



PART 4
CATALYSING CHANGE

SECTION 2

CAPACITY BUILDING

COMMUNITY DISCUSSION GUIDE
FOR BUILDING HEALTHY, SAFE AND
PEACEFUL COMMUNITIES

The background is a solid teal color. On the left side, there are several overlapping, hand-drawn style geometric shapes in a lighter shade of teal, including squares and triangles. On the right side, there is a vertical column of small, light teal dots of varying sizes, creating a sense of movement or a trail.

● “champions for
change, creating
safer communities”

CONTENTS

COMMUNITY DISCUSSION GUIDE FOR BUILDING HEALTHY, SAFE AND PEACEFUL COMMUNITIES

Welcome	iii
A participatory, learner-centred approach	iv
Structure of the discussion guide	v
Adapting the guide	viii
Human rights	ix
Group size and composition	x
Encouraging participation	x
Materials	xi
Opening and closing each meeting	xi
Checklist	xii
Finally, don't forget	xii

PHASE 1 Getting to know one another and imagining a healthy, safe and peaceful community free from violence

Week 1: Getting to know each other	1
Meeting 1: Welcome and introductions	2
Meeting 2: Working together	4
Week 2: A world we hope for	7
Meeting 3: Sharing our hopes and dreams	8
Meeting 4: Our vision for a healthier, safer, peaceful community	10

PHASE 2 Exploring values of dignity, fairness and justice, equality and non-discrimination

Week 3: Human dignity	13
Meeting 5: What is human?	14
Meeting 6: Religion, culture and human dignity	17
Week 4: Human needs	20
Meeting 7: Different types of needs and wants	21
Meeting 8: Needs for a healthy, safe and peaceful life	24
Week 5: Fairness	26
Meeting 9: Fair rules	27
Meeting 10: Rules in our family and community	29
Week 6: Non-discrimination	31
Meeting 11: Discrimination	32
Meeting 12: Promoting tolerance and non-discrimination	34
Week 7: Human rights	36
Meeting 13: What are human rights?	37
Meeting 14: Basic human rights in our community	40

PHASE 3 Creating reflection and understanding about violence against women and girls and social norms that prevent or promote it

Week 8: Power	43
Meeting 15: Exploring empowerment and disempowerment	44
Meeting 16: Different sources and uses of power	47
Week 9: Violence	49
Meeting 17: Violence throughout life	50
Meeting 18: Mapping violence in our community	52
Week 10: Sexual violence	54
Meeting 19: What is sexual violence?	55
Meeting 20: Stories of sexual violence	57
Week 11: Beliefs and norms about sexual violence	60
Meeting 21: Community beliefs about sexual violence	61
Meeting 22: Sharing personal beliefs	63

PHASE 4 Exploring and agreeing on options to move from dialogue to action

Week 12: Rules for behaviour	65
Meeting 23: Affirming positive rules	66
Meeting 24: Building on positive rules	68
Week 13: Change	70
Meeting 25: Ideas for new rules	71
Meeting 26: What can we do?	72
Week 14: Making an action plan	75
Meeting 27: Brainstorming actions	76
Meeting 28: Agreeing on actions	78
Week 15: Communicating our commitment to others	80
Meeting 29: Reaching out to others	81
Meeting 30: Making a public commitment	83
INFORMATION SHEETS	86
INFORMATION SHEET 1: Participatory activities	86
INFORMATION SHEET 2: Human rights	89
INFORMATION SHEET 3: Consequences of sexual violence	98
INFORMATION SHEET 4: Ideas for action	101
INFORMATION SHEET 5: Religious leaders' pledge	103

WELCOME

Welcome to the Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) Community Discussion Guide for building healthy, safe and peaceful communities. The Discussion Guide provides Community Discussion Leaders and other members of the Community Engagement and Action Team (CE&A Team) with information and suggested weekly plans to lead a 15-week guided discussion and dialogue process with core groups in communities where the CC Programme is being implemented. Community discussions will start with the following core groups:

- Male and female community and opinion leaders.
- Male and female community members interested in participating in the discussions.
- Managers and senior staff from state and district-level government and non-government health, social welfare and law enforcement agencies and organizations.
- Community-based response workers and volunteers in health, social welfare and law enforcement who provide care and support services to survivors of sexual violence.
- Members of the school community, including teachers, administrators and parents.

The CC community discussions aim to bring the issue of violence against women and girls, in particular sexual violence, into the open and to motivate community members to take action together to prevent violence against women and girls in the following ways:

- Help different people in the community reflect on and affirm shared values of respect for human dignity, fairness and justice.
- Help people talk about the issue and come to their own conclusions about it.
- Build a shared vision of a violence-free community.
- Encourage discussion, debate and analysis in the groups and in the wider community about violence against women and girls.
- Enable people to identify positive social norms that promote safety and security and question harmful norms that contribute to violence against women and girls in families and communities.
- Inspire people to become change makers and commit to taking action against sexual violence in their community.
- Help people show their commitment to change and spread the word to others.

ENGAGE

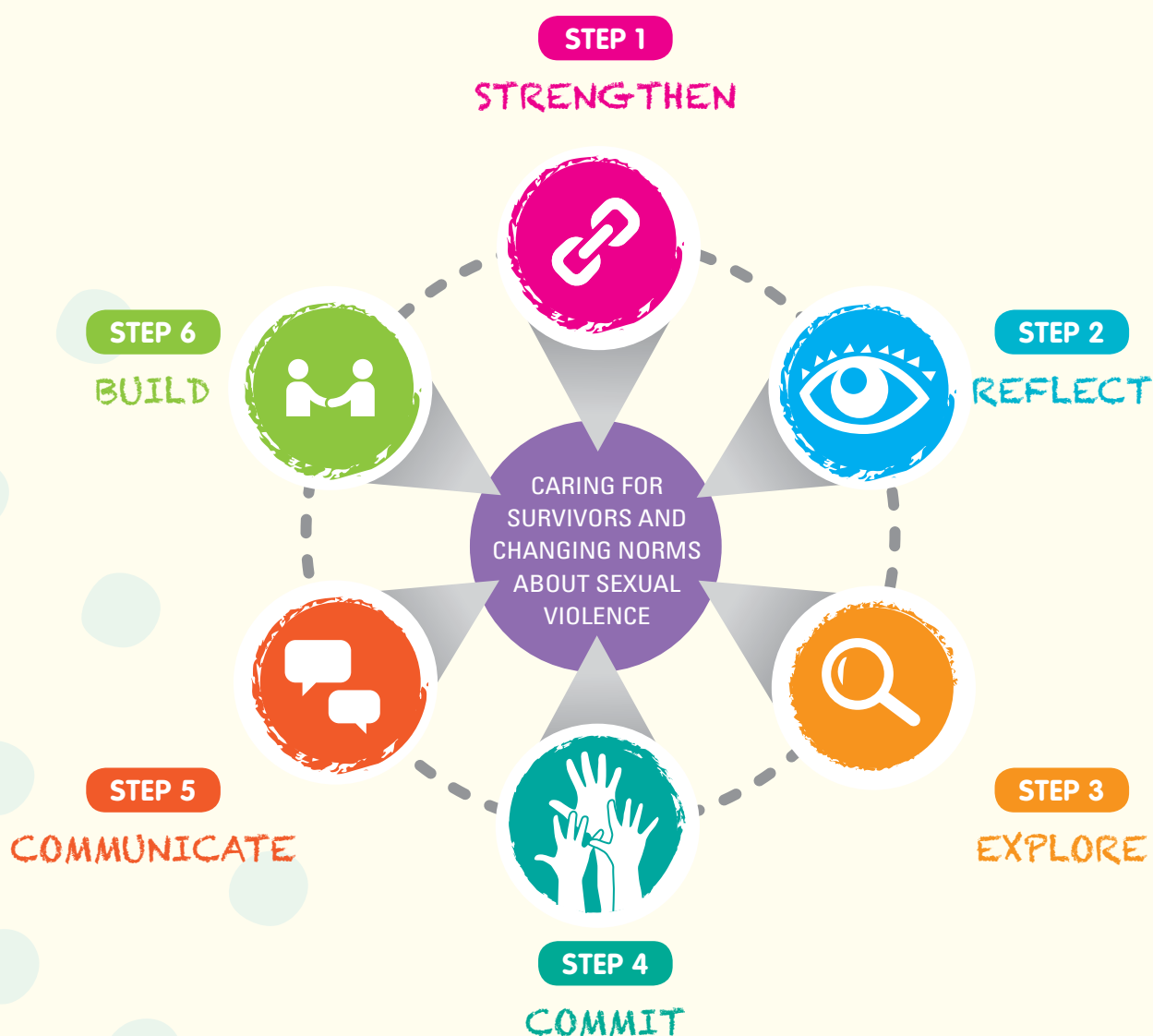
TALK WORK

A participatory, learner-centred approach

This Discussion Guide follows the CC Programme theory of change, which is based on UNICEF's framework for social change using a social norms perspective.

This framework uses participatory discussion and dialogue to bring people together to build awareness and consciousness about shared values of respect for human dignity, fairness and justice; to connect their experiences of violence and injustice to the experiences of others; and to analyse how harmful social rules and expectations of men and women contribute to violence and injustice. Participatory discussions empower people to find solutions to their problems and to know that together they can change their reality.

Effective participatory discussions are built on a foundation of trust, understanding and respect between all group members and enable people to use their head and their heart to listen to and really hear the experiences, aspirations, beliefs and ideas of others in their community.



Participants will learn best and get the most out of the discussions when:

- They feel valued and respected.
- The discussion actively involves them.
- The activities and discussions fulfil their needs.
- They accept responsibility for their learning.
- Their learning addresses ideas, feelings and actions.
- New information is related to what they already know.
- The information is repeated and reinforced.
- Learning occurs in small groups.
- Their contributions are valued.

Structure of the discussion guide

The Discussion Guide is carefully structured based on research and experience from similar programmes, on theories of group dynamics and adult learning, and on the advice of UNICEF social norms experts.

You will see in the figure on page vi there are four phases which can be summarized as getting acquainted, exploring values, reflection and understanding, and exploring options. Each one is important and builds on the one before.

It's very important to use the first weeks to foster a group culture of trust and open communication so that you can set a strong foundation for the second phase, which looks at core human values and how they relate to people's common aspirations and to their own cultural and religious frameworks.

You may wonder why so much time is given to exploring and discussing concepts such as human dignity, human needs, fairness and discrimination.

"...there are four phases which can be summarized as getting acquainted, exploring values, reflection and understanding, and exploring options."

Structure of the discussion guide

PHASE 4

Exploring and agreeing on options to move from dialogue to action

Week 12: Rules for behaviour

Week 13: Change

Week 14: Making an action plan

Week 15: Communicating our commitment to others

PHASE 3

Creating reflection and understanding about violence against women and girls and social norms that prevent or promote it

Week 8: Power

Week 9: Violence

Week 10: Sexual violence

Week 11: Beliefs and norms about sexual violence

PHASE 1

Getting to know one another and imagining a healthy, safe and peaceful community free from violence

Week 1: Getting to know each other

Week 2: A world we hope for

PHASE 2

Exploring values of dignity, fairness and justice, equality and non-discrimination

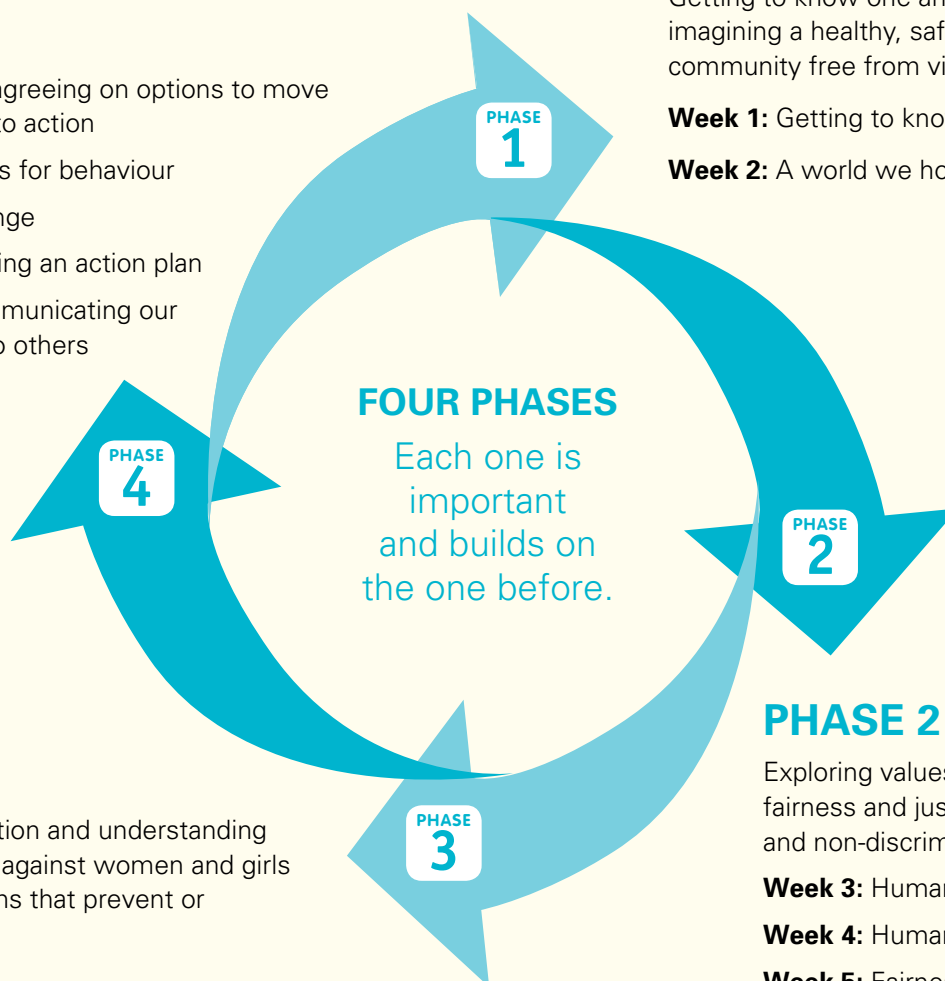
Week 3: Human dignity

Week 4: Human needs

Week 5: Fairness

Week 6: Non-discrimination

Week 7: Human rights



Experience from similar programmes tells us it's easy to underestimate how much time it can take for people to examine and discuss these abstract concepts and relate them to their own lives and aspirations. This process lies at the heart of the CC Programme's approach, and this phase lays the groundwork for community-led change by giving people space to develop a framework for dealing with the problems they face.

The third phase concentrates on creating understanding and dialogue about violence against women and girls and social norms that prevent or promote it. Before discussing a sensitive issue like sexual violence, you need to slowly build safety and trust in the group and develop a framework for analysis. You need to be clear from the very first group meeting that the programme aims to make changes to prevent sexual violence, but you shouldn't feel that it has to be discussed in detail in the early weeks. On the other hand, if participants wish to discuss sexual violence in the context of earlier meetings, of course you should feel free to do so.

" Human dignity, justice and fairness are central to the CC discussions and programme and are explored throughout the 15 weeks."

