



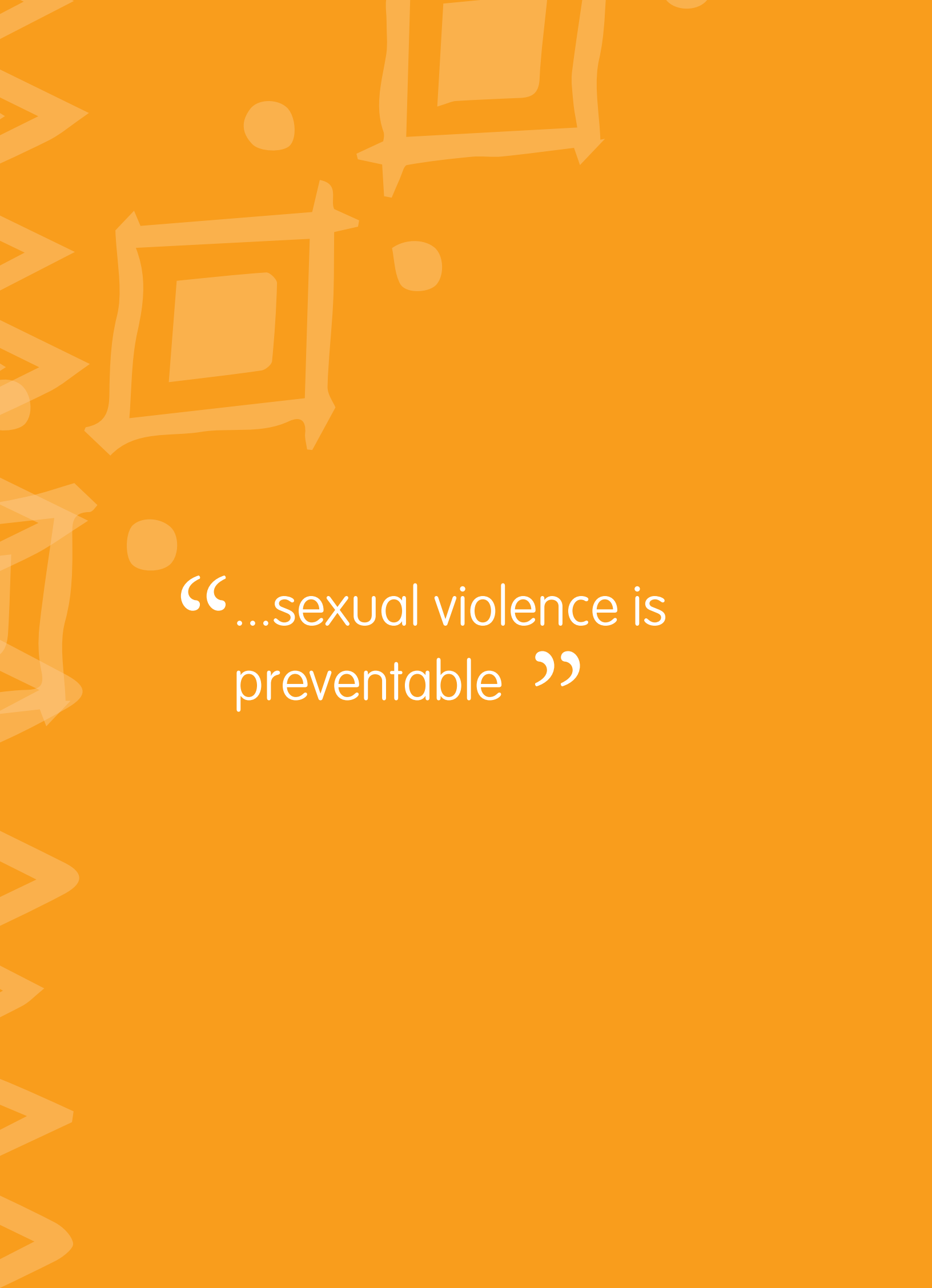
PART 1
BUILDING KNOWLEDGE AND AWARENESS

SECTION 2

**CAPACITY
BUILDING**

TRAINING SESSIONS AND MATERIALS

SEXUAL VIOLENCE



“...sexual violence is
preventable ”

BUILDING KNOWLEDGE AND AWARENESS

CAPACITY BUILDING

1 DAY • 1 MODULE

Sexual violence

All members of the Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) team and other programme stakeholders need a shared understanding about sexual violence to establish good quality community-based responses and to work with communities to address harmful beliefs and norms that contribute to it. This module aims to foster learning about sexual violence based on information from international research, as well as to provide participants with the opportunity to learn more about sexual violence in the communities where they live and work. To develop knowledge about sexual violence, this introductory module covers the following topics:

TOPICS

- **TOPIC 1:** Power, violence and gender (45 minutes)
- **TOPIC 2:** Definition and types of sexual violence (1 hour)
- **TOPIC 3:** Consequences of sexual violence (1 hour)
- **TOPIC 4:** Sexual violence in the community (2 hours)

LEARNING OBJECTIVES

At the end of this module participants will be able to:

- 1 Explain the relationship between gender and sexual violence.
- 2 Define sexual violence and describe different types.
- 3 Discuss the harmful consequences of sexual violence.
- 4 List the different types of sexual violence occurring in the community and discuss community responses to them.

