other group will argue against it.
 - Each group must give clear reasons for what they believe, and cite sources they are invoking. For example, if they say something is in the Bible, they have to say where, or if they say its agreed in an international convention, they have to say which one, etc.
 - Each group will have 45 minutes to prepare their argument.
 - A volunteer from each group should be nominated to present the case.
 - Each group will have a maximum of 15 minutes to present their case.
3. Present the flipchart with the statement to be debated (see preparations).
4. Divide the group in two. Ensure that the group arguing 'against' the statement has an articulate member who will be able to make the argument against the statement convincingly.
5. Conduct the debate as described above.
6. During the debate the opposing group members must listen carefully and cannot interrupt. They can take notes and prepare a short (maximum 5 minutes) rebuttal to the argument after the presentation. Emphasise that the rebuttal is their response to the arguments presented by their opponents, and as such, they need to refer to what was said by the other group.



Part B — Discussion (30 min)

1. After each group has had an opportunity for a presentation and a rebuttal, the floor is open for a free exchange and discussion.
2. Summarise the discussion and key points made by each side and ask participants to vote on the winning team (hopefully those that argued against the statement!).
3. Remind the participants that the group that was arguing for the statement was playing a role. They don't necessarily believe what they were arguing in the debate. Ask members of the team that argued 'for' the statement to add any arguments they may have used if they were the opponents.
4. Discuss how such a methodology is useful to practice articulating ideas. In the work of preventing domestic violence, activists will be challenged by opposing views and need to use convincing arguments and understandable words and metaphors to convince and persuade.

Session 1.9 Human Rights: What Are They? How Do We Get Them? (30 min)

Objective

- Discuss the concept of human rights.



Preparations

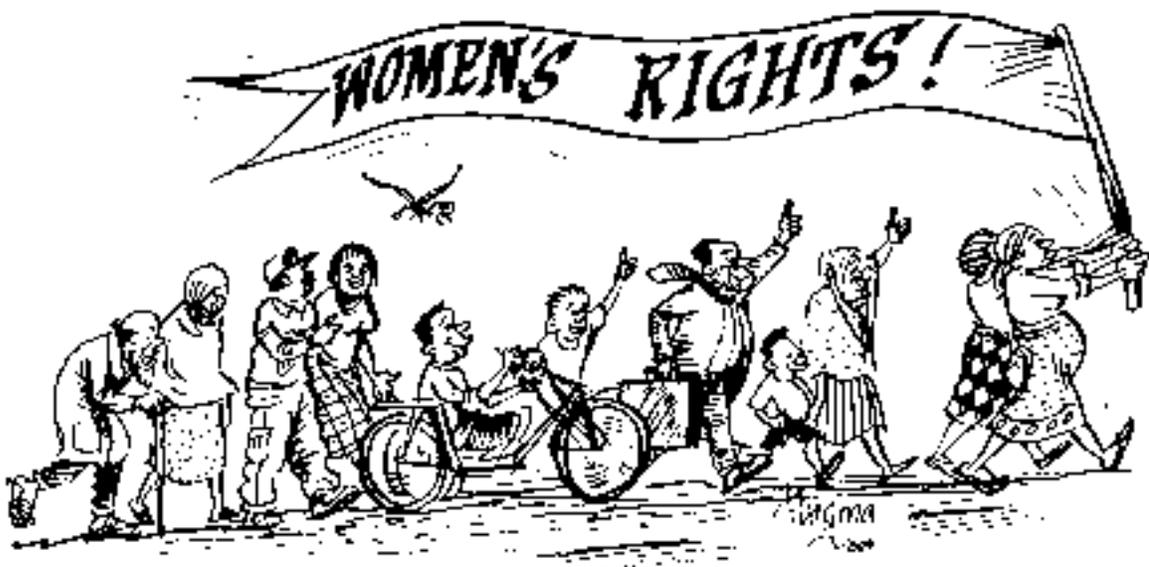
- Read through the list under point 5 and make notes on how you will emphasise the points.