The fourth and final phase centres on identifying changes that group members can make and actions that they can take. It is not expected that each group will develop a complete action plan in one week; more time will be needed than that. However, it is important that each group has the opportunity to deliberate and identify a commitment that its members can make together and actions they can take to implement that commitment.

The CE&A Team will arrange more time for action planning after the discussion groups have finished and invite participants from the groups and other community stakeholders to develop a plan together based on the commitments, ideas and strategies generated by the different groups during the discussions. See the information and guidance section in *Part Four: Catalysing Change* for more information on community action planning.

The Discussion Guide covers 15 weeks of suggested meetings. It's important that people are given enough time to engage with and build an abstract conceptual framework and relate it to their own lives. For this reason, ample time is given each week to exploring key ideas and concepts. New concepts and information

REFLECT



are introduced in the first meeting of each week and then repeated, reflected on and discussed further in the second meeting. When you adapt this material for different audiences, for example for a group that is already familiar with some key concepts, you may find you can combine two meetings into one and shorten the schedule by a week or two. However, you cannot reduce the process by more than three weeks.

Adapting the guide

This guide offers suggestions for discussion material and activities. You will need to adapt it to your context and to different groups. It is important that you maintain the structure of the discussion process as outlined above; however, as with any programme you will need to tailor it to your setting – if an activity or discussion is not appropriate to your context or to a particular group, adapt it or don't use it.

You will need to review the symbols, examples, stories, pictures, scenarios, and activities to make sure they are relevant and culturally acceptable to your community and audiences. You will need to incorporate local folklore and traditional stories, and religious teachings into the discussions to make them relevant to the common experiences of the participants. Make sure you have a good collection of local proverbs, sayings, teachings, songs and poems to use throughout the discussions and think about how you can use local music. For example, you can make musical instruments available in the room to encourage participants to communicate through singing and playing music.

It is recommended that programme managers and the CE&A Team take some time to review the activities in the Discussion Guide together and agree how they should be adapted to your setting. The CE&A Team will also need to identify how the guide will be adjusted for different groups. For example, for a group that has prior knowledge and learning about sexual violence (such as service providers who have participated in CC training using materials from the Toolkit) you could skip the meeting on types and consequences of sexual violence in the community. Discussions and activities may also be tailored to work with both literate and non-literate participants. For example, writing can often be replaced with drawing.

You will need to be flexible and adaptable throughout the discussions. It may be that one group requires an extra week to discuss a topic that another group finishes in one meeting. It is important to give enough time to important discussions, and the team needs to be flexible and to discuss progress and changes for each group on a weekly basis.



EXPLORE

When adapting materials, the most important thing is to consider the overall structure of the process and the objectives of the activity and to make sure any changes are consistent with the discussion process and objectives.

Important questions for the CE&A Team to answer before beginning the discussions are:

- How have we tailored the guide to our context?
- How have we taken into account the learning needs and backgrounds of different discussion groups?

It's really important to document how materials were adapted and what worked well so that the Discussion Guide can be revised and improved based on your experiences. Programme managers will share your learning and experience with UNICEF technical staff to make sure they can be incorporated into future versions of the Toolkit.

“...you need to be sensitive to the fact that the problems people face in their daily lives may seem to conflict with human rights and that human rights can conflict with local practices”

Human rights

Human dignity, justice and fairness are central to the CC discussions and programme and are explored throughout the 15 weeks, in particular during the second phase, in which topics of human dignity, human needs, fair rules and non-discrimination are examined in the context of cultural and religious frameworks. Other core values are equality, non-violence, participation, inclusion, accountability and responsibility.

While these values are based on human rights principles, the Discussion Guide only dedicates one week to human rights. While knowledge of our human rights is a critical first step in claiming them, if the topic of human rights is too sensitive to discuss in your community, you can discuss human rights values and principles within local religious and cultural frameworks instead. To do this, programme managers will need to prepare guidance on how to conduct these meetings.

When you discuss human rights with a group, you need to be sensitive to the fact that the problems people face in their daily lives may seem to conflict with human rights and that human rights can conflict with local practices. You should not avoid discussing these issues, but rather encourage open discussion and debate. In doing so, you will help participants to think critically about human rights and their relevance to their lives and communities. At the same time that human rights ideals can conflict with people's lived experiences, they

can also be used to inspire individuals to see themselves as a part of a larger system in which they are empowered with rights and are entitled to take actions to claim those rights. If you include the meetings on human rights, it's important to enable reflection about the question "what can I do with these rights?"

You might also choose to integrate human rights throughout all the sessions, using the key concepts and discussion questions in week 7 throughout other topics and meetings.

Group size and composition

The CC Toolkit contains guidance on whom and how many people to include in each group; however, programme managers and the CE&A Team will decide what is most appropriate in each context. It is suggested that each group start with about 25 people, because it is normal for groups to lose a few members as they progress. Given the number of people each group will start with,

it is recommended that each group has a lead and a co-facilitator to assist with the discussion process.

Encouraging participation

To keep people interested and participating in the group discussions you need both interesting and relevant content and good facilitation by Discussion Leaders, so that people feel engaged and enjoy coming. **Information Sheet 1** Participatory Activities has some suggestions for promoting participation.

As well as making sure the content is relevant and interesting and that Discussion Leaders have good facilitation skills, the CE&A Team also needs to think through other strategies you can use to keep group members participating. What have you done to keep people engaged and motivated in other programmes? What have other organizations implementing similar programmes done, and what can you learn from them?

"...you need to be sensitive to the fact that the problems people face in their daily lives may seem to conflict with human rights and that human rights can conflict with local practices"

COMMIT



In some communities that have implemented non-formal education programmes such as this one, group leaders have visited group members on the morning before each meeting to encourage them to attend and visited group members who have stopped coming to meetings to find out why and to help overcome any obstacles to attending.

Important questions for the CE&A Team to answer before you begin the discussions are:

- What strategies do we need to put in place to encourage people to attend meetings each week?
- What other organizations have experience in our context that we can learn from?
- How will we respond if people stop attending?

Materials

For every meeting, you will need plenty of flipchart paper, a flipchart stand, markers, pens and tape. When additional materials are needed for particular activities, they are listed in the overview at the beginning of each week.

Opening and closing each meeting

You will need to agree with each group you work with on a plan for opening and closing each meeting. Some groups may choose formal opening and closing rituals, such as prayers or songs, while other groups may prefer to begin each meeting with a different warm-up activity and to close by inviting a different member of the group to make some remarks. Other groups may choose a combination of options. The important thing is that group members decide and have a sense of ownership and belonging.

Make sure you give everyone an opportunity to share their reflections at the beginning of each meeting. It may be helpful to call on those who speak less after a few weeks when they may feel more comfortable.



BUILD

CHECKLIST

Before you start the programme, make sure:

- ☐ You understand the goals of the CC Programme.
- ☐ You are familiar with the discussion materials and have adapted them to your context.
- ☐ You have developed strategies for encouraging group members to attend groups.

Before each meeting:

- ☐ Make sure you are prepared for every activity.
- ☐ Think about how the discussion might go and how participants might respond to the activities and questions.
- ☐ Have questions in mind to help the group consider the subject.

During each meeting:

- ☐ Keep track of who has spoken and who hasn't.
- ☐ Try to involve everyone; don't let anyone take over the conversation.
- ☐ Encourage participants to respond directly to each other.
- ☐ Ask participants to summarize important points from time to time.
- ☐ Don't be afraid of silence!
- ☐ Help participants look at different points of view on a subject.
- ☐ Ask participants to think about how their own values and beliefs affect their opinions.
- ☐ Always try to push the discussion further and encourage participants to critically reflect on ideas and values and to consider the possibility of change.
- ☐ Keep careful track of time.

Finally, don't forget:

- ☐ Be aware of your body language.
- ☐ Be aware of your behaviour.
- ☐ Be aware of your voice.
- ☐ Remember you are not the teacher but a fellow learner.
- ☐ Be aware of your responsibility to make sure everyone has a chance to be heard and be treated equally.
- ☐ Be aware of your power.
- ☐ Be humble.
- ☐ Be creative and inspiring.

Getting to know one another and imagining a healthy, safe and peaceful community free from violence

PHASE

1

WEEK 1 Getting to know each other

Purpose	Help group members get to know each other, share the programme goals and agree how we will treat each other and work together in the group.
Content	Meeting 1: Welcome and introductions Meeting 2: Working together
Objectives	• Become more familiar and more comfortable with each other. • Know about the CC Programme and the purpose of the discussion group. • Consider our role in building a healthier, safer and more peaceful community. • Commit to valuing the knowledge of every member of the group. • Agree on norms for the group that encourage inclusion, mutual learning, respect and participation.
Materials	Enough cups or glasses for all participants and a jug or bottle filled with water.
Preparation	Put together a list of proverbs or sayings from your culture and/or religion that support the CC Programme goal of creating safe and peaceful communities and respectful, non-violent relationships between men and women.

MEETING 1**WELCOME AND INTRODUCTIONS****Introductions** (45 minutes)

1. Set up the room in a welcoming way with seating in a semicircle so all participants can see each other.
2. As participants arrive, greet them warmly and help make them feel welcome.
3. Once everyone has arrived, introduce yourself, explain your role as a facilitator and share your reasons for choosing to become a facilitator for the CC Programme.
4. Tell participants that you are going to get to know each other better and that they should find a person they don't know and interview each other for three minutes each to find out:
 - their partner's name;
 - one thing their partner wants for their community;
 - one expectation that their partner has of the group discussions.
5. After everyone has been interviewed for three minutes, bring everyone back together, ask them to sit in a 'talking circle' so that everyone can see each other and explain that this is a good way to have discussions about important things.

Invite participants to introduce each other to the group, sharing what they found out when they interviewed each other.

Why are we here? (35 minutes)

1. Ask group members what they know about the CC Programme and why they were invited to participate in the group discussions.
2. After people have had the opportunity to share this information, explain the following to them:
 - The CC Programme aims to strengthen our community to make it healthier, safer and more peaceful for everyone.
 - The focus of the programme is preventing violence, particularly sexual violence, against women and girls, but everyone will benefit from more respectful and non-violent relationships between men and women in the community.
 - The programme brings different groups of people together to learn more about our shared values and goals, the problem of violence in the community, and ways we can work together to end violence.

- The programme focuses on building on the strengths in our community, tradition and culture to make positive changes.
 - The programme will help us to talk about important issues relating to sexual violence and come to our conclusions about whether we should do something about it. We will discuss, debate and analyse the kind of community we want and how we can become change makers who will make a plan to take action against sexual violence.
3. Invite people to ask questions and answer as many as you can. If you don't know the answer, say you will find out and get back to them next time you meet.
 4. Ask participants: What do you think your role is in making our community safer for women and girls? How is this group relevant to you? Take a few moments learning about how people relate to this goal.
 5. Ask participants to think of proverbs or sayings which they think represent the purpose of the discussion group. Share proverbs that you think help people to understand the group's purpose.
 6. Ask participants to choose at least one person with whom they commit to sharing the ideas, information and discussions that take place in the group. They can also choose a setting in which to have this talk. It could be the tea shop, the mosque, their home, a family gathering, or the barber or the salon.
 7. Emphasize that any personal information shared in the group is confidential and must not be mentioned when participants share what they learned with non-members.

Closing (10 minutes)

Ask group members how they would like to open and close each meeting. They could, for example, choose a prayer or a song, or start each meeting with a different icebreaker or warm-up activity and close each meeting by inviting a different person to make a few remarks. It's up to you and all members to decide what will be best for this group.

Thank everyone for attending and participating and conduct a closing activity.

MEETING 2

WORKING TOGETHER

Opening (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

The importance of participation and sharing in the group¹ (35 minutes)

1. Explain that in this activity you will look at how you will work together as a group over the coming weeks.
2. Hand each person a glass or cup. With a bottle or jug of water, go around pouring some water into each glass. As you go around, make comments like this: "It's so good to be a sharing my knowledge with you. . . . Oh, I see you also have an empty glass. I'm glad I have so much knowledge to share. . . . So many empty glasses! I have lots of knowledge here."
3. After you have spent a few minutes distributing the water to everyone's cup, sit in a chair in front of everyone else and look around the group. Ask participants to notice any feelings they have, but don't invite comments yet.
4. Tell participants that you'll now do something different. Ask them to move around the room sharing the water with each other, and while they are doing so to notice their feelings and reactions.

After participants do this for a while, get up and move among them, adding as much water as possible to people's glasses while also receiving from those who want to share back. It's OK if some don't want any more water from you – some irritation with the facilitator is normal!

5. Stop the exercise when you see the energy start to go down, and ask participants to return to their seats. Invite people to share their feelings by asking the following questions:
 - When I was pouring water into your glass, how did you feel?
 - Did anyone check to see if the amount of water they had was different from someone else's? How did that feel?
 - How did it feel when you were sharing water with each other?
 - When someone expresses a feeling you think others may share, ask those who share that feeling to raise their hands.

¹ This activity was adapted from an exercise developed by Ouyporn Khuankeaw, Training for Change website <www.trainingforchange.org/water_glass_exercise>.

6. Ask participants to focus on the water as knowledge. Ask them whether they think the activity reflects what is true in real life.
7. Explain that this is an activity for exploring ways of sharing knowledge. Suggest that the pouring of water by the facilitator was one model for learning new knowledge and the sharing of water was another model. Ask participants:
 - Who among us has knowledge?
 - Which way of sharing knowledge is most likely to support open discussion among us about our beliefs?
 - What would happen if we didn't share 'water' or knowledge with each other?
8. Summarize the key points from the discussion.
9. Finish by explaining that you are all here to learn from each other and that everyone has important contributions to make.

Making a group agreement (40 minutes)

1. Tell participants you are now going to decide together how you will make this a safe and respectful place to discuss and learn from each other. Tell them this group needs to have a 'special space' because you will be discussing challenging and personal issues.
2. Ask participants to form groups of four or five people and to come up with five ground rules they think the group should agree on to make this a safe and respectful place where people can really be honest with each other, share opinions and ideas and listen with their hearts and minds to what others have to say. If you wish you could share one or two examples from the list below:
 - Respect yourself and others.
 - Listen without interrupting.
 - Don't judge other people's opinion, experience or beliefs.
 - Value your own and others' experiences.
 - Observe confidentiality – make sure that what is said in the group stays in the group.
 - Encourage everyone to speak.
 - Question what you hear and what you think.
 - Do not speak for others.
 - Be open minded.
 - Value everyone's ideas.
 - Accept the right of others to believe differently from you.