Participant handouts

Handout 1: Pre-test

Handout 2: Reflecting on my power

Handout 3: Violence and gender

Handout 4: Definition and types of sexual violence

Handout 5: The whole person

Handout 6: Consequences of sexual violence

Handout 7: Sexual violence in this community – to be prepared by facilitator

Handout 8: Post-test



Participant handouts

Handout 1: Pre-test

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Handout 8: Post-test

SCHEDULE

TIME	CONTENT	SLIDES	HANDOUTS
8:45–10:00	• Welcome and introductions • Logistics • Content and objectives • Group norms • Pre-test	1–4	Handout 1: Pre-test
10:00–10:45	• Power, violence and gender	5–11	Handout 2: Reflecting on my power Handout 3: Violence and gender
10:45–11:00 Morning tea			
11:00–12:00	• Definition and types of sexual violence	12–16	Handout 4: Definition and types of sexual violence
12:00–1:00	• Consequences of sexual violence	17–26	Handout 5: The whole person Handout 6: Consequences of sexual violence
1:00–2:00 Lunch			
2:00–3:00	• Sexual violence in the community	27–28	Handout 7: Sexual violence in the community
3:00–3:15 Afternoon tea			
3:15–4:15	• Sexual violence in the community		
4:15–5:00	• Summary of day • Post-test		Handout 8: Post-test

NOTE TO FACILITATORS

To prepare to facilitate this module:

Make sure you are familiar with the information about sexual violence in Part One *Building Knowledge and Awareness*.

Consult the additional reading/resources for facilitators if you would like more information on sexual violence and its consequences.

Although guidance is given for facilitating discussions, it is important that you be knowledgeable about and comfortable discussing gendered aspects of power and violence and able to guide and manage what can be challenging discussions that involve sensitive issues of sex, power and injustice in an inclusive manner.

At the beginning of the training, be sure to advise participants that sexual violence can be a distressing subject to discuss and that many people, possibly including some in the training, have been personally affected by sexual violence. For this reason, it is essential that participants feel free to not participate in any discussions that make them feel uncomfortable or distressed and that everyone is aware that there is someone they can talk to if needed. It is also a good idea to have a dedicated resource person available during the training to provide any needed assistance. Also ask participants to look out for colleagues and check in with them if they think they are finding the subject upsetting or want to talk about some of these issues.

Depending on the needs of the group, it may be necessary to spend more time exploring gender and gendered power relations or on clarifying that men are also victims of sexual violence at the hands of other men. Be sure to discuss the cultural acceptance of the forms of sexual violence that are prevalent in your setting and to explore why they are allowed.

Adapting the training

Before delivering the training it is necessary to review the entire content and adapt it as necessary to your context. You will need to adapt it in two ways:

- 1** By ensuring the activities are appropriate to your context, for example that they are culturally acceptable and relevant. If you identify an activity that might not be appropriate, you need to substitute it with one that will enable you to achieve the same objective.
- 2** There are places in the training that you need to insert locally specific information or material or presentations from your context.



- Go through the module and review all sessions, and make sure the activities are locally appropriate. Decide on alternative activities if needed. When considering alternative activities, it is important to be aware of the needs of the group and how the activity contributes to meeting the learning objectives for the module.

TOPIC 4: You will need to prepare a presentation and handout on sexual violence in the country/community, based on available research, including formative research conducted for the CC Programme. The presentation and handout should cover these areas:

- ▶ Different types and patterns of sexual violence in the country/community;
- ▶ How conflict has contributed to sexual violence in the community; for example, new types of sexual violence perpetrated or existing types that have been exacerbated;
- ▶ A brief overview of the formal and informal legal framework.



MORE

Ice-Breakers and Energizers

Ice-breakers are for when the group first meets or needs to spend a bit of time getting to know each other. Energizers are for later meetings, when people know each other well but you want to bring them together into the group. Feel free to use your own ice-breakers and energizers, however, there are some suggested here you might like to use. Of course, consider the nature of the group when choosing activities, for example, activities that involve physical contact may not be appropriate for some groups and settings.

Ice-breakers

Paired introductions: Ask participants to pair up and spend a few minutes learning about their partners before they introduce them to the rest of the group. Depending on how much time is available and how much sharing you want to encourage, you can ask participants to find out different pieces of information: name, about their family, about their own life, about their work, their hopes and expectations, their fears and worries, their reasons for joining the group or programme.

A variation of this activity is to create pairs by giving participants 'half' of something before beginning; for example, pictures of common objects that go together or names of well-known couples. They have to find their 'other half' and then get to know and introduce each other.

Graffiti names: Ask participants to come forward in turn and tell everyone their names. At the same time they should draw something on the flip chart that has special meaning for them and explain why this is. If everyone is literate, they can write their names on the flip chart next to the drawing.

Ball-throwing name game: Start by telling everyone your name and then throw a ball to another participant, who will tell everyone his or her name and then throw the ball to someone else. Continue until everyone has taken part. Repeat the game, but this time, people must say the name of the person they throw the ball to instead of their own names.

Energizers

Counting and clapping: Stand in a large circle. Explain that you are going to count round the circle, starting at one and counting upward. Every time the number is three or a multiple of three, that person should clap instead of saying the number. A person who makes a mistake drops out of the game. Continue until only a few people are left.

Alphabetical "I went to market": One participant begins by saying "I went to market and I bought ..." and adds an item beginning with 'a'. The next person has to say what the first person bought and add an item beginning with 'b'. The third person has to say what has already been bought and add item beginning with 'c'. The activity continues until 'z' is reached. If people forget what has been bought already, they drop out.

Simon says: The whole group has to do whatever the leader says, but only if the leader begins with 'Simon says' before describing the action. If the leader has not said 'Simon says' and someone does the action, that person drops out. (Use an appropriate name for the culture and group.)