Steps

1. Start by introducing the word '*rights*'. We all use it in our everyday language. We say things like "she had a right to do that" or "we have a right to say what we think".
2. Ask the participants to suggest examples of the use of the word '*rights*' from their own experiences. When was the first time they remember hearing it? What was the context in which it was heard? Encourage participants to contribute short experiences of the usage of the word '*rights*'.
3. When you feel that the group has a common understanding of what is meant by the word '*rights*', open a discussion by asking the participants:
 - From where do we get our rights?
 - Who gave them to us?
 - Can they be taken away?
4. Encourage a wide range of viewpoints and ask open-ended questions that expand the discussion. You may have to adopt the role of asking contrary questions. For example:
 - If participants say, "God gives us rights", you could ask "What about people who don't believe in God, or believe in a different God?"
 - If participants say, "The government gives us rights", ask "Can the government decide which rights we have and which we don't? Can people disagree with the government? If the government didn't exist, would we still have rights?"
5. The aim of this discussion is not to come up with a correct answer but to get people thinking about the concept of human rights. It is an example of a reflective discussion where participants slowly come to see the assumptions behind their beliefs. Some key points you may want to introduce in the discussion include:
 - Human rights are 'entitlements' that every human being has just because they are human. All human beings have rights — we are born with them and they cannot be taken away.



- Usually when we talk of human rights we are talking of natural rights . We are all born with natural rights and they cannot be taken away by anyone. A government may make a law that formalises our natural rights or protects additional or secondary rights (e.g., right to own property, right to appeal a decision deemed unfair in a court of law, a right to a trial before conviction, etc.). The rights we claim are linked to our view and understanding of justice.
- A government can affirm and help protect our rights by creating laws, but governments do not give us our human rights.
- Every right comes with responsibilities. This means that since I have a right to live free of violence, I have a responsibility to respect others' right to safety.
- When a person violates another person's rights, they give up some of their own rights. For example, if a person kills another person, he gives up his right to freedom and may be imprisoned.
- Every culture and people has a concept of human rights even if they do not use the word 'right'.
- When a person's rights are violated, this is an act of injustice. Respect of other people's human rights is not an act of kindness, but a duty as part of the human race.
- When people demand their rights they are fighting for justice and for what they deserve. They are not asking for welfare, kindness, or pity. Thus when you promote women's rights, you are fighting for justice, not appealing to the goodwill of people.



6. When you feel that participants understand the importance of the link between justice and rights, wrap-up the discussion.

Session 1.10 Women's Rights (1 hour)

Objective

- Identify women's rights.



Preparations

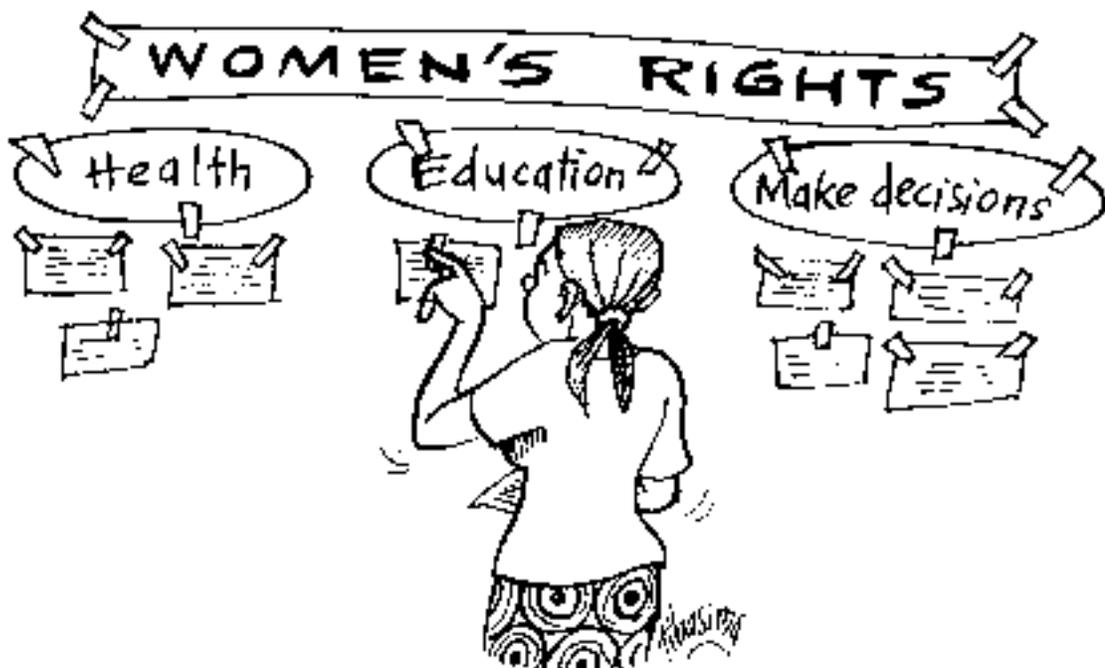
- Cut about 60 pieces of paper (20 cm x 10 cm approx.) from flipchart.*
- You will need masking tape and enough markers for each participant to be able to write their cards.



