

EMPOWERING YOUNG WOMEN TO LEAD CHANGE

▶ a training manual



ACKNOWLEDGEMENTS

“Empowering Young Women to Lead Change” is the result of hard work and creativity from many people. The World YWCA extends its gratitude to:

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EMPOWERING YOUNG WOMEN TO LEAD CHANGE

a training manual

Produced by

World YWCA

The YWCA is at the forefront of empowering women and girls who advocate for their rights and lead social, political, economic and civic change. Today the YWCA reaches more than 25 million women and girls in 122 countries, providing them with the space and skills to develop leadership for the benefit of entire communities. The World YWCA’s purpose is to develop the leadership of women and girls around the world to achieve human rights, health, security, dignity, freedom, justice and peace for all people.



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EMPOWERING YOUNG WOMEN TO LEAD CHANGE

an easy to follow resource manual designed to enable
young women to prepare and facilitate workshops

► a training manual



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preface

“A small group of thoughtful people can change the world. Indeed it is the only thing that ever has.”

Margaret Mead

“The need for change bulldozed a road down the centre of my mind.”

Maya Angelou

Young women encounter challenges everyday. Apart from sharing their communities' struggles over limited resources like water, land or jobs, many systematically face discrimination simply by virtue of being female. This includes physical and sexual violence, being kept out of school, disproportionate vulnerability to HIV infection and lack of access to property and other rights.

Yet young women around the globe possess the collective power to change their lives, their communities and the world we live in. Just as they face daily challenges, young women are continually developing innovative, effective ways to improve their lives. By bringing together their wisdom and creativity, young women are leading change.

Understanding that investing in young women's leadership is essential to social change now and for the future, the World YWCA with the generous support of UNFPA, has developed this training resource for and by young women.

Empowering Young Women to Lead Change is designed to support the development of young women's skills and to enable them to provide leadership on the issues that concern them. It offers engaging and dynamic activities to motivate and enable young women to believe in their abilities to catalyse change and to mobilise others to do the same. It is a flexible tool for learning and exploring issues from human rights and violence against women to body image, self-esteem and developing leadership skills. Young women in Africa, Asia, the Caribbean, Europe and Latin America in five workshops have field-tested this manual.

The World YWCA affirms the importance young women's leadership and their meaningful participation in decision-making. This is done in part through a mandatory minimum representation requirement of at least 25 percent young women in all decision-making bodies at national and world levels. Presently, half of the members of the board of the World YWCA are young women. In addition, the World YWCA offers young women training and support to become effective leaders. These include internships and exchange programmes; leadership training for young women at all regional and global events; as well as an electronic forum designed to provide a support and information network for young women leaders at all levels. Over 600,000 young women have been trained for leadership over the past four years, which makes up nearly 40 percent of all YWCA training opportunities worldwide.

UNFPA is guided by the Programme of Action of the International Conference on Population and Development (ICPD) agreed on in Cairo in 1994 and other related international agreements, including the UN Millennium Declaration. The ICPD document asserts that the empowerment and autonomy of women and the improvement of their status, safeguarding young people's rights, promoting gender equality and equity are highly important. Providing opportunities for learning and for protecting the health of young people, including their sexual and reproductive health, are crucial for adolescents and youth to reach their full potential.

UNFPA works with a range of partners and with young people to encourage the development of young women and men through participatory, culturally sensitive and rights-based programmes.

UNFPA is pleased to partner with the World YWCA in producing this manual, which it believes will be a most useful resource in developing and empowering young people.

We hope this manual will be a valuable training tool to support the empowerment of young women around the world.



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introduction

This manual is designed to put young women in control of educating and empowering themselves to take action on key issues that affect their lives.

Empowering Young Women to Lead Change is a training tool for young women to catalyse positive change in their lives and communities. This manual is designed by and for young women, as part of the World YWCA's commitment to developing effective young women leaders. This manual is designed to put young women in control of educating and empowering themselves to take action on key issues that affect their lives. The modules foster self-determined approaches to developing leadership skills and awareness of their strengths and rights. It creates practical opportunities for young women to determine and direct the changes in their lives.

A resource group of women leaders and activists under age 30 from nine countries was established to guide the production of this publication. Through consultation seven key issues were identified as having a crucial impact on young women. These issues are HIV/AIDS, sexual and reproductive health, self esteem and body image, violence against women, human rights, economic justice and peace. Focusing on these issues, the manual provides young women with information and tools to:

Gain insights into the issues

Facilitate training to educate and mobilise her peers to collaborate on the issues

Develop advocacy skills and take concrete action on the issues

The manual has been tested in Belarus, Jamaica, El Salvador, Lebanon, Zambia and the Philippines to ensure it is a practical and youth friendly resource in diverse cultural settings.

The workshop guides included in each module are designed to enable young women to successfully lead fun and engaging workshops without need for 'expert facilitators'. The curriculum is flexible and allows for adjustments, such as special speakers or resource people, to suit the needs of the participants. The modules may be used alone or in any combination that best meets participants' interests, requirements, available time and resources.

Users may wish to hold half or one-day workshops on each of the modules. Or all of the modules can be combined to create an eight-day leadership development training.

There are also a series of warm-up, introductory and icebreaker activities to choose from to incorporate into trainings wherever necessary.

Although this manual has been specifically designed as a tool for young women, organisations or individuals working with young women may also find it a useful resource.

The following principles for working with young women promote cooperation across generations, and effective programme development.

KEY PRINCIPLES FOR WORKING WITH YOUNG WOMEN

RESPECT

Have faith in young women's leadership and our ability to overcome challenges. Give us the space and support to lead.

CONSULT

Ask young women for solutions to the problems we face. Ensure that we are involved in making decisions that affect our lives.

PEER LEARNING

Young women are most receptive to learning life skills from other young women. Allow space for young women to collaborate and learn from each other.

OPENNESS

Be creative and open-minded. Respect and encourage young women's creative problem solving.

EXPERIENCE

Young women learn best by doing. Provide opportunities for experiential learning. Allow us to take risks and learn from mistakes.

FUN!

Remember to laugh and enjoy yourself. Young women appreciate the value of a good time, even when hard at work for social change.

tips for facilitators

SET THE TONE

It is essential to establish a positive atmosphere at the beginning of each workshop. Emphasise the importance of respecting confidentiality and differences in opinion. Promote a feeling of sisterhood and fun among participants. Introductions, icebreakers and tonesetting are useful for supporting a safe yet challenging environment. The exercise "Ground Rules" is particularly useful when sensitive issues such as violence and self esteem will be discussed.