Everyone move who ...: Everyone sits in a large circle. The facilitator stands in the middle and says, "Everyone move who is wearing blue." Everyone who is wearing blue has to move to another chair. As everyone is moving, the facilitator sits on one of the chairs. The person who does not find a chair replaces the facilitator in the middle of the group and says, "Everyone moves who got up before 6 a.m." Everyone moves again and the person from the middle sits in one of the empty chairs. Repeat for several turns.

You can use a variety of "Everyone who ..." statements:

- ... can speak more than two languages.
- ... can do a headstand.

... likes pancakes for breakfast.

... lives more than ten miles away.

Singing: Ask participants for some of their favourite songs and then sing one or two loudly and joyfully together.

Points of contact: Divide participants into groups of three or four. Explain that you are going to call out a number. Each group has to find a way to have only that many points of contact with the ground between them all. For example, if you say '3', a group of three people may each stand on one leg; if you say '23', a group of three people may bend down to touch the floor with 17 fingers and 6 legs between them. To encourage people to be creative and work together, call out a range of numbers including some quite small and others quite large. This activity requires a certain amount of physical contact, especially to achieve the smaller numbers.

Forming shapes: Divide participants into groups of five or six. Explain that they have to create different items with their bodies. You will tell them the item they must make. Begin with simpler items, like a box or a horse. Then make the items more challenging, like a car or an elephant or a snake.

Quick numbers: Everyone should be standing up with plenty of space to move around. Explain that you are going to call out different numbers and participants should move as quickly as they can to get into groups with that many members. Each time you call they have to form a new group. Start by calling '2' or '3' to let them get the hang of it, then speed up and call more challenging numbers. The game will get very chaotic quite quickly!

Knots: Divide participants into groups of five or six. Ask each group to stand in a small circle, facing inwards and with their eyes closed. Ask participants to stretch out their hands into the middle of the circle. Keeping their eyes closed, they should each find one hand to hold with each of their own hands. (You'll need to go round the groups and make sure that everyone is holding just two other hands and that there are no free hands left over.)

Now they can open their eyes but they must keep hold of each other's hands. The group now has to try and untangle the 'knot' they have created without letting go at all.

This often requires climbing through and over each other in quite acrobatic ways so is only suitable if everyone is happy with physical contact.



MORE

Additional Reading/ Resources for Facilitators

- United Nations, *In-Depth Study on All Forms of Violence Against Women*, (2006), <<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N06/419/74/PDF/N0641974.pdf?OpenElement>>.
- J. Ward, *From Invisible to Indivisible: Promoting and Protecting the Right of the Girl Child to be Free from Violence*, UNICEF, (New York, 2008), <www.unicef.org/protection/invisible_to_indivisible.pdf>.
- R. Jewkes, P. Sen and C. Garcia-Moreno, "Sexual Violence," in *World Report on Violence and Health*, E. Krug, L. Dahlberg, J. Mercy, A. Zwi, and R. Lozano, World Health Organization, (Geneva, 2002),
- M. Bastik, K. Grim, and R. Kunz, *Sexual Violence and Armed Conflict: Global Overview and Implications for the Security Sector*, Democratic Centre for the Control of Armed Forces, (Geneva (Geneva, 2007), <www.dcaf.ch/Publications/Sexual-Violence-in-Armed-Conflict>.
- S. Jejeebhoy, I. Shah and S. Thapa, *Sex without Consent: Young People in Developing Countries* Zed Books, (London, 2005).

SESSION PLAN

WELCOME AND INTRODUCTIONS–1 hour 15 minutes

Welcome and housekeeping 15 minutes	SHOW SLIDES 1–4 Welcome all participants and provide information about the facilities, other logistical issues and training timetable and content.
Introductions and ice-breaker 15 minutes	Facilitate an introductory activity so that everyone is familiar with each other and ready to get started.
Exploring and developing group norms 25 minutes	1. Divide participants into small groups of four to six people. Ask each group to do the following: • Reflect on how we have traditions that inform how we behave and interact on special occasions such as weddings, funerals, religious and cultural festivals. Choose one of these occasions and make a list of behaviours that are acceptable/unacceptable at this time. • Imagine that someone is visiting from a completely different place and does not speak your language or know anything about your culture. You do not want that person to be embarrassed by behaving inappropriately. Think about how you will show the person what is acceptable and what is not acceptable behaviour. 2. Ask group members to role-play the occasion they have chosen, without speaking. Ask one member of each group to visit a neighbouring group. 3. After a few minutes, bring the whole group together into a talking circle and ask them these questions: • How easy is it to identify and demonstrate these 'rules'? • Why do these 'rules' for special occasions exist? • What benefits come from having these 'rules'? • What happens if someone breaks these 'rules'? • What might happen if we had no 'rules' to follow at these special times? 4. Explain that during the training participants will be discussing sensitive and challenging topics. It is important that everyone can feel safe to do this. This means that the group should have its own special rules for how participants behave when they are together. 5. What rules do participants want that will help them learn, share and develop together safely and without fear? 6. List the suggestions and develop these into a set of ground rules/group norms that everyone agrees with.

Pre-test
20 minutes

DISTRIBUTE HANDOUT 1, and ask participants to complete the Pre-test.

TOPIC 1: POWER, VIOLENCE AND GENDER–45 minutes

1. Reflecting on my power

Individual reflection exercise

20 minutes

SHOW SLIDE 5

1. Tell participants we are going to reflect on the following:
 - Who has power?
 - What gives power?
 - What is the difference between 'power to', 'power over', 'power with', 'power within'?