Ask the groups to think about the following questions as they come up with their five ground rules:

- What can stop some people from participating in groups?
 - For groups made up of men and women, why do you think that women sometimes have difficulty expressing their ideas in a group?
 - What can we do to encourage those who are not used to discussing their ideas in public? For example, people could share their thoughts and ideas in small groups first.
3. After 15 minutes, bring everyone back together and have each group share one rule with everyone else. Write or draw the rules on the flip chart. Go around the groups one by one until each group has shared all their rules.
4. Go through the suggestions one by one and clarify as needed. Discuss how each can be carried out in a practical way. For example, how would “respect other people’s views”, “it’s all right to disagree” or “confidentiality” work practically? Discuss what people understand by each idea and what level of confidentiality they expect from the group.
5. Finally, check for agreement on all points with the whole group, write up the group agreement and post it on a wall. Make sure you bring a copy to every meeting.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 2 A world we hope for

Purpose	Help people articulate their hopes and dreams and develop a vision of a healthy, safe, violence-free community.
Content	Meeting 3: Sharing our hopes and dreams Meeting 4: Our vision for healthier, safer, peaceful families and community
Objectives	• Understand the value that all participants bring to the group. • Begin to cooperate and get to know each other better. • Identify shared hopes and dreams for participants' families and community. • Develop a vision of a healthy, safe, more peaceful community and motivate participants to achieve that vision.
Materials	The activity you choose will determine the supplies you need – for example: • Pictures, fabric, coloured paper, scissors and glue. • A selection of attractive and interesting things from the natural world (such as rocks, leaves and seedpods) and everyday life (such as fabric, cultural artefacts and pictures of musical instruments or landscapes) to inspire thinking about a community free from violence. • Musical instruments.
Preparation	Decide how to have group members present their hopes and dreams, and make sure you have the necessary materials available. For example, you could have participants present their hopes and dreams in one or more of the following ways: • in a drawing; • in a collage; • as a short drama or song.

MEETING 3

SHARING OUR HOPES AND DREAMS

Opening (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Sharing our hopes and dreams (1 hour and 10 minutes)

In this activity you can choose to focus on general hopes and dreams of participants or you can choose to focus on specific positive themes identified during focus groups discussions during the research phase of the CC programme – for example, by asking participants about their hopes and dreams for making their community safer and what would be the steps or actions they would take to achieve the dream of making the community safer.

1. Divide participants into groups of five or six. Explain that a characteristic that all humans share the ability to hope, dream and imagine a better future. Ask them to spend a few minutes silently reflecting on their hopes and dreams for themselves, their family and their community.
2. After a few minutes, invite participants to share their thoughts with others in the small group.
3. Ask each group to draw a picture or make a collage representing their ideal community that reflects all of their hopes and dreams for themselves, their families and the community. Alternatively, you can invite people to present their vision as a short drama or a song.
4. Invite each group to present their work to the whole group. Make a list of the hopes and dreams.
5. Bring everyone back to a talking circle and facilitate a discussion using the following questions:
 - What feelings did you have while doing this activity?
 - Was there anything that surprised you?
 - What hopes and dreams were common to different people?

- (If applicable) what differences or similarities there were in the hopes and dreams of men and women and older and younger people?
- Why is it important to have hopes and dreams?
- Should everybody in the community have the right to pursue his or her hopes and dreams?
- What are some of the things that prevent boys and girls, women and men from pursuing their hopes and dreams?

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 4**OUR VISION FOR A HEALTHIER, SAFER, PEACEFUL COMMUNITY****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Imagining our community without violence (1 hour and 10 minutes)

1. Ask participants to form groups of three. Present a collection of small, attractive objects, such as pebbles, and ask each group to choose one. Once the groups have chosen an object, tell them that they have just chosen a 'wishing charm' that will allow them to change three things in their world. They can change anything they want.
2. If you don't wish to use an object to get the groups working together and inspired, you can simply start the discussion by asking the groups to think about what they would change in their community if they could.
3. Ask each participant to come up with three ways they would like to change any of the following, and share them with the small group:
 - themselves;
 - their family;
 - their community;
 - their country.
4. Next, ask each small group to join up with another group. Ask the members of the new groups to imagine and discuss their community as a healthy, safe and peaceful place for women and girls. You might like to use the following prompts to guide their discussion:
 - Imagine that in 10 years this is the ideal community with no violence or discrimination.
 - What is our ideal community like for women and girls? Has sexual and other violence been eliminated?

- What would be the steps towards reaching this ideal community?
 - How can we make our community a safer place for women and girls now?
 - What can men and women do in their everyday life to make our community safer for women and girls?
 - How is this change possible in our community? Is it achievable? How can it work?
 - How would this ideal community be the same as it is now, and how would it be different?
5. Ask the groups to agree on three changes they would make to their community to make it a safe and peaceful community for women and girls, and invite each group to share their three wishes with the large group.
6. Bring everyone back to the talking circle and facilitate a discussion using the following questions:
- What can we learn from this activity?
 - If it is a mixed group did men and women have the same or different wishes?
 - If it is a group made up of just men or just women would the opposite sex have had the same or different wishes? Why or why not?
7. Say that you believe that this group, together with other discussion groups in the community, has the power to make positive changes and help build a healthier, safer community for women and girls.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

Exploring values of dignity, fairness and justice, equality and non-discrimination

WEEK 3 Human dignity

Purpose	Encourage positive thinking about ourselves and others as human beings and build awareness of humans as able to communicate and exercise choice. Begin to reflect on and examine the value of human dignity, why we treat others the way we do, and the importance of respecting the dignity of others. Help group members to think, through the framework of their own cultural and religious values, about how human dignity is destroyed and built and responsibilities for protecting the dignity of others.
Content	Meeting 5: What is human? Meeting 6: Religion, culture and human dignity
Objectives	• Express ideas about human dignity. • Examine how human dignity is built or can be destroyed. • Consider ways of building the dignity of others. • Understand where we learn how to treat others. • Explore values from our culture and religion that relate to treating others with dignity.
Materials	Picture cards of people, plants, animals and non-living things.
Preparation	Collect proverbs, sayings or teachings about the importance and dignity of every person. Decide with the CE&A Team whether to use scenarios from the focus group research conducted at the beginning of the CC Programme to ask participants about how the characters in the scenarios were treated for the discussion.

MEETING 5**WHAT IS HUMAN?****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Sameness and differences (10 minutes)

1. Ask participants to divide into pairs and discuss the following questions:

- How are you and I the same as each other?
- How are you and I different to each other?
- How are men and women the same as each other?
- How are men and women different from each other?

What is human?² (1 hour)

1. Ask participants to sit in a talking circle. Ask everyone in turn to state his or her name loudly and firmly as if introducing herself or himself to the group. Speaking in this way is known as 'affirmation'. Some people may be shy, so tell them that you will all take turns again stating your names loudly and this time with a strong gesture, such as an uplifted hand or a thumping of the fist, and the group will applaud each gesture.
2. Ask participants to think quietly for a minute, choose what they think is their best quality and name it with just a few words (for example, generosity, honesty, being a loving parent, being hard-working or sharing with those who have less).

² This activity is adapted from the publication *Popular Education for Human Rights: 24 Participatory Exercises for Facilitators and Teachers*, available on the website of Human Rights Education Associates <www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Fpubs%2FPopular_Education%2FPopEd.html&external=N>.

3. Note that we all have good qualities. Ask participants:
 - Is the quality you identified in yourself one you respect in others?
 - What does it mean to say that you respect yourself and respect others?
 - Does every human being deserve respect? Why or why not?
4. Ask if anyone would like to share a time when they felt hurt because someone did not seem to respect them or made them feel stupid or silly, such as saying, "It's no use talking to him, he's too busy dreaming." Try and remember one or two such hurtful statements.
5. Ask the following questions:
 - Why do you think people say hurtful things?
 - When someone says something hurtful, do you feel they still respect you? Why or why not?
 - How does it feel when someone says something hurtful?
 - Is your dignity hurt when others do not respect you?
 - What do we mean by dignity?
 - Are there people in the community who are regularly treated disrespectfully?
6. Say that everyone present is a human being, and ask participants if they can name other living creatures. Show picture cards of people, plants, animals and non-living things.
7. Ask how human beings differ from other creatures. Discuss the ethical and spiritual dimensions of human beings in relation to participants' religious beliefs. For example, human beings have a spiritual aspect, religion and faith. We also have ideas about right and wrong.
8. Summarize what group members have said, and mention the following:
 - Human beings have a sense of morality, right and wrong.
 - Human beings communicate with words, not just a few sounds.
 - Human beings make choices. We can decide a lot more about our lives than animals can. Can you give examples from our daily lives?
 - Do you agree that this view of human beings means we have to learn how to use words well and how to make good choices?
 - If we use words carefully, and if we say that all human beings deserve respect because they all have human dignity, what do we mean?

- If you wish, explain that after World War II, all the countries in the world agreed that it would be a more peaceful world if every human being respected the dignity of every other human being, and that today most countries agree with these same words. You can share the following quote and ask participants what they think it means: “recognition of the dignity . . . of all members of the human family is the foundation of freedom, justice and peace in the world.”
- If you wish, you can say that these words come from the Universal Declaration of Human Rights.

9. Go around the group one by one and ask if participants can think of one example of a way that life in their community would be more peaceful if people showed greater respect towards each other?

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 6**RELIGION, CULTURE AND HUMAN DIGNITY****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Reflection on respect in the community (10 minutes)

Ask participants to divide into groups of three and discuss the following questions:

- Are there particular people or groups in our community who are shown less respect by others in the community?
- Who are they?
- How are they shown less respect?
- Why are they shown less respect?

Have you witnessed people being disrespected? How did you feel?

Religion, culture and human dignity (1 hour)

1. To begin this discussion you can present examples of a woman and a man being treated respectfully in the community and examples of a man and a woman being treated disrespectfully.

2. Ask participants to think of a situation where they have seen a woman being treated respectfully and where they have seen a man being treated respectfully and a situation where they have seen a woman being treated hurtfully or disrespectfully and where they have seen a man being treated hurtfully or disrespectfully.

- What were the circumstances?
- How did you feel seeing this?
- How did this relate to your cultural and community values?

Invite participants to share their stories.

3. Give examples of people who may be less respected – such as a woman who has been abandoned or divorced, a man with a disability or a girl who has been raped – and ask if such people are respected in the participants' community. If they are not respected, ask whether they deserve to be treated with dignity.

4. Open a discussion about human dignity, in which everyone is able to express their views and hear the views of others, using the following prompts:

- Does every human being need to live in dignity? Why or why not?
- What actions or behaviours can destroy the human dignity of others?
- What happens to a person without dignity in our community? How do they feel? How do they live?
- How do we promote human dignity in our daily lives?
- What responsibilities do each of us have towards protecting the dignity of others?
- How are ideas of human dignity reflected in our culture? What are some traditional sayings or proverbs that speak about human dignity?
- How is human dignity reflected in and taught through our religion? What are examples of religious teachings about dignity?
- Thinking back to the people we identified in our groups of three who are shown less respect in our community, what could each of us do to build the dignity of those people?

5. Ask participants to form four small groups and tell them they have 20 minutes to make up a song, poem or short drama about how every person is important and needs to live with dignity. Encourage the groups to draw on ideas from proverbs, sayings and religious teachings that promote the idea that every human being should be treated with respect and dignity.

6. After 20 minutes, bring everyone together and ask each group to perform its song, poem or drama to the larger group.

7. Ask if anyone can think of a proverb, saying or teaching that says every person is important. Are there any that are particular to men? To women? To children?
8. Summarize the main ideas presented in the performances and the proverbs, sayings or teachings.
9. Finish the activity by explaining:
 - All human beings need to live with dignity.
 - Our culture and religion teach us about human dignity.
 - Each of us has the power to destroy or promote the dignity of others.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections. Thank people for their participation and close the group.

WEEK 4 Human needs

Purpose	Continue to explore what it means to be human by building knowledge and awareness about what people need – physically, mentally, socially and spiritually – to live a healthy, safe and happy life. Discuss and learn about the obligations and responsibilities of different people and groups for meeting human needs and the ways that basic needs can be protected by law.
Content	Meeting 7: Different types of needs and wants Meeting 8: Responsibilities for meeting needs
Objectives	• Learn about universal human needs. • Discuss the right of all human beings to have their needs met and to develop to their potential. • Connect human needs to human dignity. • Reflect on the layers surrounding each person, including the family, community and wider society. • Learn about responsibilities of different people and groups for meeting human needs.
Materials	• About 50 small cards on which to write or draw. • Pens, pencils, markers or crayons. • Picture cards representing physical, mental, emotional, social and spiritual needs.

MEETING 7**DIFFERENT TYPES OF NEEDS AND WANTS****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Human needs (1 hour and 10 minutes)

1. Ask participants to work in two groups to create 10 to 20 pictures on small cards that illustrate the things they think human beings need to be healthy and happy. This discussion should build on the earlier exercise in which human beings were distinguished by their characteristics from animals and other living things.

Allow 15 minutes for this exercise, and then ask the two groups to exchange cards. Each group should sort the new cards into three categories:

- needs – essential for human beings to be healthy and happy:
 - wants – desirable but not necessary for human beings to be healthy and happy:
 - neither wants nor needs.
2. After five minutes, ask the groups to come back together and compare the cards in the 'needs' piles. Ask the group as a whole to try to agree on which cards belong in the 'needs' pile. Take the cards that the group chooses and post them on the wall or lay them out on the floor.
 3. Ask participants to suggest different categories of need, and give them 'physical needs' as an example. Continue discussing until all the following have been named:
 - physical;
 - mental;
 - emotional;
 - social;
 - spiritual.

4. Post five cards representing the five types of needs on a wall and ask the group to assign each picture card from the 'needs' pile to a category. Offer the example that food is a physical need.
5. Ask participants to analyse human needs by discussing the following questions:
 - What basic needs are common to everyone everywhere in the world?
 - Are all human needs included in our list?
 - Do men and women have different needs? What about people of different ages?
 - Are there other needs that should be added to the list? If the following have not been included, you may wish to suggest them: meaning, learning, to love and be loved, connection to others, belonging, peace and beauty.
 - Is it easy to differentiate between wants and needs? How do you differentiate?
 - What happens to someone when his or her wants are not fulfilled?
 - What happens to someone when his or her basic needs are not fulfilled?
 - Are there groups in our community whose basic needs are not met? If so, why?
 - What influences our wants?
 - Are there situations where a person's 'wants' conflict with the 'needs' of others? What are some examples?
 - Are some human needs protected by law? Can anyone give an example of a law in the religious, traditional or legal system that protects every person's right to have a need met? Be ready to mention some laws if necessary.
6. Summarize the main points of the discussion. Note: when you explain those points below, try to refer as much as possible to the group's own work rather than reading the following points word by word.
 - All human beings have physical, mental, emotional, social and spiritual needs.
 - Some of these needs are basic needs necessary for survival, such as food, health and safety; others are necessary for humans to be happy and fulfilled, such as the chance to learn and to be loved.
 - To develop fully, humans need to use their human qualities, for example their intelligence, talents and conscience.
 - Some human needs have been protected by laws. (Give examples from the group discussion and your own preparation.)
 - People often do not realise that their rights to have their needs met are protected by law. Finding out about legal protections is very important to achieving these needs.