MIX AND MATCH

Many of the issues covered in this manual are interrelated. Do not be bound by the layout of each workshop. If for instance, you would like to run a workshop that focuses on the impact of self esteem or violence against women, choose the activities from each workshop that are most relevant to your objectives and create your own training. Perhaps you feel that an exercise from the economic justice workshop can be adjusted to bring home a point about peace with justice. Adapt it! Otherwise you can join several workshops together and host weeklong leadership training. The workshop guides in this manual are sparks to ignite action and empowerment in young women. Let the exercises here fire your creativity to mobilise young women in your community to take action on the issues that affect them. The exercise "Catch the Ball" can be used to close any of the workshops as can "Moving to Action."

CONTEXTUALISE

"Empowering Young Women to Lead Change" has a very wide target group – young women around the world. This means that some exercises or situations included in the manual may not be applicable to the reality of the young women in your community. Take some time as you prepare for the workshop to adjust these activities to better suit the group you will work with. This may mean leaving something out, or changing a storyline or situation to be more realistic for your community. You are the expert on your local context. Use your expertise to enhance the learning experience for participants.

PREPARE

The manual provides a basic introduction to each issue covered. However, this may not be enough to enable you to answer questions that may arise during the workshop. As part of your preparation for the workshop do some research on the topic and ensure that you feel confident in your ability to answer participants' potential questions. If the group you are working with would like to get a very in-depth understanding of the issues, consider inviting an expert speaker for part of the workshop, or engaging the group in a research project to gather more information.

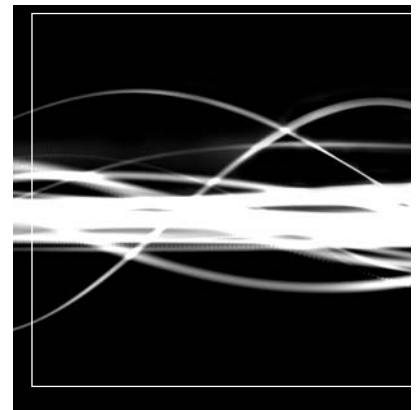
CHALLENGES

Some issues covered in the manual may uncover painful experiences for participants. Be sensitive, flexible and take time to comfort participants, speak to them privately and give suggestions for more help (such as a local rape counselling centre) if necessary or appropriate. Be compassionate and do not be afraid to ask permission to seek guidance from someone more knowledgeable.

If questions arise during the workshop that you cannot answer, admit that you don't have all the answers and brainstorm ways to get the necessary information. Perhaps you can look it up overnight, or the lunch break can be used as a research break. Be creative and work with participants to find a solution.

***Important note for facilitators:** When preparing for a workshop take time to see how the activities can be made more relevant to your local context, for example, by asking additional questions during discussion times. Presenting the group with certificates of participation or other tokens may also increase participants' motivation.

icebreakers, introductions & tonesetting



Adding icebreakers, introduction and tonesetting exercises to a workshop helps to

- ▼ create a positive group atmosphere
- ▼ relax participants
- ▼ break down social barriers
- ▼ energise & motivate
- ▼ encourage participants to think outside the box
- ▼ enable participants to get to know one another

ACTIVITY 1

TIME: 30 MINUTES

GROUND RULES (TONESETTING)

Objectives:

To **inform** participants of the workshop's objectives

To **set a tone** of openness and respect for the workshop's proceedings

You will need:

- One facilitator
- Workshop objectives listed on a flip chart page
- Flip chart paper
- Markers

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Place list of the workshop's objectives where all participants can see it

Activity overview:

Facilitator shares the workshop's objectives with participants, and explains that to be productive they need to agree to some ground rules for the time they will work together. Both participants and facilitator can suggest rules. There must be group consensus on each rule before it is added to the list of rules.

Instructions for facilitator:

1. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop.
2. Explain the importance of ground rules to ensure a successful workshop. Let participants know that each woman can suggest a rule, and that the group must agree to all suggestions on before they are listed as rules.
3. Invite the group to suggest rules, and write 'OUR RULES' as a heading on a sheet of flip chart paper.
4. If no one suggests anything, make a suggestion yourself, such as no name-calling or harsh judgements, returning from breaks on time, or respectful listening. This will break the ice and encourage greater participation.
5. When the list is complete place it on display for the duration of the workshop.

ACTIVITY 2 OBJECTIVELY SPEAKING (INTRODUCTION)

TIME: 1 HOUR

Objectives:

To help participants **get acquainted** with each other.

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants are given 15 minutes to find an object that represents some aspect of themselves. Participants then introduce themselves through the selected object.

Instructions for facilitator:

1. Tell participants that they have 15 minutes to search the surrounding area, both outside and inside if appropriate, for an object they feel represents some of their characteristics or who they are.
2. After the 15 minutes are over, call participants back together.
3. Allow each participant a turn to say her name, show the object she selected and explain what it represents. For example, "My name is Susan, I picked this rock because it is strong but smooth, like me."

ACTIVITY 3 AT A GLANCE (INTRODUCTION)

TIME: 30 MINUTES

Objectives:

To help participants to **learn each other's names** and backgrounds

To illustrate that **judgements** based on physical appearance are not reliable

To help participants **become more comfortable** with each other

You will need:

One facilitator

Preparation:

Arrange seats in a circle

Activity overview:

After a few seconds' observation, each participant is asked to introduce the young woman on her right. The young woman who was introduced will then correct any false information and introduce the young woman on her right. The exercise shows that conclusions about someone based simply on appearances are often inaccurate.

Instructions for facilitator:

1. With participants seated in a circle, tell them that they have a few seconds to observe the young woman on their right and introduce her based on that observation only. Explain that we often form conclusions about people based on their physical appearance, and this exercise will test how accurate these conclusions can be.
2. When introducing a participant they must give her first name, age, number of brothers and sisters, and one hobby or interest.
3. The participant who was introduced will then correct any inaccuracies in the introduction then introduce the young woman on her right.
4. When all participants have been introduced, lead a short discussion on the lessons they gained from the introduction exercise.

ACTIVITY 4 YOU'RE A WORK OF ART (INTRODUCTION)

TIME: 1 HOUR

*This activity is designed for groups who have not previously worked together. For groups that already know each other well choose an ice breaking activity instead.

Objectives:

To help participants to **learn each other's names** and backgrounds

To help participants **become more comfortable** with each other

You will need:

- One facilitator
- At least one sheet of drawing paper per participant *(It is useful to have some extras)
- Enough markers, crayons, or pencils of different colours to share among participants

*(Beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines paper, and other art materials can spark creativity and make this exercise more fun.)

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Arrange a table or basket with all art supplies

Activity overview:

Divided into groups of two, each participant will get to know her partner for five minutes. Based on the knowledge gained, participants will produce an art piece using the materials provided. When the group comes back together, each participant will introduce her partner through the work of art she inspired.