SHOW SLIDE 6

REFER PARTICIPANTS TO HANDOUT 2: Reflecting on my power

2. Ask participants to consider their own power and, using handout 2, to write down their responses to these questions:
 - Who do they have power over and why?
 - Who has power over them and why?
 - What does it mean to be 'empowered'?
 - What does it mean to be 'disempowered'?
 - Does being empowered take power away from others?
3. Facilitate a short discussion to elicit participants' ideas and experiences.

SHOW SLIDE 7

4. Conclude by highlighting the following points:
 - Power is established through human interaction.
 - Power works at many different levels.
 - Power is everywhere: public and private domains, workplace, market, family, relations with friends and colleagues, within each individual.
 - The dynamics of power – who has power over others, who can exercise their power – is defined within each relationship.
 - Gender is an important determinant of power.
 - Other factors, including age, economic status, disability, and education, also determine one's power in relation to others.
 - Power, and the abuse of it, is central to understanding sexual violence.

2. Violence and gender*Large group discussion*

25 minutes

1. Facilitate a large group discussion about violence using the following guiding questions:

- What is violence?
- What are different examples of violence in the community?
- Why do people use violence?
- Is violence always physical?
- What are some examples of violence that is not physical?
- What are some examples of violence that is culturally based?

SHOW SLIDE 8

2. Review the definition of violence and make the point that violence includes not just physical force, but also the use of power to intimidate, threaten and coerce.

SHOW SLIDE 9

3. Review the definition of gender, ensuring that participants understand that gender is socially constructed. Ask participants:
 - What does it mean to be a man or a woman?
 - How does being male or female make people vulnerable to different forms of violence?
 - How does being male or female relate to perpetration of violence?
4. Explain these points:
 - Who perpetrates violence is often gendered, and so is who experiences it.
 - Women and girls are disproportionately affected by particular forms of violence because they are female and have less power in society.
5. Ask for examples of violence that affect women and girls in the family and the community. Ensure that different forms of sexual violence are mentioned. Ask why these forms of violence are allowed in communities.
6. Ask participants:
 - Who are the victims and who are the perpetrators?
 - What are the power dynamics?

SHOW SLIDES 10–11

7. Conclude by highlighting the relationship between gender and violence and the impact of violence across the life cycle.

REFER PARTICIPANTS TO HANDOUT 3: Violence and gender

TOPIC 2: DEFINITION AND TYPES OF SEXUAL VIOLENCE–1 hour

3. Defining sexual violence

Large group discussion and short presentation

30 minutes

SHOW SLIDE 12

1. Ask participants to write down how they define 'sexual violence' in their own words.

SHOW SLIDE 13

2. Overview the World Health Organization definition of sexual violence on the slide. Make the point that people usually think about rape and other forms of physical sexual assault but that the term 'sexual violence' includes many different acts and types of assault, abuse and exploitation, including some that are culturally sanctioned; for example, female genital mutilation/cutting (FGM/C), early or forced marriage, and dowry exchange.
3. Draw a large umbrella on a flip chart and label it 'sexual violence'. Ask participants for examples of different types of sexual violence and note down their responses under the umbrella.

REFER PARTICIPANTS TO HANDOUT 4: Definition and types of sexual violence

4. When there are no more examples, review the different types of sexual violence listed in the handout.

SHOW SLIDE 14

5. Make the point that terms like 'rape', 'sexual assault' and 'sexual abuse' are often used the same way but can have different meanings in different situations. For example, legal definitions, medical definitions and community definitions may all be different, for example, terms like 'defilement' and 'carnal knowledge' are English terms sometimes used in legal statutes.
6. Ask for examples of how one act can be called different things in the community; for example, how does the community refer to rape, and how does the law refer to rape? The health system? Is the term different for minors?

4. Types of sexual violence in the community

Small group work

30 minutes

SHOW SLIDE 15

1. Put participants into small groups of around six people. Each group has 20 minutes to brainstorm as many different types of sexual violence as they are aware of in the community and write each type on a separate index card. Underneath each type of violence, the groups are to write how the community refers to it.
2. At the end of 20 minutes, have the groups come back together and share and discuss the different types of sexual violence they identified.

SHOW SLIDE 16

3. Conclude by highlighting key points about sexual violence.

TOPIC 3: CONSEQUENCES OF SEXUAL VIOLENCE–1 hour

5. Effects of sexual violence on physical, mental and social health and well-being

Large group discussion and presentation

1 hour

1. Ask participants whom sexual violence affects and how, and note responses on a flip chart.

SHOW SLIDE 17

2. Using examples given by participants as well as examples not mentioned, explain the ways in which sexual violence has many serious and harmful effects on the following:
 - **Individuals:** impact on physical, mental and social health and well-being, both short and long-term.
 - **Families:** impact on intimate relationships; reduced capacity to care for others, including children; reduced capacity to work and contribute economically and emotionally to family life; family breakdown.
 - **Communities:** cost of services; loss of productive and healthy community members; disruption to social fabric and relationships, particularly in relation to sexual violence used as an instrument of conflict.
3. Tell participants that the group will focus on the impact of sexual violence on individuals. State that all people have five different aspects, or components, that make up their whole being and ask participants what they are.

5. Effects of sexual violence on physical, mental and social health and well-being (continued)

SHOW SLIDES 18–19

REFER PARTICIPANTS TO HANDOUT 5: The whole person

4. Ensure that the meanings of physical, intellectual, emotional, social and spiritual are clear; clarify as needed. Explain that the five aspects are interrelated and ask participants how the different aspects impact others. If participants find responding difficult, give an example of how feelings of stress manifest physically, or how problems with physical health can impact a person's capacity to perform social roles and functions.
5. Draw a table with three headings: Physical, Psychological/ Emotional and Social/Relationships. Ask participants what they think the after-effects of sexual violence are, and write their responses under the appropriate heading.