- Sometimes needs and wants conflict, and it may help to distinguish between them, particularly if the wants of some people are affecting the needs and human dignity of others, or those wants are only achievable by disregarding the rights of others.
- Sometimes people disagree on what needs and wants are, and sometimes there are good arguments on both sides.
- All human beings have the need for a healthy, safe and peaceful life.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 8**NEEDS FOR A HEALTHY, SAFE AND PEACEFUL LIFE****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

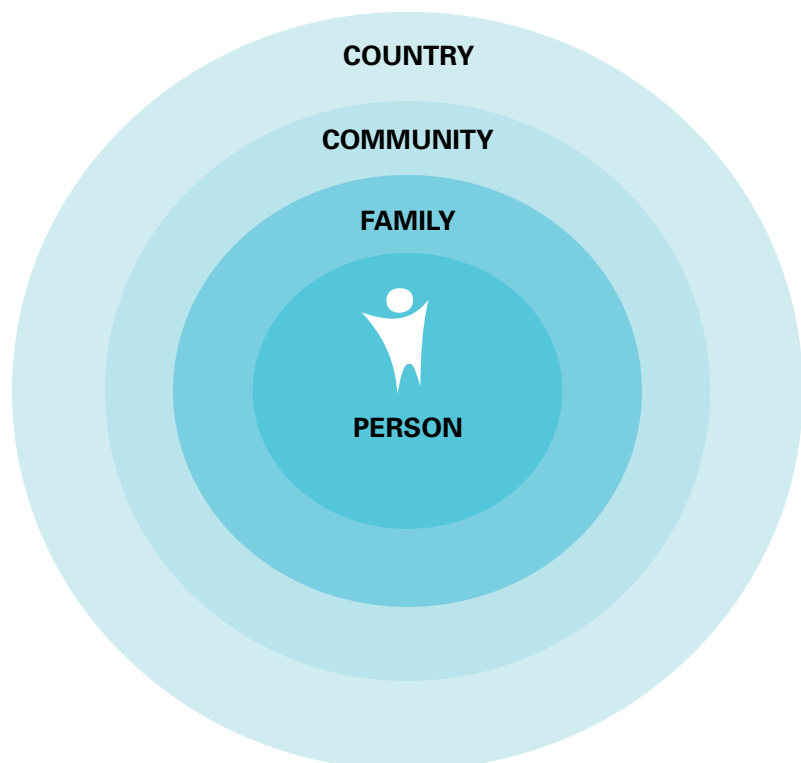
- shared it with another person outside the group;
- used it in daily life.

Layers of responsibility for meeting needs (1 hour and 10 minutes)

1. Draw a picture of a person on the flipchart. Around the person draw four concentric circles. Explain that each of us is surrounded by different layers of people we connect to, almost like layers of an onion.

2. Ask the following questions; encourage answers like those below, and write or draw the answers in the appropriate circle in the drawing.

- Who is in the first layer around us? (our family).
- Who is in the second layer? (our community – also elicit specific answers such as leaders, friends, community groups, schools and mosque or churches).
- Who makes up the third layer? (our country and government institutions).
- Who is in the fourth layer? (our world – elicit examples such as neighbouring countries, people of the world, international organisations).



3. Divide participants into three groups. Ask group 1 to look at the family, group 2 to look at the community, and group 3 to look at the country. Ask each group to discuss the following:
 - What responsibility do the people in this layer have to promote the health and safety of the person in the middle?
 - Is this responsibility moral, traditional, legal or of some other kind?
 - What happens when the people at this level do not fulfil their responsibilities?
 - What happens when the people at this level cause harm?
 - What responsibilities does the person in the middle have towards the other people in this layer?
4. After 30 minutes, bring the groups back together and invite each group to share their ideas for five minutes. Invite other participants to comment or ask questions.
5. Summarize the main discussion points.
6. Explain that different people and groups have different responsibilities for ensuring health, safety and peace, and that just as they have responsibilities towards us, we too have responsibilities towards the health, safety and peace of others in our families and communities and countries.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 5 Fairness

Purpose	Discuss and clarify ideas, opinions and beliefs about the values of fairness and justice, and begin to explore the role and importance of rules in society, in particular affirming that to create a healthy, safe and peaceful community we need fair rules.
Content	Meeting 9: Fair rules Meeting 10: Family and community rules
Objectives	• Consider what 'fairness' means. • Clarify why fairness is important and how it is reflected in our culture and religion. • Distinguish between good and bad rules on the basis of whether they are fair. • Examine unfair rules in our community. • Share experiences of injustice. • Consider whether there are different rules for men and women in the family and community.
Materials	Pictures representing justice and injustice.
Preparation	• Make a list of proverbs, sayings, teachings, poems and songs about fairness and justice. • To prepare for meeting 10, work with the CE&A Team to choose some beliefs and norms identified through the CC Programme focus group discussions and baseline survey that are specific to your community. Review the examples given in the meeting guide and modify them based on the research findings to make them relevant to your community.

MEETING 9**FAIR RULES****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Exploring the rules we live by (1 hour and 10 minutes)

1. Tell participants that you are going to talk about fairness and the need for fair rules.
2. Ask participants to divide into four groups, and ask each group to do the following:
 - Brainstorm a list of rules that they live by in their families and community.
 - Identify one rule that they don't think is fair to all members of the family or community and discuss why they think it is unfair.
 - Develop a three-minute drama that demonstrates the rule.
3. After 25 minutes, have each group perform their drama. After each drama:
 - Ask the audience what rule they think was being shown.
 - Ask the actors why they chose this rule and why they feel it isn't fair.
4. Bring everyone back to a talking circle and facilitate a discussion using the following questions:
 - Why do we have rules? What is their purpose?
 - How are rules in the family designed to protect family members, such as children?
 - How do rules in the family help meet needs for a healthy and safe life? Are there rules in the family that stop a person's needs from being met?
 - Are there different family and community rules for younger and older people, for men and women? Can you give examples?

5. Finish the discussion by explaining the following:

- Rules are important to guide our behaviour in our families and in our community.
- Fair rules help meet our needs for health, safety and a peaceful life.
- Unfair rules can destroy human dignity and can stop people from having their needs met.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 10

RULES IN OUR FAMILY AND COMMUNITY

Opening (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Exploring the rules we live by (1 hour and 10 minutes)

1. Remind participants that in the previous meeting you looked at different rules and highlight the following points:
 - Good rules protect us, keep us healthy and safe and encourage fairness.
 - We have rules for games to ensure fairness and help prevent people from being hurt.
 - Rules at home can help us to keep our homes neat and protect the health of family members.
 - Rules can help us learn in school and keep our communities safe.
 - Good rules help us get along with other people and take our responsibilities and duties to other people seriously. But, as we saw in the dramas, not all rules promote protection and fairness.
2. Say that today we are going to talk more about rules that people live by in their own families and communities. Ask participants to share some of the rules they discussed in the previous meeting and to explain where they come from. If religious texts such as the Bible and Koran are not mentioned, ask about practices that are mentioned in these texts. Ask participants to discuss how rules in the family and community are different for women, men, boys and girls.
3. Tell participants that as part of the CC Programme, research was done to look at some of the unofficial

rules and practices in our community. We asked people if they thought it was fair for a man to beat his wife to discipline her. We also asked if it was fair that a woman is expected to have sexual relations with her husband whenever he wants. Ask the following questions:

- What do you think of these rules?
- Are they fair?
- Any there other examples of rules that affect women that you can think of?

4. Facilitate a discussion about fair rules using the following questions as a guide:

- Why do we follow a rule that doesn't promote fairness?
- What happens if we break it?
- Can rules be changed? If so, how?
- Which rules in our families and communities promote health, safety and a peaceful life for everyone? For women and children?
- Should there be different rules for different groups in the community?
- What could we do about an unfair rule that destroys rather than protects human dignity?

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 6 Non-discrimination

Purpose	Discuss and analyse experiences of discrimination in the community, and discuss the value of tolerance and compassion for protecting human dignity.
Content	Meeting 11: Discrimination Meeting 12: Promoting tolerance and non-discrimination
Objectives	• Consider the things that make people less equal. • Be more aware of discrimination in our daily lives. • Consider the different ways men, women, boys and girls can be discriminated against. • Promote empathy with those who are discriminated against. • Consider how discrimination destroys human dignity. • Build support for the value of non-discrimination. • Reflect on tolerance and compassion as important human qualities.
Preparation	• Write a story about a woman or girl who has been stigmatized, discriminated against and rejected by the community because she has been raped. The story should reflect the reality in your community, but should not include details of real stories because that could cause further shame and hurt to a real person. Look at the discussion questions before you develop the story so that the story will have enough information to be able to generate a good discussion on the issue of discrimination and stigma. • Collect proverbs, sayings, teaching, poems or songs that reflect the values of tolerance and compassion in your community. • Review information from the focus group discussions and baseline research to use in the discussion to help participants reflect on the realities in their community.

MEETING 11**DISCRIMINATION****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Understanding discrimination (1 hour and 10 minutes)

1. Ask participants to close their eyes and think about a time in which they observed a man, woman, boy or girl being treated badly or rejected because were a man or a woman, a boy or a girl. Go around the group and ask each person to briefly describe the situation.

2. List or draw all the situations on the flipchart and ask the group to choose one to discuss.

You might wish to use role-play to explore the situation by asking a pair or small group to role-play the situation while the rest observe.

3. Ask the person whose situation was chosen to describe in greater detail what happened by asking the following questions:

- How did the situation arise, and what actually happened?
- How did being male or female cause or contribute to the discrimination?
- If the situation involved a child, how did being young cause or contribute to the discrimination?
- How do you think the person discriminated against felt?
- How do you think the person who discriminated felt?
- Do all participants agree that the person was discriminated against?

4. Ask participants to share their feelings about discrimination they have observed. Facilitate a discussion about discrimination using the following questions as a guide:

- In what ways are women discriminated against? Girls?
- In what ways are men discriminated against? Boys?
- Are there people or groups in our community that are more discriminated against (for example, different age groups)?
- Why do people discriminate against others?
- Where do people learn discriminatory beliefs?
- Where do people learn discriminatory behaviour?
- What does discrimination do to a person's dignity?
- What would our community look like with no discrimination?
- Is it important to challenge discrimination? If so, why?

5. Summarize the key points from the discussion.

6. Finish the activity by explaining the following:

- People discriminate against others for many different reasons.
- Men, women and children may experience discrimination differently.
- Groups in the community with less power experience more discrimination.
- Discrimination destroys human dignity and is an injustice.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 12**PROMOTING TOLERANCE AND NON-DISCRIMINATION****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Discussing a story of stigma and discrimination (1 hour and 10 minutes)

1. Read the story you prepared about a woman or girl who has been discriminated against because she was raped. Again, the story should reflect the reality in your community, but not include identifying details from real stories.
2. Facilitate a discussion about stigma and discrimination against survivors of rape in the community using the following questions as a guide:
 - How does this story make you feel?
 - How do you think the girl felt?
 - What do you think happened to the girl's dignity?
 - How did being a rape survivor impact her standing in the community?
 - Do you think she was discriminated against? If so, why? and how?
 - Is this fair and just?
 - What could make the situation different for this girl?
 - If you were a close relative of this girl, what could you do in this situation to restore her dignity?
 - If you were a neighbour or friend of her family, what could you do to restore her dignity?

3. Summarize the key discussion points.

Ask participants to sit in small groups; identify a proverb, saying, teaching, poem or song about the value of compassion or kindness; and then share it with the group as a whole.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 7 Human rights

Purpose	To empower people with information about human rights and help them to reflect on the relationship between human rights principles and shared community values of human dignity, fairness, justice, non-discrimination and responsibility, and on the relevance of human rights to their everyday lives.
Content	Meeting 13: What are human rights? Meeting 14: Basic human rights in our community
Objectives	• Learn about human rights from a variety of perspectives. • Understand that human rights are standards needed for a life with dignity. • Relate human rights principles to community values. • Connect human rights to human needs and to our everyday lives. • Explore the extent to which our community honours (or fails to honour) different people's human rights. • Discuss responsibilities for protecting human rights.
Preparation	• Read Information Sheet 2: Human Rights. • As with all weekly discussions, you will need to make sure that together with the CE&A Team you have prepared this week's activities based on different literacy levels of the group. • Write or draw each article from the summary of the Universal Declaration of Human Rights on a separate card.

MEETING 13**WHAT ARE HUMAN RIGHTS?****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Human rights (1 hour and 10 minutes)

1. Put participants into four small groups. Ask them to imagine that they will be settling a new island and that no one has ever lived there before, so there are no rules or laws. Tell participants to forget who they are in real life because no-one knows what their position on the island will be, whether they will be male or female, young or old, rich or poor.
2. Ask the groups to take 25 minutes to agree on a list of rules governing everyone on the island to ensure that life on the island is fair and equitable and every person's needs are met, and to write down the list of rules.
3. After 25 minutes, bring the groups back together and ask them to take turns sharing one rule each until all rules have been shared. As they are presenting, make a master list of all the rules.
4. Explain that the Universal Declaration of Human Rights (UDHR) is a list of rights for everyone in the world. Briefly review the articles with the group as a whole. After reading, ask if anyone has a question about any of them.
5. Ask participants:
 - What are some of the similarities between our list and the UDHR list?
 - What values and principles inspired our list – for example, are they religious values? cultural?
 - Which rights from the UDHR did we not include?
 - Do we want to add any more rights to our list?
 - Were any rights on our list not included in the UDHR?
 - What does the UDHR say about what it means to be a human being?

6. Tell participants that human rights are standards that make it possible for each person to live with dignity. The values that underlie human rights are the same ones that we have been discussing:
 - human dignity;
 - equality;
 - respect for others;
 - non-discrimination;
 - responsibility.
7. Explain that although human rights were mostly agreed on by most countries in the 20th century, the values they reflect are rooted in the literature, traditional values and religious teachings of almost every culture and religion. For example, the Hindu Vedas, the Bible, the Koran, and the Analects of Confucius all address duties, rights, and responsibilities.
8. Ask participants: What are some human rights ideas that come from texts and belief systems that are meaningful to you? Remind them that they've discussed these earlier in the group discussions.

Ask for examples of religious teachings that support human rights, and share your own examples.

9. You may wish to share the following points:
 - Everyone has rights simply because they're alive. Rights are not granted by anyone. We are born with them and they cannot be taken away, although ideas such as self-determination are influenced by our culture and religion.
 - Every right comes with responsibilities. For example, I have a right to live free of violence, but also the responsibility to respect others' right to safety and security.
 - When a person's rights are violated, it is an act of injustice.
 - Respect for other people's human rights is a duty as part of the human race.
10. Finish the meeting by reading the following passage:³

Human rights are like armour: they protect you; they are like rules, because they tell you how you can behave; and they are like judges, because you can appeal to them. They are abstract – like emotions; and like emotions, they belong to everyone and they exist no matter what happens. They are like nature because they can be violated; and like the spirit because they cannot be destroyed. Like time, they treat us all in the same way – rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like goodness, truth and justice, we disagree about their definition, but we recognise them when we see them.

³ Source: Council of Europe, *Compass: A Manual on Human Rights Education with Young People* <http://eycb.coe.int/compass/en/chapter_4/4_1.html#411>.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 14**BASIC HUMAN RIGHTS IN OUR COMMUNITY****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Human rights in our community (1 hour and 10 minutes)

Activities for this meeting differ depending on whether most participants can read. For activities involving reading, begin at step 1 and skip step 4. For a non-reading alternative, begin at step 4.