Instructions for facilitator:

1. Randomly divide group into pairs.
2. Give a sheet of drawing paper to each woman.
3. Explain that each participant has five minutes to learn as much as they can about their partner, and then 15 minutes to create a work of art based on what they have learnt. Let participants know that you will signal when it is time to move on from each step.
4. Encourage participants to be creative in both the questions they ask their partners, and in their artwork. Explain that the artwork does not have to be an exact replica of their partner's face, but can even be abstract and show their partners personality through shapes and colours.
5. Point out the art table, or basket, with materials for creating their artwork.
6. Ask if anyone needs clarification before starting the activity.
7. Time each section: five minutes per partner, and 15 minutes for artwork.
8. At the end of the 25 minutes provide scotch tape, thumbtacks or another way for participants to display their work. Remind participants to label who the art piece depicts.
9. Give each participant a chance to describe her artwork and what it says about her partner.

ACTIVITY **5** VERY PERSONAL JEWELLERY (INTRODUCTION)

TIME: 1 HOUR

*This activity is designed for groups of young women who have not previously worked together. For groups that already know each other well choose an ice breaking activity instead.

Objectives:

To give participants a chance to **reflect** on their personalities

To provide a space for sharing **personal information** with each other

To help participants **learn each other's names**

You will need:

- One facilitator
- Assortment of beads
- Small bowls or containers for beads
- Labels for each container
- String

Preparation:

Assign each type of bead a different meaning, e.g. blue beads represent generosity, red beads show friendliness, and brown beads show determination

Place each type of bead in a separate, labelled container

Assign one container of beads to represent "an unknown special trait"

Arrange a table with beads, string, scissors and any other art supplies

Activity overview:

Participants will be given 15 minutes to create a piece of jewellery from the art supplies provided, using beads that they feel represent who they are. When the group comes back together each participant has a turn introducing herself and describing her personality based on the jewellery she created.

Instructions for facilitator:

1. Give participants an overview of the activity.
2. Let participants know when time for jewellery making is complete
3. Give each participant a chance to introduce herself and describe herself based on the jewellery she created. If the participant has used any of the beads that represent "an unknown special trait" ask if she is willing to share the trait(s) that the beads represent.

ACTIVITY 6 SAY IT WITH SILENCE (INTRODUCTION)

TIME: 1 HOUR

Objectives:

To help participants to **learn** each other's **names and backgrounds**

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants are divided into pairs and must take turns telling their as much as possible about themselves without speaking. When participants regroup everyone takes turns introducing their partners.

Instructions for facilitator:

1. Divide participants into pairs.
2. Let participants know that they will each have 10 minutes to tell their partner as much as possible about themselves without using any words or sounds. This can be done by using actions, like a mime or the game charades.
3. When the twenty minutes are up, ask participants to come back together.
4. Give each participant a chance to introduce her partner.
5. After each introduction allow the women who was introduced to correct or add any information about herself.

ACTIVITY 7 HONEY DO YOU LOVE ME? (ICEBREAKER/ENERGISER)

TIME: 20 MINUTES

Objectives:

To **energise participants**, and help them feel more comfortable with each other.

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants stand in a circle with one young woman in the middle. The woman in the middle chooses any other participant and looks in her eyes saying "Honey, if you love me please smile". 'Honey' tries not to smile, but if she does, she enters the circle in place of the previous participant.

Instructions for facilitator:

1. Ask participants to stand in a circle and select one young woman to stand in the middle of the circle.
2. Explain to participants that the young woman in the circle can choose any participant to ask "Honey, if you love me please smile." 'Honey' must try her best not to smile, but if she does, she must replace the young woman in the circle.
3. Tell participants that they will all be the judge of what qualifies as a smile if there is any doubt.

ACTIVITY 8 I ONCE... (ICEBREAKER/ENERGISER)

TIME: 20 MINUTES

Objectives:

To energise participants, and help them feel more comfortable with each other.

To help participants get to know each other better.

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants stand or sit in a circle and take turns saying something that they did once, such as “I once fell in love with a vegetarian”, or “I once cooked a meal for more than 20 people on my own.” All participants who have also done that must run to the middle of the circle and give each other a high five.

Instructions for facilitator:

1. Ask participants to stand in a circle and explain that they will each have a turn to say something they once did. Give an example.
2. Explain that all participants who have also done this thing must run to the middle of the circle and give each other a high five, a hug, or a pat on the back.
3. Allow each participant to have a turn to say something she has done.

ACTIVITY 9 YOU (ICEBREAKER/ENERGISER)

TIME: 20 MINUTES

Objectives:

To **energise participants**, and help them feel more comfortable with each other.

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants stand in a circle, and one woman starts by gesturing towards someone else in the circle and saying “You.” That participant then gestures and says “you” passing it to another person in the circle. There is no particular order or sequence for the “you”, but as it is passed, the energy of gesture and volume of the “you” increases. This continues until one participant achieves such energy and volume that the person to whom she is passing the “you” realises that she cannot top it. The energy and volume then begins to decrease in steps until the gesture disappears and the “you” is not heard, only mouthed. From there, the mouthing stops, the “you” is passed with movement of the eyes, and eventually nothing happens to indicate who has the “you”, but it is still being passed around the circle. The game ends when the “you” is lost.

Instructions for facilitator:

1. Ask participants to stand in a circle and explain the exercise to them based on the overview.

*This exercise promotes group cohesion and makes participants feel like they have a psychic connection with each other.

ACTIVITY 10 BOOM CHICKA (ICEBREAKER/ENERGISER)

TIME: 20 MINUTES

Objectives:

To **energise participants**, and help them feel more comfortable with each other.

You will need:

One facilitator

Preparation:

None

Activity overview:

Participants stand in a circle, and the facilitator says a series of words that the group must repeat in the same manner and volume.

Instructions for facilitator:

1. Ask participants to stand in a circle and explain that they must repeat everything you say in the same manner and volume.
2. The exercise will run as follows:
 - Facilitator: "I say BOOM"
 - Participants: "I say BOOM"
 - Facilitator: "I say a boom-chicka "
 - Participants: "I say a boom-chicka"
 - Facilitator: "I say a boom-chicka-boom"
 - Participants: "I say a boom-chicka-boom"
 - Facilitator: "I say a boom-chicka-rocka-chicka-rocka-chicka-boom"
 - Participants: "I say a boom-chicka-rocka-chicka-rocka-chicka-boom"
 - Facilitator: "Oh yeah"
 - Participants: "Oh yeah"
 - Facilitator: "One more time"
 - Participants: "One more time"
 - Facilitator: "In (opera, sign language, whisper, sexy, fast, slow, etc)"
3. Whenever you change style, the participants must follow.
4. Optionally, after the first round you can invite participants to take turns leading the exercise.

ACTIVITY 11 CATCH THE BALL (WORKSHOP CLOSING)

TIME: 10 MINUTES

Objectives:

To **identify learnings** from participants

To close the session on a **positive note**

You will need:

- A small ball
- Space cleared to be able to stand in a circle

Activity overview:

Participants toss a ball to one another and each young woman who catches the ball shares one thing that she learned or can use from the workshop.