SHOW SLIDES 20–25

REFER PARTICIPANTS TO HANDOUT 6: Consequences of sexual violence

6. Give an overview of consequences and highlight those that have not been mentioned by participants. Ensure that these points are made:

Physical

- Physical consequences can be immediate and long-term.
- They depend on the type of violence.
- Just because there are no injuries does not mean sexual violence did not take place.
- People may present for health care a long time after the incident.

Psychological and emotional

- Psychological and emotional consequences can be immediate and long-term.
- Stress/trauma reactions are normal reactions to abnormal events. It is not the person who is defective; it is normal to relive bad memories or to disconnect emotionally and cognitively, and for a person's body to respond to stressful triggers and reminders. These are biological survival responses.
- These feelings may be strongest right after a traumatic event and get better over time; they may also persist. In some cases, traumatic memories may become very disturbing.

5. Effects of sexual violence on physical, mental and social health and well-being (continued)

- People are amazingly strong and resilient, and we all have internal and external coping skills, ways of managing and responding to stress and distress. Sometimes, however, these coping skills are not enough.
- A person whose reaction to violence impacts the ability to function in the longer term (for example, in relationships, self-care, care of others, capacity to fulfil daily roles and responsibilities) may need specific help to recover.

Social

- Both the physical and psychological effects of sexual violence can impact relationships with other people and lead to changed relationships with others; for example, intimate partners and children, extended family and social relations in the community.
- Sometimes these changes may be the result of the victims/survivor's health and well-being. For example, her capacity to care for her children may decrease due to physical health or psychological or emotional distress; sexual relationships with intimate partners may be disrupted due to physical or psychological distress.
- Often these changes are triggered by victim-blaming attitudes, social stigma and rejection.
- Social consequences are very often serious and may lead to further harm, including shame, sadness and depression. Obvious signs of distress may mask the severe and chronic but less obvious internal signs of distress; for example, a sense of emptiness or hopelessness, lack of trust, fear for children or the future.
- Because of social stigma and shame, most survivors never report the incident and do not seek outside help.
- Rejection and isolation can make emotional recovery difficult due to withdrawal from day-to-day activities and from social support. As a result, after-effects may stay hidden and the victim/survivor may continue to suffer.

SHOW SLIDE 26

7. Conclude by highlighting the following key points:

- Some after-effects of sexual violence are visible; others are not.
- Every person is different, for example, in the way we show emotions.
- How a person is affected by sexual violence depends on many factors, such as the type and frequency of the violence; age; individual coping skills and resilience; the type of support received; the level of social stigma or acceptance; how the person is treated by friends, family and others.
- Sexual violence may be just one of many abuses, harms or violations a person has experienced, especially in the context of conflict.
- Everyone who interacts with survivors of sexual violence should be aware of the potential and often hidden consequences and remember that the way we interact can help people to heal or can cause further harm.

TOPIC 4: SEXUAL VIOLENCE IN THE COMMUNITY–2 hours



- You will need to prepare a presentation and handout on sexual violence in the country/community, based on available research, including formative research conducted for the CC Programme.

6. Overview of sexual violence in the community

Facilitator presentation

1 hour

SHOW SLIDE 27

- Deliver a presentation on sexual violence in the country and community that covers these points:
 - Different types of sexual violence
 - The relationship between conflict and sexual violence
 - The legal framework

REFER PARTICIPANTS TO HANDOUT 7: Sexual violence in the community

7. Consequences and coping in this community

Small group work

1 hour

SHOW SLIDE 28

- Put participants into small groups to discuss these questions:
 - How survivors respond to sexual violence:
 - what are positive coping strategies that people use?
 - what are unhealthy/harmful strategies?
 - How the community responds to sexual violence:
 - how does the community treat survivors?
 - is it different for different types of violence? Whether it's inside or outside the family? At different ages?
 - how has conflict impacted sexual violence?
- Allow time for participants to provide and discuss feedback, either through large-group discussion or through group presentations.

SUMMARY AND CLOSING–45 minutes

Questions and summary 25 minutes

- Allow time for questions that have not yet been addressed.
- Provide a summary of the topics covered during the training.

Post-test 20 minutes

- Distribute Handout 8 and ask participants to complete the Post-test.

HANDOUT 1

Pre-test

Name: _____

1. **Age, economic status, disability, and education determine a person's power in relation to others.**

True
(1 mark)

False

2. **Sexual violence is linked to the power relations between men and women.**

True
(1 mark)

False

3. **Which of these statements about gender and sexual violence is true?** (circle 1)

- a) Violence is gendered, based on community expectations about men/boys and women/girls.
- b) Males and females of different ages experience different types of violence.
- c) The outcomes of violence are different for women/girls and men/boys.
- d) Sexual violence is mainly carried out by men against women/girls.
- e) All of the above

(1 mark)

4. **People who have survived sexual violence always have clear physical signs of the harm done to them.**

True
(1 mark)

False

5. **The terminology used by health and legal professionals to describe sexual violence is always the same as the words used by community members.**

True
(1 mark)

False

6. **List four types of sexual violence.**

(4 marks)

HANDOUT 1 PRE-TEST (continued)

- 7. List three physical consequences for a survivor of sexual violence.**

(3 marks)

- 8. List three psychological or emotional consequences for a survivor of sexual violence.**

(3 marks)

- 9. List three social consequences for a survivor of sexual violence.**

(3 marks)

- 10. Describe one positive response by the community to sexual violence.**

(1 mark)

- 11. Describe one harmful response by the community to sexual violence.**

(1 mark)

(Total 20 marks; multiply by 5 to give percentage score.)