1. If participants can read, ask them to divide into small groups and give each group six cards, each with a different article from the summary UDHR. Ask each group to do the following:
 - Read each article together and agree on what it means.
 - Decide to what extent people in your community enjoy this human right: everyone, most people, some people, a few people or no one.
 - For rights that not everyone enjoys, who is excluded? Write the answer on the back of the card.
2. Ask each group to present their results to the group as a whole.
3. Explain that you have just reviewed the Universal Declaration of Human Rights.
4. If most participants cannot read, do the activity with the group as a whole and limit the discussion to articles 1–6, 25 and 26. Read the articles aloud, and after each article, ask participants to decide to what extent people in your community enjoy this human right: everyone, most people, some people, a few people or no one. When you are finished, explain that you have just reviewed the key articles of the Universal Declaration of Human Rights.

5. Facilitate a discussion about human rights in your community using the following questions as a guide:

- Are there particular groups in our community who enjoy fewer rights than others? Who are they? Why is this the case?
- Thinking back to the layers of responsibility that surround us – family, community, society and world – who do you think has responsibility for protecting our human rights?
- How can human rights be used to empower people?
- How should people be held accountable if they violate the rights of another person?
- There are other human rights documents that talk about the particular rights of children and of women. Why do you think these other sets of rights were developed?
- Can knowledge about human rights change beliefs that people have about fairness, justice and non-discrimination?
- What should we do if we know that a person's human rights are being violated?
- What can we do with these rights?
- How do these rights relate to what your religious and cultural values, and those of other people in our community, say about how people should be treated? Are there differences? Similarities?
- How do these rights apply to men and women in our community? Do they apply equally? Differently?
- What is the relationship between human rights and constitutional rights?

6. Summarize the main points made during the discussion. Emphasize that human rights can be used both to hold duty-bearers accountable and to inspire us to respect the rights of others and to take actions to claim our own and others' rights.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

Creating reflection and understanding about violence against women and girls and social norms that prevent or promote it

PHASE

3

WEEK 8 Power

Purpose	Learn more about the idea of power and its relationship to inequality and injustice, and discuss different sources and uses of power, including our power to make positive changes in our community.
Content	Meeting 15: Exploring empowerment and disempowerment Meeting 16: Different sources and uses of power
Objectives	• Develop empathy for others. • Consider the relationship between power, inequality and violence. • Explore personal experiences of power and powerlessness. • Discuss different sources and expressions of power. • Understand the power that we have together to make positive changes in our community.
Materials	Picture cards showing different sources and uses of power.
Preparation	• If possible, find a large, open space where all participants can stand in a line and take 10 steps forwards or backwards for the Power Walk activity. If there is no open space available, adapt the activity to your meeting place as needed. • Create a different character for every participant for the Power Walk activity. The characters should represent people in the community of different ages, sexes, education levels, jobs and wealth – for example: 13-year-old girl, uneducated domestic worker, 13-year-old boy, secondary student who is the son of a landowner, 35-year-old man, non-governmental organization (NGO) worker, 25-year-old woman, community-based organization (CBO) volunteer. If participants can read, write each character on a piece of paper. If not, write a list of characters and be prepared to share them with individual participants.

MEETING 15**EXPLORING EMPOWERMENT AND DISEMPOWERMENT****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Power walk (1 hour)

1. Take participants to a large open space.
2. Depending on whether participants can read, either hand each participant a card with a character description or tell each participant about his or her character in a way that no one else can hear. Ask participants not to tell anyone else about their character.
3. Ask participants to take a minute to try and 'walk in the shoes' of their character and think about what life is like for this person. Suggest the following questions:
 - What was your childhood like?
 - What sort of house did you live in?
 - What sort of work did your parents do?
 - What is your everyday life like now? What do you do in the morning, in the afternoon, in the evening?
 - What sort of life do you have? Where do you live? How much money do you earn each month? Do you have leisure time? If so, what do you do with it?
 - What excites you, and what are you afraid of?
4. Ask participants to form a straight line, facing forward, and tell them that this line represents human dignity and fulfilment of basic needs. Tell participants you are going to read out a statement and if their character could answer 'yes' to the statement, they should take one step forward. If their character would likely answer 'no' or 'I don't know', they should take one step backwards.

5. Read the following statements slowly and clearly, and repeat if needed.

- Do you eat at least two meals a day?
- When you get sick, are you able to see the doctor?
- Were/are you able to complete primary school?
- Were/are you able to attend secondary school?
- Are you free to walk through the community without harassment?
- Do you have the power to influence people in your community?
- Do you have money?
- Do people in the community respect you?
- Do the decision-makers in the community value your opinions?
- Do you know what laws there are to protect you?
- Do you have access to clean and safe drinking water?
- Do you regularly experience violence?

6. Once you have finished the questions, ask all participants to remain where they are and remain in character as you ask the following questions.

- Ask characters are at the front: Who are you, and why are you at the front?
- Ask characters are at the back: Who are you? How did you feel as you watched others moving forward? What would you need in order to reach the line that represents human dignity and fulfilment of basic needs?
- Ask all male characters to raise their hands, then all female characters.
- Ask all participants: Where are the majority of women and girls? Where are the majority of men and boys? Are there any characters that are very similar except for the fact that one is female and one is male?

7. Bring everyone back to a talking circle and facilitate a discussion using the following questions:

- What did you learn from this activity?
- Why were some people left behind in this activity?
- We all began as equals but we ended up unequal. What were the things that made us unequal? (Write a list on the flip chart.)
- What made some characters more able to move forward? (Write a list on the flip chart.)

- Did anyone feel that your character's human dignity and needs were being violated or neglected?
- What are the similarities between the characters in this exercise and real people in our community?
- Who is left behind in our community? Why? Is this fair?
- What abilities do those with less power have, and how can they use them to move forward and join the others?

8. Summarize the main discussion points.

9. Finish the activity by explaining that in order to meet our needs, live with dignity and move forward as individuals and as a community, we need to be empowered with knowledge and resources.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 16**DIFFERENT SOURCES AND USES OF POWER****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Different faces of power⁴ (1 hour and 10 minutes)

1. Show four picture cards one by one and put them in a position where everyone can see them. Explain that these pictures show different sources and uses of power and show power that we can see.

Ask participants:

- Can you describe the kind of power that is being shown in this picture?
- What are examples of people using power in this way in our community?
- What impact does this type of power have over our lives?
- What are the main sources of power in our community?
- What are our potential sources of power?

2. Give each participant a sheet of paper and pens or markers. Ask participants to draw a line down the middle and then draw a situation which has made them feel powerful on one side and a situation that has made them feel powerless on the other.

3. Ask each person to explain her or his drawing. As they speak, listen for feelings and actions that show the emotional, spiritual and psychological elements of power and powerlessness.

Sample responses from other groups who have done this activity are listed below and may help you identify some of the feelings and experiences participants express.

Situations that make people feel powerful:

- overcoming fear or a feeling of ignorance by pushing myself to take action;
- recognition by others of what I did;

4 Adapted from: Chapter 3, 'Power and Empowerment', in *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, by Lisa Veneklasen and Valerie Miller <www.justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation>.

- finding a creative way to solve a problem that seemed unsolvable;
- being able to handle a difficult task;
- succeeding as a leader;
- caring for and helping others;
- joining a group with other people who have the same problem;
- being able to inspire fear.

Situations that make people feel powerless:

- disrespect and putdowns;
- being ignored;
- being stereotyped;
- being denied opportunities to prove myself;
- lack of control;
- loss;
- ignorance;
- shame;
- isolation.

4. Facilitate a discussion about gender, age and power using the following questions as a guide:

- What are some examples of men having power in the community?
- What are some examples of women having power in the community?
- What are some examples of adults having power over children?
- Are these different types of power used positively? If so, how?
- Are they used negatively? If so, how?
- What is the relationship between violence related to power?

5. Conclude by summarizing the main points of the discussion and by noting the following:

- Power isn't always a bad thing – together, we have power to make change.
- In the coming weeks we will be discussing sensitive issues of violence, including sexual violence.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Tell group members they will have the opportunity to share their thoughts at the next meeting.

Thank people for their participation. Conduct a closing ritual if you have one, or invite a group member to say a few words in closing.

WEEK 9 Violence

Purpose	Begin to analyse the problem of violence in families and communities, look at connections between different types of violence and how different groups are affected by it. Explore community norms that support or encourage violence against women and girls.
Content	Meeting 17: Violence throughout life Meeting 18: Mapping violence in our community
Objectives	• Look at the different types of violence that men and women face in their daily lives. • Reflect on the link between gender and violence. • Discuss how violence destroys human dignity and stops people from enjoying a healthy, safe and peaceful life. • Discuss different beliefs and norms that support violence in our families and communities. • Bring sexual violence into the open and talk about it. • Learn about the harmful effects of sexual violence on individuals, families and the community.
Preparation	• Review or familiarize yourself with the norms in your community that support violence, such as rules for being a boy or man that encourage the use of violence against others, so that you can bring them up as examples during the discussions. Review the  baseline research findings. • Discussing violence can bring up strong and upsetting emotions, so Discussion leaders need to be prepared to respond to and support anyone who becomes upset during these meetings. If you feel unsure about how to do this, you should discuss strategies for responding to emotions with your supervisor. You will also need to make sure that everyone in the group remain respectful and caring towards each other.

MEETING 17**VIOLENCE THROUGHOUT LIFE****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Tell participants that for the next couple of weeks we are going to be talking about violence in our communities and in our own lives and that this is a sensitive subject. Let people know that they do not have to share personal experiences if they are not comfortable to do so.

Violence across the lives of men and women (1 hour and 10 minutes)

1. Ask participants to say what violence means and to give examples. If different types of sexual violence are not mentioned, give examples of sexual violence in the community, such as forcing another person to have sex, and ask if participants feel they are forms of violence.
2. Divide participants into four small groups, and ask each group to do the following:
 - Identify different life stages (childhood, adolescence, youth and old age) of both men and women, and draw a picture symbolizing each stage.
 - Identify all the different types of violence that men and women experience at each stage of life.
3. After about 20 minutes, bring the groups back together and ask each group to present its work.

Make sure that different types of sexual violence are reflected across the life of women and girls. If participants don't mention particular types of sexual violence, you should bring them into the open particularly those forms that are more hidden and taboo because people may be reluctant to talk about them.

4. Facilitate a discussion between participants using the following questions as a guide:
 - What can we discover about violence in our community in these maps?
 - What can we discover about the relationship between violence and being a man or a woman?
 - How does violence harm people at different stages of life?
 - Are there rules in our community that encourage violence against men or against women?
 - What do men believe about violence?
 - What do women believe about violence?
 - Who do men use violence against?

- Who do women use violence against?
- What causes violence?
- Are some members of the community expected to behave violently?
- Are some members of the community expected to accept violence? If so, why?
What would happen if they didn't accept the violence?
- How does violence make the person who experienced it feel?
- How does violence affect a person's ability to enjoy his or her right to dignity? Health? Safety? A peaceful life?

5. Explain that violence has serious and harmful effects. Tell participants that we are going to use the example of forcing another person to have sex to learn about the harmful consequences of sexual violence.

Ask participants how they think sexual violence harms a person. When they have finished contributing, provide more information on the effects of sexual violence on:

- physical health;
- mental and emotional health;
- social well-being;
- spirituality.

Refer to **Information Sheet 3** at the end of the Discussion Guide for more information on the effects of sexual violence.

6. Explain that although we can't always see the effects, sexual violence causes serious harm to a person and to those around her. It also destroys people's dignity, health, safety and peace.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes. If they wish, they may discuss with someone sitting close by.

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the meeting.

MEETING 18**MAPPING VIOLENCE IN OUR COMMUNITY****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Mapping violence in our community (1 hour and 10 minutes)

1. Divide participants into four groups, give each group four flipchart pages taped together, pens and markers, and ask each group to draw a geographical map of their community, showing where different types of violence happen.
2. After 30 minutes, ask the groups to present their maps to the group as a whole, and post the maps on the wall.
3. Facilitate a discussion about violence in the community by asking participants:
 - What can we discover about the different places that men and women experience violence?
 - Where are men safe/unsafe?
 - Where are women safe/unsafe?
 - Who is using violence against men and boys?
 - Who is using violence against women and girls?
 - Are there different reasons for using violence? If so, what are they?
 - Are there rules in our community that support or encourage violence being used in some places? For example, are there rules about being a man that allow men to use certain types of violence in certain places? If so, where?
 - Why don't we speak out about different types of violence occurring in the different parts of the community?

- How could we break the silence around violence that we don't see because it is hidden?
 - What would our relationships with each other be like without violence?
 - How can we make women and girls safer in different parts of the community?
 - How can we make men and boys safer in different parts of the community?
 - How is violence in the home and community linked to conflict in our country?
 - How has conflict in our country made violence against women and girls in families and communities worse?
 - What does power have to do with violence in our homes and community?
 - What does power have to do with conflict in our country?
4. Summarize the main discussion points.
 5. Finish the activity by asking participants to identify some of the norms in their community that support violence that you could consider changing if you want to make your community a healthier, safer and more peaceful place.
 6. Tell participants that in the coming weeks you will be talking about sexual violence in more detail.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 10 Sexual violence

Purpose	Learn more about sexual violence in the community and the harmful consequences for individuals, families and the community. Explore beliefs, attitudes and norms related to sexual violence.
Content	Meeting 19: What is sexual violence? Meeting 20: Stories of sexual violence
Objectives	• Learn about different types of sexual violence that happen in the community. • Reflect on the harmful consequences of sexual violence for individuals, families and the whole community. • Bring stories of sexual violence into the open. • Reflect on community norms and responses to sexual violence. • Begin to explore protective norms.
Materials	Information Sheet 3: Consequences of Sexual Violence.
Preparation	• Review information on types and consequences of sexual violence covered in the sexual violence training module in Part One of the Toolkit, <i>Building Knowledge and Awareness</i> and Information Sheet 3 at the end of this guide to make sure you are familiar with the physical, psychological and social effects of sexual violence and are confident in communicating this information to group members. • Review the stories for the activity in meeting 20 and adapt them if necessary. One of the stories discusses incest, which is a very sensitive subject in every community. Decide as a team whether the group is ready to discuss this issue; if not, include a different story, for example one about a situation where a girl is forced to marry a perpetrator of sexual violence.

MEETING 19**WHAT IS SEXUAL VIOLENCE?****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Information about sexual violence (1 hour and 10 minutes)

1. Tell participants that you will be talking about sexual violence for the next two weeks and acknowledge that this is a sensitive topic. If appropriate, ask for ideas about how to make the discussion easier.
2. Ask participants to divide into small groups and reflect on the violence maps they made last week by discussing the following:
 - Different types of sexual violence that happen in the community.
 - Where they happen and to whom.
 - The consequences for survivors, their families and the wider community – including the effects on a person's physical and mental health and role in the family and community, and on other family members.
3. After 20 minutes, ask each group in turn to name one type of sexual violence, without repeating what other groups have mentioned, until all have been shared.
4. After everyone has contributed, mention any forms of sexual violence that have not been mentioned that occur in the community, and if appropriate, talk about forms of sexual violence that may be more hidden and harder to speak about.
5. Invite participants to share their ideas about the harmful consequences of sexual violence.
6. When they have had the opportunity to share their ideas, mention any physical, emotional, social or spiritual consequences that were not mentioned by participants. Link the different consequences – for example, discuss how physical effects can diminish a survivor's ability to work and to care for her children as well as affecting her physical and mental well-being. Ask participants how sexual violence affects a person's dignity.