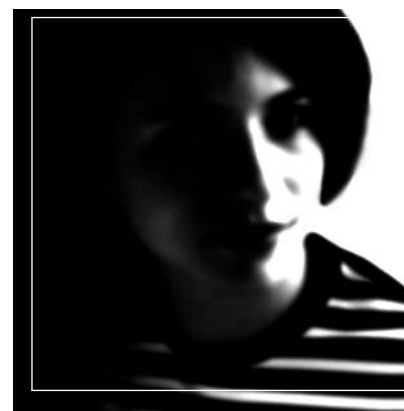
Instructions for facilitator:

1. Participants toss the ball from one to another. Each person who catches the ball shares one thing she learned or can use from the workshop.
2. Once this is complete, the facilitator thanks participants for their input for the day and summarises some of the positive learnings for the day.



young women's leadership

DEVELOPING LEADERSHIP



developing leadership

This section outlines five activities that enable young women to explore different leadership qualities, identify their own leadership style, and create a plan for developing their leadership potential.

Why develop young women's leadership? How is it different from any other leadership?

As young women we reject the label of victim and recognise that living with challenges makes us the best qualified to lead change and provide solutions for those situations. We are change agents and our leadership can bring vitality, creativity and courage for social change. We have the power to inspire and mobilise others for positive action. We can encourage the questioning of systems and beliefs that limit lives and choices. With courage we can confront even the injustices that have been in place long before our lives began. By our leadership young women ensure that social change will not stop when the generation before us is no more, but only when peace, justice, health, human dignity and care for the environment has been achieved everywhere, and for everyone. By supporting each other we ensure that our leadership remains strong in the face of unfair gender and age biases, and maximise our power to change.

As we continue to develop and define our leadership, the advice and example of older, more experienced women are invaluable. By working together, women of all ages can help each other grow, maximise our strengths and fulfil our potential as change makers.

ACTIVITY 1

TIME: 45 MINUTES

CAR AND DRIVER (LEADERSHIP)

Objectives:

To explore the **emotional implications** of leading and following.

You will need:

- One facilitator
- An enclosed space for participants to walk around
- Seats in a circle
- Flip chart, paper and markers

Preparation:

To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space.

Arrange seats in a circle

Activity overview:

Participants are paired off and assigned the role of car or driver. The car must keep her eyes closed and follow the instructions of the driver who stays behind her giving instructions silently with a set of touch signals. It is the driver's responsibility to protect the car from collisions. Group discussions after the game explore the emotional implications of leading and blindly following.

Instructions for facilitator:

1. Randomly divide group into pairs, and ask them to stand with their partner. For a more challenging exercise put women who do not know each other well together.
2. Assign one woman from each pair to be the car. The other woman will be the driver.
3. Explain that the role of the car is to keep her eyes closed and follow the driver's instructions.
4. Explain that the role of the driver is to keep her eyes opened and protect the car from collisions.
5. Tell participants that talking is not allowed, and drivers will communicate to cars with the following touch signals:
 - a. Touch on the middle of the back means walk
 - b. Subsequent touches on the middle of the back mean walk faster
 - c. Touch on right shoulder means turn right
 - d. Touch on left shoulder means turn left
 - e. Touch on head means stop

Please note that cars should be touched gently.
6. Make sure everyone understands their roles, and the signals, then start the exercise.
7. After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa.
8. Stop the second round after one or two minutes and have the group return to their seats.
9. Lead a discussion on the activity using the notes provided.

see page 21

ACTIVITY 2 GOOD LEADER/BAD LEADER (LEADERSHIP)

TIME: 1 HOUR

Objectives:

To explore the **qualities of** good and bad **leadership**.

You will need:

- One facilitator
- At least one blank sheet of paper per participant *(It is useful to have some extras)
- Pens or pencils for all participants
- Flip chart, paper and markers

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Make two columns on a sheet of flip chart paper. Write Good Leader at the top of one column and Bad Leader at the top of the other.

Activity overview:

Participants are asked to think of a leader they admire as well as one they dislike and write down three qualities they feel make them a good or bad leader. Discussions explore what makes an effective leader and how to avoid negative leadership.

Instructions for facilitator:

1. Hand out paper and pencils or pens to each participant.
2. Instruct participants to think of a leader they admire (e.g. mother, community leader, celebrity, politician) and write down three qualities they believe makes them effective leaders.
3. Next, ask participants to think of a leader they dislike (e.g. Adolf Hitler, a teacher) and write three qualities that make them bad leaders.
4. Allow approximately ten minutes for this, then ask each young woman to share what she has written. Record the qualities listed on the flip chart paper under the column 'Good Leader' or 'Bad Leader'.
5. Discuss the similarities and differences in the qualities that came out. Was anything surprising? Are there any similarities with the qualities for a good leader and for a bad leader? Do the leaders we do not admire have similar qualities to ones we do admire? How can we avoid becoming bad leaders? What can we do to be effective leaders?
6. Following the discussion ask each young woman to reflect on all the qualities that the group has identified for both good and bad leaders and list:
 - a. Positive qualities she believes that she already has
 - b. Positive qualities she would like to develop
 - c. Negative qualities she would like to manage or eliminate
7. Ask participants to keep their lists for later.

ACTIVITY 3 MISS LEADER (LEADERSHIP)

TIME: 4 HOURS

Objectives:

To enable participants to discover their **leadership styles** and qualities through hands on experience.

You will need:

- One facilitator
- At least one blank sheet of paper per participant *(It is useful to have some extras)
- Pens or pencils for all participants
- Several sheets of Bristol/poster board
- Several old newspapers
- Enough art supplies for all participants including scissors, scotch tape, glue, markers or crayons. Optional inclusions could be scraps of cloth, leaves, stones, glitter, etc.
- Several sweets or other small tokens for prizes
- List of challenges (provided)

Preparation:

Set up an art supplies table with all materials.

Activity overview:

Participants are divided into groups of four or five. Each young woman takes a turn leading the group in a timed challenge, giving her the opportunity to explore her leadership style.

Instructions for facilitator:

* As this is a long activity it is important to keep to the time limits for every part of the activity. Give the group a short break midway through the exercise if they become tired.