HANDOUT 2

Reflecting on my power

1. Who do I have power over?

2. What gives me power over this person/these people?

3. What does it mean to be 'empowered'?

4. What does it mean to be 'disempowered'?

HANDOUT 2 REFLECTING ON MY POWER (continued)*Expressions of power¹***POWER OVER...**

This is the most commonly recognized form of power. Power over has many negative associations for people, such as repression, force, coercion, discrimination, corruption and abuse. Power is seen as a win-lose relationship. Having power over involves taking it from someone else, and then using it to dominate and prevent others from gaining power. In politics, those who control resources and decision-making have power over those without. When people are denied access to important resources like land, health care and jobs, as in many emergencies, power over perpetuates inequality, injustice, and poverty.

There are three alternative and more collaborative ways of exercising and using power: power with, power to, and power within. These offer positive ways of expressing power that create the possibility of forming more equitable relationships. By affirming people's capacity to act creatively, they provide some basic principles for constructing empowering strategies.

POWER TO...

This power is the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or power with. Citizen education or leadership development for advocacy is based on the belief that each individual has the power to make a difference.

POWER WITH...

Power with depends on finding the common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge. Power with can help build bridges across different interests to transform or reduce social conflict and promote equitable relations between women and men. Advocacy groups seek allies and build coalitions drawing on the notion of power with.

POWER WITHIN...

This form of power relates to a person's sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. It is based on self-acceptance and self-respect. Power within is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfilment. Many grassroots efforts use individual story-telling and reflection to help people affirm their personal worth and recognize their power to and power with. Both of these forms of power are referred to as agency – the ability to act and change the world. Power within is closely related to women's, men's, girls' and boys' intimate realm of power.

¹ Source: ActionAid, *Women's Rights in Emergencies: Integrating Women's Rights into Emergency Response—A Guide for Trainers*, ActionAid International, (London, 2009).

HANDOUT 3

Violence and gender

1. Defining violence

Use of physical force or power, threatened or actual, against a person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.²

Violence can include use of power over to intimidate, threaten or coerce.

2. Gender and violence

Violence is gendered. This means that who perpetrates different types of violence and who experiences it is based on the following:

- What a community expects men, women, girls and boys to do and how it expects them to behave
- Power relations between men and women, girls and boys
- Some violence is directed against women and girls because they are female. Although much of this violence is perpetrated by men, women can also play a role; for example, through their role in practices such as female genital mutilation/cutting (FGM/C).

Sexual violence is gendered because it mostly affects women and girls and because it is mostly perpetrated by men.

3. Gendered violence against women and girls across the lifespan

From before birth through to old age, women and girls are subjected to many different forms of gender-based violence.

2 World Health Organization, *World Report on Violence and Health*, (Geneva, 2002).

HANDOUT 3 VIOLENCE AND GENDER (continued)

Age	Common forms of violence
Pre-birth	• Sex-selective abortion
Infancy and early childhood 0–5 years	• Neglect of girls and denial of access to care/services; includes not meeting physical and emotional needs or protecting them from danger and denying them nutrition, health care and education • Female infanticide • FGM/C
Middle childhood 6–10 years	• Sexual abuse in the household, extended family, and community <i>including schools, and care and justice institutions</i> • Neglect and denial of access to care/services • FGM/C • Dowry-related violence and other traditional practices harmful to girls • Early marriage • Sexual exploitation, prostitution and trafficking
Adolescence 11–18 years	• Intimate partner violence and coerced sex/rape in marriage • Harmful practices including FGM/C, early and forced marriage, “honour” crimes and dowry-related violence • Sexual exploitation, prostitution and trafficking • Sexual exploitation, harassment, intimidation and sexual assault in the workplace, including female domestic workers • Sexual violence in the household and community by family, strangers and acquaintances • Physical and sexual violence within dating/intimate relationships
Early and middle adulthood 19–49 years	• Intimate partner violence and coerced sex/rape in marriage • Sexual violence in the household and community by family, strangers and acquaintances • Forced marriage • Crimes committed in the name of “honour” • Non-spousal violence • Violence perpetrated against domestic workers and other forms of exploitation • Femicide • Sexual exploitation, harassment, intimidation and assault in the workplace educational institutions and other community settings • Trafficking in women and forced prostitution
Late adulthood 50+ years	• As above, as well as physical, sexual and economic abuse and other maltreatment of widows and older women

HANDOUT 4

Definitions and types of sexual violence

1. Definition of sexual violence

Sexual violence is any sexual act (or attempt to obtain a sexual act), unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work.³

2. Types of sexual violence

There are many types of sexual violence that include, but are not limited to the following:

- Rape in marriage or dating relationships
- Rape by strangers
- Rape by soldiers
- Unwanted sexual advances, including demanding sex in return for favours
- Sexual abuse of people who are mentally or physically disabled
- Sexual abuse of children
- Forced marriage, including the marriage of children
- Denying someone the right to use contraception
- Forcing someone to have an abortion
- Violent acts against the sexual integrity of women, for example, female genital cutting/mutilation and forced inspections for virginity
- Forcing someone into prostitution

3. Terms and definitions

Legal definitions of criminal acts of sexual violence are often different from medical terms, which may also be different from terms used within communities. Legal, medical and community terms may also vary from country to country, and even within countries. Therefore, it is important to understand how sexual violence is defined in different settings.