Steps

Part A — Identifying Women's Rights (30 min)

1. Give each participant three pieces of paper and a marker pen.
2. Ask participants to think about the rights of women in their own community. In their community what rights do women have or should have that as a group you want to promote?
3. Ask each participant to choose three of their ideas and write one on each piece of paper. Ask them to use no more than four words to describe each idea.
4. When all the participants have finished writing, ask each one to read out their ideas to the main group in order of priority (most urgent first) and stick them on a bare wall.
5. As each participant shares their ideas, cluster (group) similar rights and





stick them next to each other on the wall. When everyone has read their ideas, you should have several clusters of papers on the wall.

Part B — Discussing Women’s Rights (30 min)

1. Ask the participants to spend a few minutes looking at the clusters of rights on the wall. As they are thinking about the ideas, invite them to add additional rights to the appropriate clusters if they feel an important right is missing.
2. Discuss the rights the participants have suggested:
 - Which is the biggest cluster? Does that reflect the priorities of the group?
 - Is it realistic to try to promote these rights?
 - How could they be implemented?

**Note: This methodology is called Visualisation in Participatory Planning (VIPPP). It was first developed by UNICEF.*

Session 1.11 Human Rights: A Global Concern (1 hour)

Objectives

- Emphasise that the ideas about human rights are based on international agreements agreed upon by governments around the world.
- Provide a broader framework for the work of promoting women's rights.



Preparations

- Refer to the related information sheet (appendix 3) or the *Resource Guide* page 9 for more background information.
- You may need to do broader research and some background reading to prepare for this session. Much of the information is available on the internet (if you have access) or you may be able to find information in the Resource rooms of established NGOs.



Tip

If you do not feel confident doing this activity, you could consider inviting a guest speaker, if that is feasible.

Steps



1. Present a short talk about international human rights conventions and how your organisation is trying to work to promote them.
2. Here are some ideas of what to include:
 - Discuss briefly the history of how international law and activism has evolved to promote women's rights (see *Resource Guide* or Appendix 3).
 - Give a brief history of the Convention on Elimination of all forms of Discrimination Against Women (CEDAW).
 - Mention the World Conference on Human Rights and its Vienna Declaration and Programme of Action in 1993.
 - Describe the Declaration on Elimination of Violence Against Women (DEVAW) adopted in 1993.
 - Mention if your country is a signatory to the convention and if it has ratified CEDAW.
 - Explain what ratification means and the obligations for state parties.
 - Give a brief overview of the kind of rights guaranteed in the documents.
 - Explain how your organisation is working within this framework.
 - If available, give copies of the relevant texts to participants (in local languages if possible).

3. Discuss how the values embodied in these documents reflect views of people from many different parts of the world.
4. Allow participants to ask questions
5. If time allows, ask each participants to talk about a right that they feel is most important to promote and why.