1. Hand out paper and pencils or pens to each participant.
2. Divide participants into teams of equal numbers if possible (either four or five)
3. Explain to the group that they will be given a series of challenges, and each challenge must be completed in 15 minutes. A different team member will lead each new challenge, and no team member should lead more than one challenge unless everyone else has had a turn. At the end of each challenge the winning teams, i.e. those who complete the challenge in the allotted time, will receive small prizes.
4. Let participants know that at the end of each challenge they will be given 5 minutes to evaluate the team leader for that challenge. The leader should also evaluate herself at this time. Encourage participants to list qualities that made the leadership effective and areas where the leadership could have been improved. These notes should be saved for the group discussion to follow the challenges.
5. When everyone understands the instructions tell the groups the first challenge and give them one minute to choose a leader, before you begin timing the challenge. All groups do the same challenge simultaneously. The groups who complete the tasks within the allotted timeframe can receive small prizes.
6. At the end of the activity when every participant has had an opportunity to lead her team, bring the group together in a circle to discuss what they learned. Use the discussion guidelines provided.

DISCUSSION GUIDELINES

- ▼ Give each participant a chance to hear her team mates' comments on her leadership style. Emphasise the importance of being respectful in comments. Ask for both positive comments and comments on something the leader could improve.
- ▼ After listening to comments allow the participant in question to share what the leadership experience was like for her. What did she enjoy? What was difficult to deal with? What did she learn about leadership? What did she learn about herself? Were the leadership qualities she displayed with her team the same as she wrote down in Activity 2: Good Leader Bad Leader? Or were there some surprises?
- ▼ Allow every participant the opportunity to hear from her peers and share her own reflections.
- ▼ Give each participant a maximum of 5 minutes talk time.

CHALLENGES

- ▼ Build the biggest and most beautiful building. (all teams must be provided with the same materials in the same quantities. Materials can include Bristol board, scissors, tape, markers, and other art supplies.)
- ▼ Build a human machine using all team members. Teams must be able to explain what the machine does, and what each team member's function is within the machine.
- ▼ Put on a 2-minute dramatic piece that begins with the line "Is she still breathing?"
- ▼ Create a name for an imaginary country and design its national flag. Team members must be able to explain the significance of each element of the flag's design.
- ▼ Design and make the national costume of an imaginary country from old newspapers and any available art supplies. One team member must model the costume, and all team members must be able to explain the significance of the costume to the imaginary nation.
- ▼ Write a tribute to a national hero from your imaginary country.
- ▼ Choreograph a dance and explain what it represents, e.g. rain dance, wedding dance, etc. All team members must participate in the dance.
- ▼ Create a game. All team members must be able to explain the rules of the game, and how it is played.
- ▼ Create a product and a television commercial for it.
- ▼ Put on a 2 minute dramatic piece that begins with the line "Is it really that big?"

ACTIVITY 4 I HAVE A DREAM (LEADERSHIP)

TIME: 2 HOURS

Objectives:

To enable participants to **set goals** and develop a plan for their leadership development.

To help participants **develop strategic planning** skills.

To **promote** solidarity and **support** among young women leaders

You will need:

- One facilitator
- A clean floor or enough sheets or blankets to cover a space for participants to lie on the floor
- At least one large sheet of drawing paper per participant *(It is useful to have some extras)
- Pens, pencils, and other art supplies
- Flip chart, paper and markers
- Soft, soothing music (optional)

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Write out the acronyms SMART and SWOT on a sheet of flip chart paper.

Spread sheets or blankets out on the area where participants will lie.

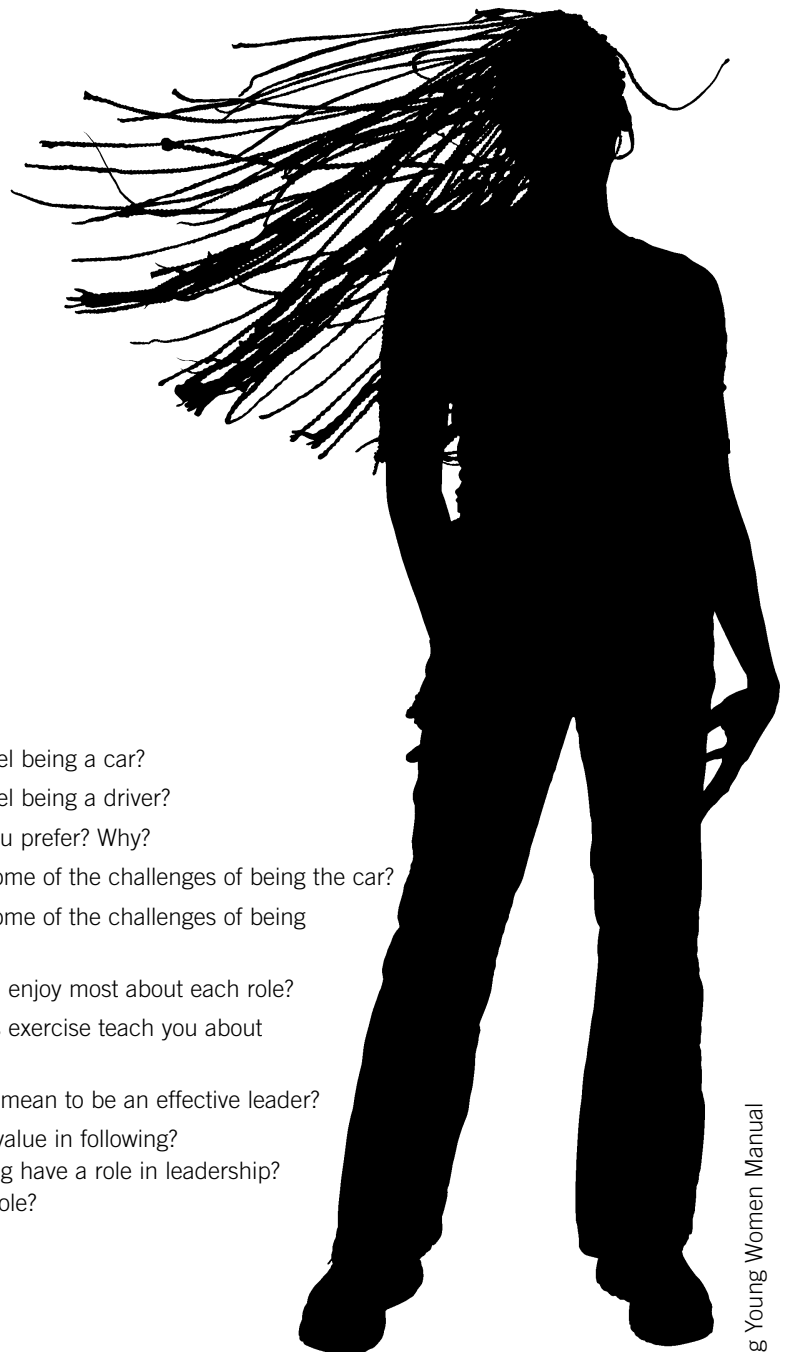
Activity overview:

Participants are asked to lie on the floor and imagine a future for their communities. They then create a road map from their community's current reality to their final vision. The exercise helps participants develop practical steps to move from vision to reality.