The following table describes some common terms and descriptions used internationally for different types of sexual violence. It includes the Gender-Based Violence Information Management System (GBVIMS) definitions of rape and sexual assault and other definitions that are widely used to describe sexual violence, including sexual coercion.

Although this list doesn't include all types of sexual violence,⁴ it is good to be familiar with these general definitions as well as with the GBVIMS definitions, especially if this system is being used in your setting. The GBVIMS does not define other commonly used terms for sexual violence, rather grouping them under rape and sexual assault. It is important that you understand how people speak about sexual violence in the community where you work and how sexual violence is defined in local and national laws.

3 World Health Organization, *World Report on Violence and Health*, (Geneva, 2002).

4. These definitions are overlapping; for example, some forms of child sexual abuse may constitute rape.

HANDOUT 4 DEFINITIONS AND TYPES OF SEXUAL VIOLENCE (continued)

GBVIMS incident type	Commonly used sexual violence terms
Rape Non-consensual penetration (however slight) of the vagina, anus or mouth with a penis or other body part. Also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy. Forms of incest may also be categorized as rape. Rape can be perpetrated by someone known to the victim or by a stranger. Rape by two or more perpetrators is often referred to as gang rape.	Sexual coercion (with penetration) Forcing or attempting to force another person through violence, threats, verbal insistence, deception, cultural expectations or economic circumstances to engage in sexual behaviours against her/his will. It includes a wide range of behaviours from forcible rape to unwanted sex in intimate relationships.⁵ Sexual exploitation (with penetration) The term 'sexual exploitation' means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another person. Some types of 'forced prostitution' can also fall under this category.⁶ Child sexual abuse (with penetration) Contacts or interactions between a child and an older or more knowledgeable child or an adult when the child is being used as an object of gratification for the older child's or adult's sexual needs. This could include penetration, which includes penile, digital, and object penetration of the vagina, mouth or anus.
Sexual assault Any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape as well as unwanted kissing, fondling, or touching of genitalia and buttocks. This incident type does not include rape, i.e., where penetration has occurred. Female genital mutilation/cutting is an act of sexual violence that impacts sexual organs, and as such will be classified as a sexualized act. This harmful traditional practice should be categorized under sexual assault.	Sexual coercion (without penetration) Forcing or attempting to force another person through violence, threats, verbal insistence, deception, cultural expectations or economic circumstances to engage in sexual behaviours against her/his will. Sexual exploitation (without penetration) The term 'sexual exploitation' means any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another person. Some types of 'forced prostitution' can also fall under this category.⁷ Child sexual abuse (without penetration) Contacts or interactions between a child and an older or more knowledgeable child or an adult (a stranger, sibling or person in a position of authority, such as a parent or caretaker) when the child is being used as an object of gratification for the older child's or adult's sexual needs. Sexual abuse can be physical, verbal or emotional and includes: touching and fondling of the sexual parts of the child's body; sexual kissing.

⁵ L. Heise, K. Moore, and N Toubia, *Sexual Coercion and Reproductive Health: A Focus on Research*, Population Council, (New York, 1995).

⁶ UN Secretary General's Bulletin on Protection for Sexual Exploitation and Abuse (ST/SGB/2003/13).

⁷ Ibid.

HANDOUT 4 DEFINITIONS AND TYPES OF SEXUAL VIOLENCE (continued)**Psychological/
Emotional Abuse**

Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence; intimidation; humiliation; forced isolation; stalking; harassment; unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature; destruction of cherished things.

Non-contact child sexual abuse

This could include exposing children to adult sexual activity or pornographic movies and photographs; making sexual comments about the child's body; having children pose, undress or perform in a sexual fashion on film or in person.⁸

Sexual harassment

Any unwelcome sexual advance, request for sexual favours or other verbal or physical conduct of a sexual nature that treats the recipient as a sexual object and makes the person feel uncomfortable or unsafe. It includes sexual comments, or other unwanted sexual attention or intimidation.

⁸ NGO Group for the Convention on the Rights of the Child, *Semantics or Substance? Towards a shared understanding of terminology referring to the sexual abuse and exploitation of children*, (2005).

HANDOUT 5

The whole person⁹

Physical	Refers to the body. Although the study of medicine has taught us much about the body and about the physical effects and management of sexual violence, a lot is still unknown about the way physical factors affect and are affected by other aspects of ourselves.
Emotional	Refers to feelings. They are sometimes difficult for an observer to see. It is only in the past hundred years that we have begun to understand the importance of this part of an individual, and particularly how our emotions affect other aspects of ourselves.
Intellectual	Refers to the capacity for rational and intelligent thought. It relates to the ability to develop, understand, and master knowledge and skills.
Social	Refers to the need and capacity for relationships with other people.
Spiritual	People are more than a collection of physical, social, intellectual, and emotional needs, and the spiritual component of each of these areas is important to think about.

⁹ N. Bull, *Working with People: The Helping Process*, Longman Inc, (New York, 1985)

HANDOUT 6

Consequences of sexual violence

- Sexual violence is **harmful** and negatively impacts the individuals who experience it, their families, their communities and the wider society.
- There are **many short- and long-term physical, mental and social health effects and outcomes**. At its worst, sexual violence can be life-threatening.
- The **nature and severity of the after-effects and consequences** are determined by the type, duration and severity of the violence, the individual's age and developmental level, her psychosocial circumstances and the care and support she receives.
- The **effects can be interrelated**; for example, physical well-being affects psychological well-being. For this reason, we need to view people holistically and consider all the different impacts, not just those we can see.
- Although the focus is often on physical outcomes of violence, there are **outcomes that can't always be observed**. When thinking about consequences of sexual violence, it's important to consider each person's physical, emotional, intellectual, social and spiritual aspects.
- In conflict-affected settings, the effects of sexual violence can be worse; for example, if victims experience other forms of violence and atrocities, if there are multiple perpetrators, if the assaults are particularly brutal, if the assaults are public, if there is nowhere safe to recover, or if victims are not able to meet their basic needs.