7. Conclude by summarizing the discussion and highlighting the following:

- There are many different types of sexual violence, and some are more hidden than others and harder to talk about.
- Sexual violence can have serious, even life-threatening consequences for survivors, but also for their children and other family members and even the rest of the community.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and conduct a closing ritual or invite a group member to say a few words in closing.

MEETING 20

STORIES OF SEXUAL VIOLENCE

Opening (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Sharing our beliefs (1 hour and 10 minutes)

1. Tell participants that you are going to listen to some stories about sexual violence and they will be invited to share their perspectives and opinions on these stories. If the participants can read, you can distribute the stories on a handout and ask them to choose one and discuss it in small groups; otherwise, keep the whole group together and read the stories aloud. In an all-male group, you can ask participants to imagine themselves as the woman or girl in the story and to consider the story from her perspective. After each story, ask participants to form pairs and discuss the following questions with each other and then share their responses with the whole group.

2. Read story 1.⁵

Amira is 14 years old. She was raped by a group of boys on her way to school. She knows they are in an older class. She heard the boys telling each other they were real men now. Amira feels humiliated and believes that she has dishonoured her family. She wishes that she were dead. She will not tell her parents because she is ashamed. But she is afraid that she might be hurt or pregnant or have caught some disease. She believes that if anyone finds out what happened to her, no man will love her and her future will be destroyed.

3. Ask the following discussion questions:

- If people in the community found out what happened to Amira, how do you think that they would react?
- Is Amira to blame for what happened to her? If yes, why?

⁵ Source: The case study based on interviews with survivors of sexual violence in Somalia documented in Human Rights Watch, *Hostages of the Gatekeepers: Abuses Against Internally Displaced in Mogadishu, Somalia*, HRW, (2013).

- Do you think anyone would blame her? If yes, why?
- Should she tell her parents?
- Who can help her, and how?
- If you were her friend, what would you advise her to do?
- What would you advise Amira's parents?
- Would you advise Amira to go to the police?
- What might be some reasons for Amira to go to the police? What might be reasons not to?
- What might be some reasons for Amira to seek medical help? Why might she not seek help?
- How could Amira have been protected from this situation? What would need to be different for this to happen?

4. Read story 2.⁶

Fatimah's husband forces her to have sex with him, even when she is in pain due to a medical problem. If Fatimah refuses to have sex with him, sometimes hits her and is very rough. He used to lock her in the house during the day so that she couldn't go anywhere and would have to have sex with him. She is forbidden from talking to friends whom she knew before marrying him, and this is making her very sad. Life is very difficult for her. Fatimah told her uncle about these problems, and he said that since she was married she should take care of her own problems. Fatimah went to the headman, and the headman told her to go back to her husband. Fatimah feels sick, sad and depressed.

5. Ask the following discussion questions:

- What do you think most people you know would say about Fatima's situation?
- Is Fatimah to blame for her husband assaulting her because she refuses to have sex with him? Why or why not?
- What do people you know think about a man's right to have sexual relations with his wife or a wife's right to say no?
- Who can help Fatimah, and how?
- If you were her friend, what would you advise her to do?
- How could Fatimah have been protected from this situation? What would need to be different for this to happen?

⁶ Source: The case study is based on interviews with survivors of forced marriage in South Sudan documented in Human Rights Watch, *This Old Man He Can feed US: You will marry him*, HRW, (2013).

6. If you have time, read story 3.

Mary is 12 years old. Her family shares a compound with her father's brother and his family. For some time her uncle has been doing things to Mary that make her feel ashamed, like touching her when no one is looking. Recently when there was no one else home her uncle forced her to have sex with him. Mary's mother noticed that she was bleeding and withdrawn. When Mary told her parents what had happened, her father accused her of lying and threw her out of the family home. Mary feels sick and scared and has nowhere to go.

7. Ask the following discussion questions:

- Have you ever heard of a situation like this? What happened? *(Make sure you remind participants not to share information that might identify people in the community when they are sharing their experiences).*
- Is Mary to blame for what her uncle did? Why or why not?
- Who should do something to help her?
- What kind of help might Mary need?
- If you were Mary's friend, what would you advise her to do?
- How could Mary have been protected from this situation?

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Thank people for their participation and conduct a closing ritual or invite a group member to say a few words in closing.

WEEK 11 Beliefs and norms about sexual violence

Purpose	Explore community and personal beliefs about sexual violence, and discuss how these beliefs contribute to or prevent sexual violence.
Content	Meeting 21: Community beliefs about sexual violence Meeting 22: Personal beliefs about sexual violence
Objectives	• Reflect on beliefs and attitudes that blame victims rather than perpetrators of violence. • Consider the current situation for rape survivors in our community. • Bring beliefs and norms that support sexual violence into the open. • Consider and articulate norms that protect women and girls against sexual violence. • Consider whether there are any beliefs and norms that support sexual violence that the group may hold but be ready to change.
Materials	One set of picture cards representing the following positions: • I believe this. • I do not believe this, but am not ready to say so outside the group. • I do not believe this, and am ready to take action.
Preparation	• For the activity on community norms in meeting 21, choose questions and responses from the baseline survey that reflect community norms. If possible, choose questions that have an unexpected response or that reveal that people's personal beliefs are different from the norm, so that you can challenge common perceptions about a norm that may not be as widely held as people believe. These will be a good starting point when it comes to discussing change in the community. • For the activity on personal beliefs in meeting 22, make the picture cards described above • Make a list of community norms that support sexual violence, based on information from the baseline survey. Examples might include the belief that a girl or a woman who is raped should keep it to herself, or that it is OK for a father to prevent his daughter who was raped from seeking services, or that girls who go to bars or discos are asking to be raped, or that a mother should prevent her daughter from seeking services because the father will blame her for it.

MEETING 21**COMMUNITY BELIEFS ABOUT SEXUAL VIOLENCE OPENING
(5 MINUTES)**

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Community beliefs (1 hour and 10 minutes)

1. Tell participants that you are going to learn about and discuss some of the beliefs in the community about sexual violence. Explain that before you began the programme you asked different representatives from the community questions about their opinions and beliefs relating to sexual violence. Say that you will share some of the questions from the survey and ask participants to think about how they think the majority of people responded.
2. Read the first question aloud and ask participants how they think most men in the community responded and then how they think most women in the community responded.
3. After everyone has had an opportunity to share and discuss their thoughts, tell them the actual findings from the survey. If you can, share the responses of different age groups, too.
4. Ask participants if there were any differences between how they thought people had responded and how people actually responded. If participants mention any differences, ask: Why might people's private beliefs be different from what we think they are? What does this tell us about support for this norm in our community?
5. Continue to read the selected questions one by one, asking for participants thoughts about how others in the community would respond and discussing any differences with the actual responses.
6. Facilitate a discussion about community beliefs using the following questions as a guide:
 - Which of these beliefs might contribute to sexual violence? How?
 - Which of these beliefs might protect women and girls from sexual violence? How?
 - How might some of these beliefs stop survivors from getting help?

- Where do these beliefs come from?
- Why might people not feel able to share different beliefs with others in the community?
- What can be learned in cases where people's private beliefs are different from what we thought they would be?

7. Finish the activity by explaining that sometimes we assume that everyone in the community shares a particular belief when this is not the case. If many people in the community do not agree with something, such as keeping silent about sexual violence, we can reach out to those people and together make real changes in our community to reduce acceptance of sexual violence. Sometimes people just need to know that enough other people share their beliefs to feel motivated to speak out.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 22**SHARING PERSONAL BELIEFS****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Sharing our beliefs (1 hour and 10 minutes)

1. Tell participants that you are going to read a series of statements that reflect beliefs in your community. Ask them to listen carefully and choose one of three options in response to each statement.
2. Place the three picture cards representing the three options in a line down the middle of the room. Explain what each picture means.
 - I believe this.
 - I do not believe this, but am not ready to say so outside the group.
 - I do not believe this, and am ready to take action.

Explain that participants should stand near the picture that best represents their response to each statement.

3. Read out one belief that supports sexual violence, such as 'a girl or a woman who is raped should keep it to herself', and allow people time to think about their response and move to the card that reflects their personal belief.
4. Ask representatives from different positions the following questions:
 - Has your belief changed since you started this group?
 - If yes, what has caused it to change?

Ask people standing near the 'I do not believe this, but am not ready to say so outside the group' card what would need to happen before they felt able to share their opinion with others.

Ask people standing on the 'I do not believe this, and am ready to take action' card what kind of action they could take.

5. Continue to read out beliefs, asking people to reflect on their opinion and choose a position that best reflects it.
6. Bring everyone back to a talking circle and facilitate a discussion using the following questions as a guide:
 - How did it feel to share your beliefs with others?
 - Did anything surprise you about other people's beliefs – for example, did you assume that everyone had the same beliefs?
 - Did seeing what other people believe affect your own opinion?
 - What was it like to be with others who share the same beliefs?
 - What was it like to have different beliefs from others?
 - What can we learn from this?
 - Do you think there are others in the community who hold different opinions but are not willing to speak up?
 - What could we do to help people feel confident enough to speak up and to take action?
7. Finish the activity by making the point that beliefs and attitudes can and do change. What others think can be a powerful influence on our own beliefs, and changing beliefs in the community is an important step in changing behaviours.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

Exploring and agreeing on options to move from dialogue to action

PHASE

4

WEEK 12 Rules for behavior

Purpose	Identify and affirm positive rules for behaviour in the community that promote healthy, safe and peaceful lives for women and girls.
Content	Meeting 23: Affirming positive rules Meeting 24: Building on positive rules
Objectives	• Identify positive beliefs and behaviours that promote respectful and non-violent relationships between men and women and protect against sexual violence. • Analyse harmful norms and discover positive norms we could adopt to replace harmful ones. • Role play different norms that would reduce violence against girls and women.
Preparation	• Think about how you can make sure that norms that hold women and girls responsible for sexual violence or that limit women's and girl's freedom of movement or contribute to their disempowerment are not reinforced during the discussion. You might want to refer back to discussions about human dignity and human needs if this happens. • This week's discussion and activities are continued in week 13; however, if you feel more time is needed, be prepared to adjust accordingly. • You will need to identify harmful norms that contribute to sexual violence in your community. Choose norms reported in the  baseline research that best suit the group. For example, for a group of service providers you might focus on norms that contribute to stigma and lack of confidentiality. For groups representing the school community you might choose to focus on norms that relate to young men, such as norms that support young men to use violence or disrespect young women and norms that promote inaction by teachers.

MEETING 23**AFFIRMING POSITIVE RULES****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Rules for protection (1 hour and 10 minutes)

1. Ask participants to think back on earlier discussions about rules and the reasons for them. Tell them you will be thinking about rules that are positive and protective and that help to keep girls and women safe from violence.

Give examples of positive protective rules, such as that parents should care for and protect their children from harm by knowing where they are and who they are with. Give examples of other positive rules that protect women and girls; make sure the examples you give don't put the responsibility on women and girls for staying safe.

2. The next step depends on who is in the group.

If the group is made up of community members, divide participants into four groups. Ask two groups to identify family rules and expectations, and the other two to identify community rules and expectations, that serve the following purposes:

- Promote respectful, non-violent relationships between men and women, boys and girls.
- Protect girls and women from violence.

If the group is made up of service providers, divide participants into three groups and ask each group to identify the formal rules and expectations about workplace behaviour that serve the following purposes:

- Promote respectful, compassionate attitudes towards survivors of sexual violence.
- Promote confidentiality.

If the group is made up of members of the school community, ask participants to divide into small groups and identify formal rules and expectations that serve the following purposes:

- Promote respectful, non-violent relationships between boys and girls.
- Protect girls from sexual violence.

Ask them to think about rules for boys, for girls, and for teachers and other school staff.

3. After 30 minutes, bring the groups back together and invite each group to present its list of rules. Invite other participants to comment on the list, add their ideas and challenge rules that they don't think promote human dignity, fairness or non-discrimination. For example, if participants offer a rule saying 'girls after a certain age should not go to school to protect them from boys', question that rule and ask the group to decide whether it is a positive rule or not. If there are many positive and protective rules in the community or the topic is generating a lot of discussion, continue this discussion at the next meeting.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 24**BUILDING ON POSITIVE RULES****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Rules for protection, continued (40 minutes)

1. Review the lists of positive rules discussed in meeting 23. Ask the groups to continue presenting their rules, and ask other participants to continue commenting on them.
2. Make a list together of the positive rules that promote respectful and non-violent relationships and that protect girls from sexual violence. Be sure that participants know that you are summarizing rules that they have brought up in discussions, and conclude by telling them that these are the rules that you will build on to create more respectful relationships between men and women and to protect girls and women from sexual violence.

Role playing a different reality (30 minutes)

1. Explain that particular beliefs and behavioural rules contribute to sexual violence. These include rules that give different roles to women and men that lead to women being less respected, rules that encourage men to use violence, rules that prevent us from speaking out and taking action to stop sexual violence, and rules that blame victims rather than perpetrators.
2. Tell participants that you are going to explore how things could be different if these beliefs and rules changed, but that before you begin, you want participants to quietly think back on the ideal community they imagined in meeting 3 for a few minutes.
3. Ask participants to form groups of four people and give each group a different statement representing a harmful norm.

4. Ask each group to develop two short skits :

- The first should show the norm in everyday life and the impact that it has on the feelings and dignity of the people involved.
- The second should show how people would behave if the norm were reversed.

For example, if the norm stigmatizes and ostracizes a rape survivor, the first drama would show a girl or woman being treated badly, rejected and discriminated against, and the second drama should show the same person being supported, accepted and cared for.

5. When the time is up, tell participants that they will share the dramas at the next meeting.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 13 Change

Purpose	Explore ideas and experiences for social norm change, and articulate a shared positive belief and commitment to change.
Content	Meeting 25: Ideas for new rules Meeting 26: What can we do?
Objectives	• Consider how community members acting together can change social norms to reduce violence against women and girls. • Develop a positive shared belief and commitment to preventing sexual violence.
Preparation	• Develop one or two examples of a positive belief or norm, based on the group membership and on what group members expressed during meeting 24. • Consider bringing groups together to help inspire each other at this point. For example, if male and female opinion leader groups would like to work together, you should facilitate this. • Make sure other members of the CE&A Team participate in this and future meetings about change, as actions discussed here will be included in the community action plan.

MEETING 25**IDEAS FOR NEW RULES****Opening (5 minutes)**

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Role playing a different reality, continued (1 hour and 10 minutes)

1. Allow participants 10 minutes to practice the two dramas they developed in the previous meeting, and then invite each group to perform the dramas, the first showing the impact of a norm that supports sexual violence and the second showing how people would behave if the norm were reversed.
2. After each group's performances:
 - Ask each character what he or she feels and thinks.
 - Ask all participants if they can imagine this situation.
 - Ask all participants what people would need to do to change from the first to the second scenario in real life.
 - Ask people if they could introduce one new rule into the community, what it would be.
3. Finish the activity by explaining that people working together have the power to transform family and community rules to create a healthier, safer and more peaceful community for women and girls.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 26**WHAT CAN WE DO?****Opening (5 minutes)**

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Brainstorming what we can do (1 hour and 10 minutes)

1. Ask participants to share an example of positive change in their community. Ask them to think back to their parents' or grandparents' time and to think of something that has brought positive changes to the community since then.