Instructions for facilitator:

1. Invite participants to lie on the floor and relax with their eyes closed.
2. Encourage them to take deep breaths and relax their minds and bodies completely.
3. Guide participants to think about their communities. Think of why they love them, and what they wish was different about them.
4. Next ask participants to think of their communities in the next five years. This time they should not try to be realistic, but allow their minds to dream a wonderful future for their communities.
5. Ask participants to open their eyes whenever they are ready and return to their seats.
6. Once everyone is seated, hand out paper and art supplies.
7. Ask everyone to write down some quick notes about their communities' current reality, and their dream for the future. Encourage participants to think how they can work with men and boys to make their dreams a reality.
8. After five minutes ask participants to write down how they think that they can contribute to this dream future becoming a reality and draw a road map from the present to the dream future.
9. Explain that the map must include a personal SWOT analysis and SMART goals.

10. Explain that SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Therefore, a SWOT analysis involves exploring the strengths to be maximised, weaknesses to be addressed, opportunities to be seized and threats to be avoided.
11. Explain that SMART goals are Specific, Measurable, Attainable, Realistic and Tangible.
12. Allow participants 45 minutes to work on the road map individually.
13. When road maps have been completed ask participants to choose a partner to review their plan and share her comments. Ask both partners to take responsibility for helping each other carry out their plan.
14. Display all completed road maps at the end of the session and give each participant a chance to share her SWOT analysis and SMART goals with the group.



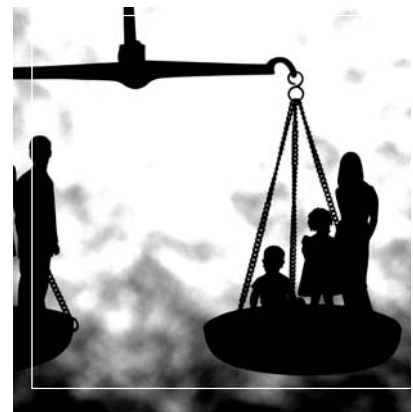
DISCUSSION NOTES

for activity 1

- ▼ How did it feel being a car?
- ▼ How did it feel being a driver?
- ▼ Which did you prefer? Why?
- ▼ What were some of the challenges of being the car?
- ▼ What were some of the challenges of being the driver?
- ▼ What did you enjoy most about each role?
- ▼ What did this exercise teach you about leadership?
- ▼ What does it mean to be an effective leader?
- ▼ Is there any value in following?
Does following have a role in leadership?
If yes, what role?

economic justice

EDUCATE | EMPOWER | ACT



educate

According to www.globalisationguide.com, globalisation is “the rapid increase in cross-border economic, social, and technological exchange under conditions of capitalism.” This means that clothing sold in Europe can be made in Cambodia, a Mac Donald’s burger can be enjoyed in both Detroit and Dubai, and young Koreans can party to the latest rap music.

Through the channels of cable TV, the internet and free trade agreements, information, culture, money, goods and services flow across the globe in unprecedented quantities. The trouble is that the flow has been mainly in one direction. Less than 6% of the world’s population is connected to the internet, with 88% of that number coming from industrialised nations. Many large corporations have moved their factories to developing countries where the low cost of labour translates to higher profits when products are sold in wealthier countries. Free trade agreements have made it possible for the subsidised goods exported from developed countries to be cheaper than those produced by local farmers and manufacturers in developing nations.

There is a lot to gain from globalisation and free trade, but to do so one must have the necessary wealth, education and power.

WHO ARE SOME MAJOR PLAYERS?

The World Trade Organisation (WTO) www.wto.org was established to administer the rules of international trade agreed to by its 123 member countries. The WTO’s rules make it difficult for countries to promote their own industry over imports from other countries, or to favour the imports of one country over those from another.

The International Monetary Fund (IMF) www.imf.org was established to “promote international cooperation on finance, encourage stability in exchange rates and orderly systems for exchanging money between countries, and provide temporary assistance for countries suffering balance of payments problems.” In exchange for temporary financial assistance to countries, the IMF generally demands institutional reform.

The World Bank www.worldbank.org provides loans to poor countries for development projects. The bank provides loans for investment projects, such as water and sanitation, natural resource management education and health. It also lends for what it calls adjustment projects, which are to support governments undertaking policy reforms, such as improved public sector management.

These institutions generally argue that the growth of trade between nations increases the wealth of everyone, and that trade allows for the production of goods and services by those who are most efficient, thereby reducing their price. The results of this system however, has been that poor countries are used as factories, often suffering environmental pollution and exploited workers.

WOMEN'S POSITION

Worldwide, women and girls make up 70% of the estimated 1.3 billion people living in poverty, two thirds of the one billion illiterate adults, and two thirds of the 130 million children who are not in school.

Yes, women are among those that shoulder the brunt of globalisation's drawbacks; however we are also the world's greatest untapped resource for turning the tide on economic injustice.

One woman brings hope to her family. Many women bring hope to humanity.

Research has shown that women are more likely to repay loans in full and on time than men. It has also been established that giving a woman access to primary education will ensure that her entire family receives better health care and nutrition. This indicates that providing equal access to education, credit, property and employment for women, will ensure economic justice and sustainability for all.

fast facts



- ▼ According to a 1998 United Nations Development Programme report, 20% of the population in the developed nations consume 86% of the world's goods.
- ▼ A 1999 World Bank report states that the developing world spends \$13 on debt repayment for every \$1 it receives in grants.
- ▼ In her article “Some 600,000 join millionaire ranks in 2004”, Eileen Alt Powell states that the total wealth of the top 8.3 million people around the world “rose 8.2 percent to \$30.8 trillion in 2004, giving them control of nearly a quarter of the world's financial assets.” In other words, about 0.13% of the world's population controlled 25% of the world's assets in 2004.
- ▼ According to the United Nations Children's Fund, “While it is estimated that women perform two-thirds of the world's work, they only earn one tenth of the income, and own less than one per cent of the world's property.”

empower

WORKSHOP

GROUP SIZE: 15 - 25

Objectives:

To give participants a clear understanding of how the distribution of wealth and power affects people's ability to meet basic needs and live with human dignity.

To give participants a clear understanding of the human rights associated with economic justice.

To challenge participants to examine their own responsibility for promoting economic justice.

You will need:

- One facilitator
- Pens and notepads for facilitator
- Flip chart paper
- Markers
- Comfortable seats for all participants
- Wall space or other structures displaying work on flip chart paper
- Scotch tape, thumb tack or other means of displaying flip chart paper
- Copies of handout for all participants
- 100 coins

Optional materials:

- Art supplies including markers, scissors, glue, beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines, paper, etc
- Refreshments for a morning and afternoon break
- Lunch for all participants
- Scoops, magnetic strips, mittens

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Review activities and ensure that you have all materials prepared in advance

Make three columns on flip chart paper with the headings: Great Wealth and Power, Some Wealth and Power, Little Wealth and Power

This section outlines a workshop designed to educate young women on the injustices of the current global distribution of wealth, and challenge them to examine their own responsibility to promote economic justice.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

ACTIVITY 1 INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter "icebreakers, introductions & tonesetting"

ACTIVITY 2 LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY 3 RULE THE WORLD

TIME: 2 HOURS

Objectives:

To give participants a clear understanding of how the distribution of wealth and power affects people's ability to meet basic needs and live with human dignity.