HANDOUT 6 CONSEQUENCES OF SEXUAL VIOLENCE (continued)**Physical consequences**

Physical effects manifest in or upon the victims/survivor's body. Some effects are present only immediately after an incident, while others appear only at a later stage. For example, it is common for victims to experience shock immediately after an assault; they may feel cold, faint, confused or disoriented, they may feel sick and even vomit. In the hours, days and weeks following sexual assault, many people report difficulty falling or staying asleep, heart palpitations and breathing difficulties, headaches or general aches and pains, feeling tired and fatigued, nausea, being easily startled by noises, general agitation and muscle tension, numbness, eating problems, or oversensitivity to noise. It is also common for women to come for medical care months or even years after sexual violence. Physical effects depend on the violence itself. In cases of child sexual abuse, there may be no obvious physical signs. The absence of physical injuries or signs does not mean that sexual violence did not take place.

Acute physical	Chronic physical	Reproductive
• Injury • Shock • Disease • Infection	• Disability • Somatic complaints • Chronic infection • Chronic pain • Gastrointestinal disorders • Eating disorders • Sleep disorders • Chronic fatigue	• Miscarriage • Unwanted pregnancy • Unsafe abortion • STI, including HIV • Menstrual disorders • Pregnancy complications • Gynaecological disorders

Psychological and emotional consequences

Psychological effects generally refer to inner thoughts, ideas and emotions and can be less visible or even completely hidden, so survivors need to offer this information. Psychological and emotional effects of sexual violence can be immediate and longer term. It is very important to remember that everyone shows emotions differently and whether or not there are obvious signs does not mean that violence did or did not take place. Judging how people are responding by how they show their reactions outwardly is a mistake. People are all different, and the way they act and behave will depend on the individual and the context, including the culture. The reactions vary from person to person, depending on the age of the survivor, her life situation, the circumstances surrounding the violence and the response of support persons.

HANDOUT 6 CONSEQUENCES OF SEXUAL VIOLENCE (continued)**Social consequences**

Social consequences of sexual violence on individuals include the impact on a person's interpersonal relationships within the immediate and extended family, including relationships with husbands and other intimate partners and with children for adult women, and in the case of children, with parents and siblings for example, as well as to other people in the wider social network and community.

Although social consequences can result from the victim's responses – for example, stress and anxiety can impact a person's ability to communicate and relate to others – harmful social consequences are very often the result of how others view and treat people who have experienced sexual violence. Victim blaming and social stigma lead to social rejection and isolation, and can cause rejection from family, family breakdown, withdrawal and isolation from community life, and loss of role function, such as decreased capacity to care for children and to work.

Common social consequences

- Blaming and social stigma
- Rejection by family and community
- Social isolation
- Withdrawal from social and community life, including education
- Reduced contribution to family and community life
- Economic costs, including the costs of health and social services and the costs of losses in earning potential

Men and sexual violence¹⁰

Sexual violence against males is underreported, far more so than in the case of women, largely because of the reluctance of men to report acts of sexual violence to the police. This reluctance is likely to be due to extreme embarrassment experienced by most males at being a victim of sexual violence. Generally, men have the same physical and psychological responses to sexual violence as women, including the following:

- Fear
- Depression
- Suicidal thoughts and feelings
- Anger
- Sexual and relationship problems

Men also experience traumatic stress in much the same way as women. However, men are likely to be particularly concerned about these factors:

- Their masculinity
- Their sexuality
- The opinions of other people (e.g., fearing that others will think they are homosexual)
- The fact that they were unable to prevent the rape

10 World Health Organization, *Guidelines for Medico-legal Care for Victims of Sexual Violence*, WHO, (Geneva, 2002).

HANDOUT 7

Sexual violence in the community



You will need to prepare a handout on sexual violence in the country/community, based on available research, including formative research conducted for the CC Programme. The handout should cover different types and patterns of sexual violence in the country/community.

HANDOUT 8

Post-test

Name: _____

1. **Age, economic status, disability, and education determine a person's power in relation to others.**

True

False

(1 mark)

2. **Sexual violence is linked to the power relations between men and women.**

True

False

(1 mark)

3. **Which of these statements about gender and sexual violence is true? (circle 1)**

- a) Violence is gendered, based on community expectations about men/boys and women/girls.
- b) Males and females of different ages experience different types of violence.
- c) The outcomes of violence are different for women/girls and men/boys.
- d) Sexual violence is mainly carried out by men against women/girls.
- e) All of the above

(1 mark)

4. **People who have survived sexual violence always have clear physical signs of the harm done to them.**

True

False

(1 mark)

5. **The terminology used by health and legal professionals to describe sexual violence is always the same as the words used by community members.**

True

False

(1 mark)

6. **List four types of sexual violence.**

(4 marks)

HANDOUT 8 POST-TEST (continued)

7. List three physical consequences for a survivor of sexual violence.

(3 marks)

8. List three psychological or emotional consequences for a survivor of sexual violence.

(3 marks)

9. List three social consequences for a survivor of sexual violence.

(3 marks)

10. Describe one positive response by the community to sexual violence.

(1 mark)

11. Describe one harmful response by the community to sexual violence.

(1 mark)

(Total 20 marks; multiply by 5 to give percentage score.)

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