When someone shares an example, ask everyone:

- How did the positive change come about? What sparked the change?
 - How was power used to make the change?
 - What can we learn from this?
2. Explain that change is possible and happens in communities all over the world every day. People can stop violence against women and girls by using their power to change the rules and expectations about how people should behave towards each other.
 3. Ask participants if based on everything you have learned and discussed together, they wish to make changes to prevent sexual violence in the community. If people are uncertain, have a discussion about why and what the obstacles are.
 4. Show a picture card with a path leading into the future and a group of people halfway along the path. Ask participants how your work together is like a journey.

Explain that your journey as a group meeting every week will come to an end soon and you need to decide how you will use what you have learned and discussed to finish your journey, at the end of which lies a healthier, safer and more peaceful community.

Explain that the first part of the journey has concentrated on reflecting on your lives and those of others in the community, learning from each other about how you see the world, and thinking about alternative ways of understanding – and that the next part of your journey involves taking your ideas and conclusions out of the meeting and using them to take action to make the community safer and fairer for everyone.

3. Tell participants that your task today is to start to draw the map that will guide the next stage of the journey. Explain that there are many paths toward the end and you need to decide which path you will take. Tell participants the first task is to agree on a shared belief you hold as a group. In the same way that some shared beliefs can promote disrespect and violence, you are going to select a shared belief that promotes non-violence and respect for women and girls.

Suggest an example or two of shared beliefs relevant to the group based on what participants have expressed during discussions and activities. Possible examples include the following:

- *As leaders in this community, we believe sexual violence is a terrible and harmful act and that protecting women and children is everyone's responsibility.*
- *As community members, we believe that every child should be protected from violence in the family and in the community.*
- *As health workers, social workers, police officers and other helpers we believe every member of the community has the right to be healthy and safe and that survivors of sexual violence deserve to be treated with dignity and compassion.*
- *As a school community, we believe our school should be a safe and peaceful place where every student's dignity is respected.*

Share examples that other groups in the community have come up with. Then ask participants to choose their own shared belief.

4. Once the group has agreed on a shared belief, ask participants what commitment they can make together to uphold the belief. Give an example, but then ask the group to come up with its own statements. Possible examples include the following:

- *As leaders in this community, we promise to speak out against sexual violence.*
- *As men, we make a pledge to be non-violent and respectful towards the women and girls in our families and community and to hold other men accountable to this standard. This means that we will not beat our wives and daughters and will expect our sons to treat their mothers and sisters with respect. If we see other men disrespecting their family members, we will speak to them about it.*
- *As health workers, social workers, and police officers we make a commitment to treat survivors of sexual violence with respect, confidentiality, compassion and dignity and will not discuss their situation with anyone without their consent.*
- *As a school community, we make a commitment to zero tolerance of sexual violence, to holding perpetrators accountable and to treating survivors with care.*

5. After you have shared an example, ask participants in small or large groups to come up with other ideas of a commitment they can make as a group.
6. Once you have a few ideas, work to reach a consensus on a statement of shared belief and commitment. This may take some time, but it is very important that everyone agrees, so continue to facilitate the process until everyone feels satisfied. If it is not possible to reach agreement on a particular commitment, go back to the list the group generated and select another one for discussion.
7. Conclude the meeting by reviewing the statement of shared belief and commitment the group has made and congratulating everyone for this achievement.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 14 Making an action plan

Purpose	Develop a concrete plan for putting the group's commitments for change into action.
Content	Meeting 27: Brainstorming actions Meeting 28: Beginning to agree on actions
Objectives	• Generate ideas about activities and actions we can take to turn our shared beliefs and commitments into real change in the community. • Think about resources we will need, responsibilities for different actions, and time frames.
Preparation	• Based on the commitment made by participants in the last meeting, prepare an objective for the action plan you will be asking the group to develop. For example, if a men's group committed to non-violence and respectful relationships, their objective could be phrased as: 'We will promote non-violent and respectful behaviour of men towards women and girls in our families and community.' It should be clear that you are only restating an objective that participants have already agreed on. • You will need to present the activities generated by the group in meeting 27 in meeting 28 to help the group begin to prioritize action they would like to take, so make sure you note them down during meeting 27.

MEETING 27**BRAINSTORMING ACTIONS****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Choosing objectives and thinking about strategies (1 hour)

1. Explain to participants that you are going to develop a plan to take your beliefs about and commitments to a healthier, safer and more peaceful community for women and girls and turn them into action.
2. Present the objective that you wrote based on the commitment participants made during the previous meeting and make sure participants are happy with the objective – if not, revise the objective with participants.
2. Ask participants to divide into groups of four to six people, and give each group a set of blank cards.
3. Ask the groups to come up with as many actions as possible that they can take, and get others in the community involved in, to achieve this objective, and write or draw each action on a separate card. Tell them that there are no right or wrong answers, and encourage them to be as creative as possible.
4. After 15 minutes of discussion, ask for everyone's attention and ask if they have considered the following:
 - How can we reach people in positions of power and get them to join us? How can we use our own power to influence others?
 - How can we use the media to build awareness?
 - How can we reach out to different groups, such as women in the home, young men and young women?
 - What actions can we take as individuals in our own lives, including in our families?
 - What actions can we take together?

If you think participants need more inspiration, you may wish to review different examples of actions on **Information Sheet 4** at the end of this guide with the groups. Encourage them to continue discussing actions for 20 more minutes.

6. Invite the groups to present their action cards to the group as a whole. If you have time, you should encourage people to be creative, for example by presenting one of their ideas as a role play or a song. Choose an activity based on how much time you have and what will work for your group.
7. After all the action ideas have been shared, collect the cards.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

MEETING 28**AGREEING ON ACTIONS****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Reaching consensus on action (1 hour and 10 minutes)

1. Explain to participants that your task for this meeting is to continue to discuss and prioritise the actions you will take together. Say that you will not come up with a final plan today, and more planning meetings will be held that participants will be invited to along with others in the community to finalise the plan and agree on what resources will be needed, who will responsible for different actions and a timetable for completing them.
2. Start by reviewing the different activities generated at the last meeting. Explain that the next step involves choosing the highest-priority actions to begin with. About 10 would be a good number – if there are too many on the list, it will seem unachievable.

Tell participants that any activities not chosen for this list can still be considered at a later time.

Ask group members to discuss each activity; at the end of each discussion, hold a vote on whether that activity should be included on the list. Possible voting methods include the following:

- a show of hands;
- putting tick marks on flipcharts on which each activity is listed;
- pebbles or beans placed on top of a paper with each activity listed.

Ask participants to consider the following when choosing activities.

- whether there are resources available inside and outside the community, and people or groups that can carry them out;
- whether they are personally willing to contribute time to the activity;
- how much impact the activity will have.

4. Conclude the meeting by reviewing the actions you have agreed on so far and telling participants when an action planning meeting will be held that will bring together participants from different discussion groups and others in the community to develop a final action plan.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Encourage a few people to share their reflections.

Thank people for their participation and close the group.

WEEK 15 Communicating our commitment to others

Purpose	Plan ways to communicate that change is happening and to show commitment to new rules against sexual violence.
Content	Meeting 29: Reaching out to others Meeting 30: Making a public commitment
Objectives	• Identify our social networks. • See how we can communicate new ideas and beliefs opposing sexual violence to others in our community through our networks. • Plan how we will show our commitment to preventing sexual violence publically and reach more people with our message of change.
Preparation	• Draft an action plan that incorporates the decisions made at the last meeting. • Organize a celebratory closing ceremony.

MEETING 29**REACHING OUT TO OTHERS****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend. Make reference to all of the hard work everyone has done throughout the discussion group.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Reaching out through our networks⁷ (1 hour 10 minutes)

1. Give each participant a piece of paper and pen. Ask participants to do the following:

- Draw a circle in the middle, and draw yourself or write your name in it.
- Think of your family members, friends and the other important people in your personal life. Choose the 10 most important people and draw them or write their names outside the circle. Then draw lines between you and each of those people.
- Are any of those people are connected to each other (other than through you)? If yes, draw a line connecting them.
- Now think of 10 people who are in your personal network who you don't think are very important (don't worry, we won't tell them). Draw them or write their names on the paper and draw lines connecting them to you.
- Now, think about who those people are connected to other than you and draw lines.
- Next, look at your first, most important group. Choose one or two of them and draw people who they know, but you don't really know (for example, family members or co-workers).
- Are any of them connected to other people you know? If yes, draw a line connecting them.
- Finally, draw a circle around any of the people on your drawing who you think are considered important or influential by people in your community.

⁷ This activity is adapted from the Draft UNICEF/UNFPA FGM/C Abandonment Toolkit, Module 5, June 2013. Further information is available from UNICEF's global GBV Specialist.

2. Ask participants to look at their map and reflect on the following:

- Why are the people you chose important to you? In what ways do they affect your life?
- The people who are not very important but are in your network: how connected were they to other people you know? Did this surprise you? Why?
- Who would you go to for advice on a family conflict? Why?
- Who would you go to if you had a problem and needed help? Why?

3. Facilitate a discussion using the following questions:

- What does this exercise tell us about the people we know?
- What can we learn from this about the extent of interconnectedness and the strength of connections in our community?
- What makes someone more important to us than others? If we drew a circle around that person, does that automatically make them more important to us?
- How have our beliefs and behaviours been influenced by others in our network?
- How can we influence the beliefs and behaviours of people in our network to spread the message of change, and information and ideas about preventing violence, to others?
- If each one of us reaches out to 10 others in our networks with a message of change, how many people can we reach together?
- How can we bring these people into our action plan?

4. Finish the meeting by talking about ways participants can introduce the message of change within their social networks and explaining that to make change spread and last, we need to reach out to as many others as we can and help them think about values of human dignity and fairness and what they can do to change our communities to make them healthier, safer and more peaceful for women and girls.

Reflection and closing (10 minutes)

Ask group members to quietly reflect on the following questions for a few minutes:

- Did I learn new information today? What?
- Did I learn new skills or ideas? What?
- Will I take action in my own life in response to what I learned? How?

Thank people for their participation. Conduct a closing ritual or invite a group member to say a few words in closing.

MEETING 30**MAKING A PUBLIC COMMITMENT****Opening** (5 minutes)

Welcome everyone and thank them for making the time to attend.

Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

Review of previous meeting (5 minutes)

Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

- shared it with another person outside the group;
- used it in daily life.

Making our commitment public (1 hour)

1. Tell participants that this meeting is the end of the first stage of your journey and the beginning of another. Explain that your last task together as a discussion group is to identify the first task of the next part of your journey to promote dignity and justice for all members of our community.
2. Explain that your task is to identify a way that you can show the world your commitment to change and invite others to join you.
3. Explain that showing your collective commitment to new rules that support safety and peace in your families and community is best done through a public declaration of commitment. Review the commitment statement that the group made and ask how participants think they could publically demonstrate their support for it.
4. Brainstorm a list of ideas – either in a large group or in smaller groups if you think this will generate more ideas. Encourage participants to be creative and to think of the public demonstration as a celebration.
5. When people have finished sharing ideas, you can explain that in other communities all over Africa where people have participated in community discussions much like yours, participants have made public declarations to show their commitment to end forms of violence against women and girls, such as female genital mutilation/cutting (FGM/C) and domestic violence.

Explain that some communities have held public ceremonies attended by government officials and the media, as well as the community at large. At some ceremonies, people have signed a document, made pledges and promises and spoken of their commitment. People who do not participate in group discussions but who attend the public ceremonies are introduced, often for the first time, to information about the problem and about action others in the community are taking against it.

Explain that some communities have held village-level ceremonies, in which group members announce their commitment to end violence before the entire community. Local and national media, officials, civil society and guests from neighbouring villages have participated in these celebrations, and signatures have been collected from people who pledge to protect girls and women from violence.

In some communities social and professional groups have taken a stand against practices such as FGM/C. Midwives have signed oaths, youth groups have joined their voices against FGM/C, and transport drivers and the taxi drivers have helped disseminate advocacy materials. Religious leaders have played a very important role, for example by showing in public statements, books and popular religious songs that religion does not support violence against women and girls. You might like to read out the public commitment made by multi-faith religious leaders against domestic violence in South Africa as an example (see **Information Sheet 5**).

6. Invite participants to discuss further ideas for showing public commitment, decide which ones are feasible and agree as a group on the best way to make a public demonstration of their new commitment.

You may wish to suggest that representatives from this group meet with representatives from other discussion groups to decide what public declarations they might make together.

If you are working with a group of service providers or the school community and they have decided to have a school or workplace event, help them plan by discussing the following questions:

- What is the purpose of the event – what is the specific commitment participants will make at the event? Who is making the commitment?
- When will it take place? Decide on the date and time.
- Where will it take place? Decide on the location and venue.
- Who should be invited to attend? How big will the event be? Will there be special guests such as public officials?
- What tasks need to happen to organize the event? Write a list of specific tasks – for example, obtaining permission from local authorities to use the market place, inviting special guests, hiring equipment, such as a sound system, making a banner, printing copies of the declaration and arranging for someone to take photos.
- For each task, who will be responsible for carrying it out, and what is the timeline?

7. If for some reason group members feel that it would be unsafe to hold a public event or for people to publically show their support to a commitment the group has made, decide as a group how people can publically demonstrate support without identifying themselves.

Having people make handprints on fabric or making pictures that can be publically displayed are examples you could share to inspire the group to come up with ideas.

8. Finish the meeting by outlining what the next steps are in implementing the group's action plan.

Closing celebration

It's time for a festive and celebratory closing ceremony to bring closure to this stage of the journey as a group and welcome the next one!

INFORMATION SHEET 1

Participatory activities

Icebreakers

Paired introductions: Ask participants to find a partner and spend a few minutes finding out about that person before they introduce each other to the rest of the group. You can ask participants to find out different pieces of information depending on how much time is available and how much sharing you want to encourage, their names, information about their families, their lives, their work, their hopes and expectations, their fears and worries and their reasons for joining the group.

A variation of this is to create pairs by giving each participants half of an item – such as a picture of a common object or the names of well-known couples – and asking them to find the participant with the other half.

Drawing names: Ask participants to come forward in turn and say their name, draw something on the flipchart that has special meaning for them, and explain what it is. If everyone is literate, they can write their names on the flipchart beside the drawing.

Ball-throwing name game: Start by telling everyone your name and then throw a ball to another participant. Ask that person to 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, ask each person to say the name of the person they throw the ball to.

Energizers

Counting and clapping: Ask participants to stand in a large circle. Explain that you are going to count around the circle, starting at 1 and counting upwards. Every time the number is 3 or a multiple of 3, that person should clap instead of saying the number. If a person makes a mistake they drop out of the game. Continue until only a few people are left.

I went to market: One participant begins by saying, 'I went to market and I bought', followed by the name of an item beginning with 'a'. The next person repeats what the first person said and adds an item beginning with 'b' – and so on until 'z' is reached. If people forget what has been bought already, they drop out.

Simon says: Participants do whatever the leader says, but only if the leader uses the phrase 'Simon says' before describing the action. (Use a culturally appropriate name.) If the leader has not said 'Simon says' and someone does the action, that person drops out.

Everyone move who: Everyone sits in a large circle. The leader stands in the middle and says, 'Everyone move who is wearing blue.' Everyone who is wearing blue has to move to find another chair. As everyone is moving, the leader sits on one of the chairs. Whoever does not find a chair in time, takes the place in the middle of the group. That person says, 'Everyone move who got up before 6 a.m.' Everyone moves again,

and the person from the middle sits on one of the empty chairs. Repeat for several turns. Other possible 'everyone who' statements include the following:

- everyone who can speak more than 2 languages
- everyone who can stand on their head
- everyone who eats pancakes for breakfast
- everyone who lives more than 10 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 small groups of three or four people. 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.

Call out a range of numbers including some quite small and others quite large to encourage people to be creative and work together. This requires a certain amount of physical contact, especially to achieve the smaller numbers.

Forming shapes: Divide participants into groups of five or six people. 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, an elephant or a snake. This activity is only suitable if physical contact is appropriate in the group.

Quick numbers: Ask everyone to stand 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 people. Ask each group to stand in a small circle, facing inwards. They should close their eyes. Ask everyone 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. (Go around the groups and make sure that everyone is holding just two other hands and that there are no free hands left over.)

Next, ask them to open their eyes but keep hold of each other's hands. The group now has to try and untangle the 'knot' it has created without anyone letting go.

This often requires climbing through and over each other, so this activity is only suitable if physical contact is appropriate in the group.

Group discussion activities

Brainstorm: The group quickly comes up with as many ideas as possible to generate creative thinking.

Buzz groups: Participants turn to their neighbours for a short discussion.

Case study: A brief story or description of a problem – for example, one that has arisen in the past and was dealt with.

Debate: Participants take up different or opposing sides on a problem and argue in support of their position.

Drama: Participants present a prepared play for which they have practiced their parts in advance.

Go-arounds: All participants get a chance to speak without interruption, one at a time, going around the entire group.

People wheel: People stand in two circles of equal numbers, one inside the other, so that each person in the inside circle faces someone in the outside circle – for example, to introduce themselves. The wheel can rotate left or right until each person has addressed each other person in the group.

Role play: Participants act out a particular role – for example, that of a police officer or of a human rights victim – without practicing beforehand.

Reporting back: After having worked in small groups, participants report back to the larger group the results of their discussion. This can be done as a straightforward report or creatively, for example through drama, song or a picture.

Talking circle: Participants sit in a circle so they can see each other face to face.

Closing activities

One word feeling: Go around the circle and ask everyone in the group to say one word about how they are feeling.

Finish the sentence: Say the beginning of a sentence or write it on flipchart and go around the circle and give each person a chance to complete the sentence. Possibilities include: 'The best thing about today for me was ...' and 'I'm leaving with the hope that ...'

INFORMATION SHEET 2

Human rights

Information about human rights

Human rights are standards for a life with dignity.

Every person has rights simply by being alive. They are not granted by anyone. We are born with them and they cannot be taken away.

Human rights apply to every person regardless of race, religion, nationality, age, sex, membership in a particular social group, or any other distinction.

A government can help protect our rights by creating laws, but governments do not give us our human rights.

Every right comes with responsibilities. I have a right to live free of violence, but I also have a responsibility to respect others' right to safety and security. Respect for other people's human rights is a duty as part of the human race.

When a person's rights are violated, it is an act of injustice. When people demand their rights, they are fighting for justice and for what they deserve. They are not asking for welfare, kindness or pity. When we promote women's or children's rights, we are fighting for justice.

Every culture, religion and people has a concept of rights even if they do not use the word.

Modern human rights evolved after World War II when the United Nations agreed a first list of human rights in the Universal Declaration of Human Rights (UDHR) of 1948. In 1976, two other key laws were adopted that, together with the UDHR, form what is known as the International Bill of Rights. Some human rights are economic and social; others are civil and political rights.

Human rights have been expanded through a variety of United Nations treaties, conventions and covenants (all types of international laws). Some laws prohibit specific acts, like genocide or torture or racism, while others protect specific populations, like refugees or children or women.

Human rights are guaranteed and legally protected through international, regional and national laws. The United Nations has some mechanisms to protect human rights. However, the main mechanisms for the protection of human rights are national governments. The human rights they must protect are those they have agreed on. When it becomes a party to a human rights treaty, a government agrees to do the following:

- Respect the human rights listed in the treaty.
- Protect the rights from violation by others.
- Ensure the enjoyment of the rights without discrimination of any kind.
- Ensure that people whose rights are violated have an effective remedy.

Summary of the Universal Declaration of Human Rights⁸

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.

⁸ Source: Amnesty International, *First Steps: A Manual for Starting Human Rights Education* <www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=511&category_id=6&category_type=3&group=>.

19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Summary of the Convention on the Rights of the Child⁹

Article 1: Definition of a child

Everyone under 18 years of age has all the rights in this Convention.

Article 2: Non-discrimination

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: Best interests of the child

All organisations concerned with children should work towards what is best for each child.

Article 4: Rights in practice

Governments should make these rights available to children.

Article 5: Parents' guidance and the child's growing abilities

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6: Survival and development

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7: Name and nationality

All children have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

Article 8: Identity

Governments should respect children's right to a name, a nationality and family ties.

Article 9: Separation from parents

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10: Family reunification

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11: Transfer and non-return of children

Governments should take steps to stop children being taken out of their own country illegally.

⁹ Source: UNICEF, *What Rights: Summary of the UN Convention on the Rights of the Child* <www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf>.

Article 12: The child's opinion

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Freedom of expression

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14: Freedom of thought, conscience and religion

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15: Freedom of association

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16: Protection of privacy

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17: Access to appropriate information

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18: Parents' responsibilities

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19: Protection from abuse and neglect

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Protection of a child without a family

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21: Adoption

When children are adopted, the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22: Refugee children

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23: Disabled children

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24: Health and health services

Children have the right to good quality health care, clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Review of placements

Children who are looked after by their local authority rather than by their parents should have their situation reviewed regularly.

Article 26: Social security

The government should provide extra money for the children of families in need.

Article 27: Standard of living

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28: Education

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Aims of education

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children of minorities or indigenous populations

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: Leisure, recreation and cultural activities

All children have a right to relax and play, and to join in a wide range of activities.

Article 32: Child labour

The government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33: Drug abuse

The government should provide ways of protecting children from dangerous drugs.

Article 34: Sexual exploitation

The government should protect children from sexual abuse.

Article 35: Sale, trafficking and abduction

The government should make sure that children are not abducted or sold.

Article 36: Other forms of exploitation

Children should be protected from any activities that could harm their development.

Article 37: Torture and deprivation of liberty

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38: Armed conflicts

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39: Rehabilitative care

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40: Children in conflict with the law

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41: Respect for higher standards

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42: Putting the CRC into practice

The government should make the Convention known to all parents and children.

Summary of the Convention on the Elimination of All Forms of Discrimination Against Women¹⁰

The CEDAW Treaty contains 30 articles that provide a practical blueprint to promote basic human rights, achieve progress and overcome barriers of discrimination against women and girls, while recognizing that it is up to each country to determine how best to bring their policies and laws in line with ending discrimination against women. A summary of the key articles follow:

Article 1: Definition of Discrimination. Defines discrimination against women to cover all facets of human rights and fundamental freedoms.

Article 2: Country duties. Countries must eliminate discriminatory laws, policies, and practices in the national legal framework.

Article 3: Equality. Women are fundamentally equal with men in all spheres of life. Countries must take measures to uphold women's equality in the political, social, economic, and cultural fields.

Article 4: Temporary special measures. Countries may implement temporary special measures to accelerate women's equality.

Article 5: Prejudice. Countries agree to modify or eliminate practices based on assumptions about the inferiority or superiority of either sex.

Article 6: Trafficking. Countries agree to take steps to suppress the exploitation of prostitution and trafficking in women.

Article 7: Political and public life. Women have an equal right to vote, hold public office, and participate in civil society.

Article 8: International work. Women have the right to work at the international level without discrimination.

Article 9: Nationality. Women have equal rights with men to acquire, change, or retain their nationality and that of their children.

Article 10: Education. Women have equal rights with men in education, including equal access to schools, vocational training, and scholarship opportunities.

Article 11: Employment. Women have equal rights in employment, including without discrimination on the basis of marital status or maternity.

Article 12: Health. Women have equal rights to affordable health care services.

¹⁰ Source: CEDAW Task Force of The Leadership Conference on Civil and Human Rights A summary of the key articles accessed at: www.cedaw2010.org/index.php/about-cedaw/summary-of-provisions.

Article 13: Economic and social life. Women have equal rights to family benefits, financial credit, and participation in recreational activities.

Article 14: Rural women. Rural women have the right to adequate living conditions, participation in development planning, and access to health care and education.

Article 15: Equality before the law. Women and men are equal before the law. Women have the legal right to enter contracts, own property, and choose their place of residence.

Article 16: Marriage and family. Women have equal rights with men in matters related to marriage and family relations.

Articles 17-24: The Committee on CEDAW and reporting procedures.

Articles 25-30: Administration of the Convention.

INFORMATION SHEET 3

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.

Physical consequences

Physical effects manifest in or upon the victim/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. 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.

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 violence¹¹

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

¹¹ World Health Organization, *Guidelines for Medico-legal Care for Victims of Sexual Violence*, WHO, (Geneva, 2002).

INFORMATION SHEET 4

Ideas for action

Actions men could take to promote non-violent and respectful behaviours towards women and girls:

- Speak out as a group when they see other men behaving violently or disrespectfully towards a woman or a girl in their neighbourhood.
- Report acts of violence against women and girls to local leaders or authorities who can take action to sanction the perpetrator.
- Start conversations with other men in their families and social networks who express opinions that foster sexual violence.
- Start a campaign in the community to educate other men about the benefits of non-violent and respectful relationships between men and women and the importance of human dignity.
- Speak out in favour of non-violent and respectful relationships publically at every opportunity, such as in public forums, at public meetings and on local radio; hold a competition to develop a campaign logo and get local businesses to sponsor it.
- Hold public meetings to speak about their beliefs and encourage others to express their views.
- Start a workplace discussion group about non-violence and respectful relationships and encourage other men to take an oath committing to non-violence and respect towards women and girls.
- Go to schools, youth groups and sports teams to talk with and mentor young men about non-violent and respectful relationships with women.
- Have a public art competition inviting men to submit art that shows non-violent ways of being a man.
- Encourage religious leaders to make proclamations linking gender equality and respect for women and girls to religious values and to condemn discriminatory practices in their sermons.

Actions men and women community members can take to speak out against sexual violence and hold perpetrators accountable:

- Start an information campaign to raise awareness that protecting women and girls from sexual violence is everyone's responsibility and sexual violence will not be tolerated by families and communities.
- Hold a community concert, rally or march in support of women's and girl's rights to be safe from violence.
- Create a mechanism so that allegations of sexual violence can be confidentially reported to authorities or service providers.
- Publically condemn perpetrators in cases of confirmed violence.
- Create a community watch group.
- Organize communal child care for children whose parents are not able to supervise them due to work commitments.

- Show support and acceptance to survivors or families of survivors by offering them comfort and disagreeing politely with people who continue to judge and blame them.
- Hold peaceful vigils outside a courthouse or customary court in support of survivors.
- Organize a volunteer service to accompany survivors and their families to legal proceedings.
- Educate traditional leaders about the harm caused by sexual violence and the rights of survivors.
- Organize street theatre in public places such as markets to start a conversation with people.
- Lobby local leaders to introduce new rules that prohibit sexual violence.

Actions professionals and volunteers who provide care and support to survivors of sexual violence can take:

- Speak with women's and children's groups to let them know that survivors will be treated with confidentiality and respect if they come forward.
- Train others in their workplace about the harm caused by sexual violence and the rights of survivors.
- Start a workplace discussion group on human rights.
- Develop a workplace code of conduct and have all staff sign it.
- Develop a charter of survivor's rights and post it around the community.
- Politely challenge colleagues who speak disrespectfully to or about survivors.

Actions the school community can take to create zero tolerance towards sexual violence in schools:

- Establish a prevention committee at school with staff, student and parent representatives.
- Establish a reporting and investigation mechanism for allegations of sexual violence and disciplinary procedures.
- Nominate student and teacher focal points for information sharing and reporting.
- Develop a code of conduct for teachers and have them sign it.
- Develop a charter of student's rights and responsibilities and have students sign it.
- Conduct a safety audit of the school with students to identify unsafe areas and put measures in place to make them safer.
- Start a school theatre group to get people talking about issues related to respectful relationships.
- Invite opinion leaders to speak with young people about non-violent and respectful relationships.

These are just examples of actions that can be taken; the possibilities are endless. It's up to you to inspire the groups in your community to be creative and ambitious in developing their own plans!

INFORMATION SHEET 5

Religious leaders' pledge¹²

We the Religious Leaders of the Western Cape (South Africa) are deeply disturbed by the escalating scourge of violence against women and children in our city and country. It is completely unacceptable that Cape Town is regarded as the Rape Capital of the world. As people of faith, we are strongly opposed to the fact that our women and children live in one of the most dangerous places on earth. We believe that God has created the earth for all to enjoy and live in peace and harmony.

We stand united against any form of violence or abuse of women and children.

To the victims and survivors of domestic violence, we say:

- We realize that we have failed many of you when you reached out to us for help. We have often failed in our pastoral duty to respond to you with integrity and compassion.
- We have failed you every time we suggested that you must pray harder and be more submissive to your abusive husband.
- We have turned a blind eye when some leaders have violated you.
- We acknowledge that we have been silent when we had the power to speak out.
- We pledge our commitment to join the efforts of others to bring offenders to account.

To the domestic violence offender, we say:

- Your abusive behaviour will not be tolerated in our communities.
- You have to take responsibility for your behaviour.
- You must get the professional help that is required to help you work through your abusive behaviour.
- God is calling you to account for every woman and child that you have ever hurt.
- We will work with other professionals to help you to find repentance and healing.

To fellow religious leaders, we say:

We commit to holding each other accountable for any form of sexual misconduct against women and children.

¹² Source: South African Faith and Family Institute, <www.saffi.org.za/take-action>.

To the domestic violence service organizations, we want to say:

- We realize that we have been silent and perceived to be complicit in violence against women and children.
- We see our responsibility and commit to equip ourselves to understand the complexities around domestic violence.
- We will seek to become Pastoral Caregivers that women and children can rely on.
- We commit to finding ways to make our Places of Worship sanctuaries of hope and healing.
- We commit to help hold perpetrators accountable and work towards restorative justice interventions.
- We will seek to develop Domestic Violence Intervention Policies and Pastoral Care Guidelines in our faith communities.

Communities Care: Transforming Lives and Preventing Violence

© UNICEF, 2014

All rights reserved

ISBN: (pending)



United Nations Children's Fund
Programme Division, Child Protection in Emergencies
3 United Nations Plaza
New York, NY 10017
Email: mmarsh@unicef.org
Website: www.unicef.org