To give participants a clear understanding of the human rights associated with economic justice.

To challenge participants to examine their own responsibility for promoting economic justice.

You will need:

- One facilitator
- 100 coins
- Flip chart paper
- Markers
- Comfortable seats for all participants
- Wall space or other structures displaying work on flip chart paper
- Scotch tape, thumb tack or other means of displaying flip chart paper
- Copies of handout for all participants

Optional materials:

- Art supplies including markers, scissors, glue, beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines, paper, etc
- Scoops and or mittens

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Make three columns on flip chart paper with the headings: Great Wealth and Power, Some Wealth and Power, Little Wealth and Power



PART I THE SCRAMBLE

TIME: 30 MINUTES

Activity overview:

100 coins representing all the wealth of the world are scattered and participants try to get as many coins as possible without touching each other.

Instructions for facilitator:

1. Explain to participants that in this activity they will distribute the wealth and power of the world among themselves. This wealth is represented by the 100 coins.
2. There is only one rule: no participant may touch another member of the group at any time. The penalty for touching a participant will be one coin, paid to the person touched.
3. Randomly select three participants to be withheld from this part of the activity.
4. Ask remaining participants stand in a circle and scatter the coins evenly in the middle of the circle.
5. Distribute mittens for some participants to wear but postpone discussion of reasons for this until debriefing. Options: To emphasise that some start off with more than others, you could give five coins to two or three participants before the game begins, or provide a few participants with scoops or magnetic strips to enable them to pick up coins more easily.
6. Signal the start of the game and allow participants to gather as many coins as possible without touching each other.
7. When all coins have been collected, ask each young woman to report her wealth to the group.
8. Record each participant's name and number of coins on the flip chart page under the appropriate column: 'Great Wealth and Power' for those with six or more coins, 'Some Wealth and Power' for those with three to five coins, and 'Little Wealth and Power' for those with two or fewer coins.
9. Remind the group that these coins represent their wealth and power in the world. The amount they own will affect their ability to satisfy their needs (e.g., basic education, adequate food and nutrition, good health care, adequate housing) and wants (e.g. higher education, cars, computers, toys, television and other luxury items).
10. Explain that participants with six or more coins will have all their basic "needs" and most of their "wants" met; those with three to five coins will have only their basic needs met, and those with two or fewer coins will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter.
11. In light of this information tell participants that they can, if they wish, give coins to others. They are not however, required to do so.
12. Inform participants that those who share their wealth will be honoured as 'Donors' and their names will be listed on the flip chart paper.
13. Allow a few minutes for participants to redistribute the coins if they wish. Then ask for the names of those who gave away coins and the amount each gave.
14. List these names on flip chart paper.
15. Ask if anyone changed category as a result of giving or receiving coins and record these shifts on the chart.
16. Point out that some people in every country in the world lack basic necessities, such as food, education, health care, and shelter. Point out that others, in the same community or country, are able to acquire almost everything they need and want.
17. Distribute the handout and explain that the basic necessities of life are a human right.

HANDOUT FOR ACTIVITY 3: **economic justice is a human right**

THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

This covenant came into force on January 3, 1966. These are some of the human rights enshrined in the covenant.

- ▼ The right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
- ▼ All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
- ▼ The right to freedom from discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- ▼ The equal right of men and women to the enjoyment of all economic, social and cultural rights.
- ▼ The right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts.
- ▼ The right of everyone to the enjoyment of just and favourable conditions of work.
- ▼ The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organisation concerned, for the promotion and protection of his economic and social interests.
- ▼ The right of everyone to social security, including social insurance.
- ▼ The right to enter into marriage with the free consent of the intending spouses.
- ▼ The right to special protection for mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.
- ▼ The right to special measures of protection and assistance for all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law.
- ▼ The right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions.
- ▼ The fundamental right of everyone to be free from hunger
- ▼ The right of everyone to the enjoyment of the highest attainable standard of physical and mental health.
- ▼ The right of everyone to education. Education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

PART II ACTION PLAN FOR ECONOMIC JUSTICE

TIME: 30 MINUTES

Activity overview:

Participants are divided into groups according to the amount of coins they have. The three participants withheld from the last exercise are randomly assigned to each group. Groups devise a plan for a fair distribution of the world's wealth. There is a vote on which plan to enact, and the winning plan is carried out.

Instructions for facilitator:

1. Divide participants into groups according to their category of wealth and power.
2. Assign the three participants who were withheld from the original "scramble" randomly among the three groups. Make note of their reactions to being placed in one group rather than another but leave the discussion of their placement until the debriefing session.
3. Let groups know that they will have 20 minutes to develop a plan for the fair distribution of the world's wealth (the coins).
4. Each group should be prepared to present their plan showing
 - a. Why it is fair
 - b. What (if anything) needs to be done
5. Groups can use any creative presentation methods they choose, and must be prepared to answer questions from other participants on their plan.
6. When all groups have presented announce that a vote will be held to decide which plan to adopt.
7. Inform participants that young women with six or more coins have five votes, those with three to five coins have two votes, and those with two or fewer coins have half a vote. *This reinforces the fact that wealth and decision making power often go hand in hand.
8. Allow participants to vote, and tabulate the results.
9. Carry out the winning plan, redistributing the coins if necessary.

PART III TALKING IT OUT

TIME: 1 HOUR

Activity overview:

Participants discuss the activities, how they felt, and what they learnt

Instructions for facilitator:

1. Use the following questions to lead a discussion. Devote time to discussing changes needed and the changes taken.

DISCUSSION GUIDELINES

- ▼ How did you feel about the way in which the coins were acquired and distributed?
- ▼ Were you treated fairly?
- ▼ Did some people give coins away? Did you give away or receive coins? Why or why not? How did this feel?
- ▼ What determined whether or not people gave away coins? Was it knowing what the coins represented, having one's name displayed, feeling guilty, or something else?
- ▼ What aspects of this game represented how the world's wealth and power are distributed?
- ▼ What about the three participants assigned to groups? Were they fairly treated? Is what happened to them similar to what happens to people around the globe? What sorts of people? Is it just chance where we end up?
- ▼ What about the participants with mittens (and scooping shovels)? What kinds of people do the mittens (and scooping shovels) represent? What group did they end up in?
- ▼ How did the members of the different groups feel about their situation? Did the recommended plan for fair distribution reflect whether the group had more or fewer coins?
- ▼ After playing this game do you have a better understanding of the situation or attitude of poor people/nations? Of the situation or attitude of wealthy people/nations?
- ▼ Why were some people given more votes than others? Was this an accurate representation of those with more or less power in the world?
- ▼ Who are the "haves" and the "have nots" in the world today? Which countries are the "haves" and the "have nots"? Who are the "haves" and "have nots" in our country today? In our state or community? Why?
- ▼ Should the "haves" be concerned about the situation of the "have nots?" For what reasons: economic, moral/religious, or political? Why might the "haves" give money or resources to the "have nots"? Is this a way to solve the problems of poverty?
- ▼ What might the "have-nots" do to improve their situation? What are some actions that "have-nots" have taken around the globe and at home to address the inequalities of wealth and power?
- ▼ Do you think there should be a redistribution of wealth and power throughout the world? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?
- ▼ Do you think there should be a redistribution of wealth and power in this country? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?

act

There are many ways that you can join the fight for economic justice. Read the following ideas, add your own, and take action for economic justice. Every action, big and small, makes a difference. You have the power to change the world for good!

Learn about globalisation, global trade and the effects on women, particularly in poor countries. To be an effective advocate you must have a clear understanding of the issues.

Try your local library or these websites to start your research:

www.e-alliance.ch and **www.unifem.undp.org/trade**

Support products and companies that are based on fair trade practices. Many companies practicing fair trade publicise it, so look for fair trade logos on products. Refuse to buy from companies whose trade practices promote poverty and disempowerment of women.

Visit this website for a list of some fair trade companies worldwide:

www.ifat.org/memberslists.html

ACTION TOOL: lobbying

WHY LOBBY?

Lobbying can be a great catalyst for change by putting pressure on legislators or others in positions of power to change policies that create problems. There are two forms of lobbying, direct and grassroots. With direct lobbying you communicate your views to those in power, asking for a specific action to be taken. Grassroots lobbying on the other hand, aims to influence and empower the public to in turn pressure legislators to take action.

LOBBYING TIPS

▼ Know what you want. Your lobbying must have a clear, specific goal. Ask yourself if you want to:

Correct an injustice

Get more public resources to address a problem

Defeat what you feel is a dangerous piece of legislation

Change the way a state agency does business

Or something else

▼ Understand the system and where you fit in it. To lobby effectively you must know how your political and legislative systems work, and the roles of the major players such as:

Parliament

Governors and other state officials

Advocacy groups, coalitions, business, trade and professional associations

The public

The media

The experts (e.g., attorneys, medical professionals, law enforcement personnel, economists, scholars of all kinds, ministers, educators, social workers, psychologists, statisticians, etc.)

History (e.g., recent legislative history, state political history, demographic and economic trends)

▼ Join forces with others who share your views.

GOOD PRACTICE BOX

Sri Lanka: Eradicating Poverty

In Baddegama and Madampe in Sri Lanka, the YWCA is providing seed capital and technical assistance to women who are unemployed or without regular income, and are unable to obtain loans from traditional sources. Loans are granted for income generating activities such as animal husbandry, gardening, sewing and handicrafts. Women set aside weekly savings to repay the loans and operate in small groups, which are mutually responsible for ensuring repayment. Group members act as collateral for each other and future loans depend on the whole group's repayment performance. Through the programme, women are offered training in financial management, enterprise development and marketing strategies to enhance the success of their income generation projects.

- ▼ Direct lobbying actions include:
 - Personal meetings
 - Telephone conversations
 - Individually written mail
 - Mass mail-ins
 - Mass electronic mail-ins
 - Petitions
- ▼ Grassroots lobbying actions include:
 - Media campaigns
 - Working through community organisations
 - Mass demonstrations
 - Internet campaigns
- ▼ Plan your lobbying time strategically. Some good times to lobby include:
 - Before an election
 - Before the issue goes public
 - Before the issue gets to parliament
 - During passage of legislation
 - On quiet news days
- ▼ Learn and analyse your country's trade policies and practices, and start a letter writing campaign to your Minister of Trade with recommendations for how to make them more equitable.
- ▼ Equip volunteers with draft letters, facts and figures on global trade and human rights.
- ▼ Provide gender analysis on issues related to globalisation and global trade, and advocate for women's voices to be included in policymaking processes.
- ▼ Circulate a petition and set a target number of signatures that your government will take seriously. When the target is reached, send it in to your Minister of Trade.
- ▼ Organise a Trade Justice rally or other public hearings to discuss issues of access to essential services, the right to food and regulation of transnational corporations. Create as much media interest as possible. Invite people to share their testimonies and put a human face on trade issues.

SOURCES

Globalisation Guide www.globalisationguide.com
 International Monetary Fund www.imf.org
 United Nations Children Fund www.unicef.org
 United Nations Development Programme www.undp.org
 World Bank www.worldbank.org
 World Trade Organisation www.wto.org
 World YWCA www.worldywca.org

HIV & AIDS

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educate

Young women make up 62% of people between the ages of 15 and 24 living with HIV worldwide. In Sub-Saharan Africa, that figure soars to a striking 76% (UNAIDS/UNICEF, 2004). These alarming statistics signal the need for a closer look at what makes young women so vulnerable to infection, and what can be done to turn the tide.

IS IT REALLY AS EASY AS ABC?

'Abstain, Be faithful, or use a Condom', is a popular slogan for preventing HIV infection, but the ABCs are failing to protect tens of thousands of women between the ages of 15 and 25 each year.

ABSTAIN

Globally, an average of 20% of women report that their first sexual encounter was forced, and Amnesty International estimates that one in every five women in the world will experience rape or attempted rape during her lifetime. Yet even outside the violence of rape, young women face great difficulty in controlling their sexuality. Think about your own experience. How many times have you or a friend been pressured by a boyfriend to have sex? Unarmed with the knowledge and skills to make and defend decisions, how can a young woman say "no" and ensure that it is respected?

BE FAITHFUL

In 2004 a UNAIDS report revealed that married young women are more likely to become HIV positive than their sexually active unmarried peers. Marriage therefore, places young women at a higher risk for HIV infection, even when they were virgins before marriage and remain faithful to their husband. Simply being faithful to one partner is an ineffective strategy for avoiding HIV infection because it does not take into account that one partner may already be HIV positive, and that one partner staying faithful, does not prevent high-risk sexual behaviour in the other. Trust may help a relationship to blossom, but it doesn't protect young women from HIV infection.

USE A CONDOM (OR A FEMALE CONDOM)

These little pieces of latex are endorsed as an effective way to avoid contracting HIV and a host of other sexually transmitted infections. So why aren't we all using them? Well for starters, condom possession isn't as simple as it sounds. Many young women simply cannot afford them, and those who can face the challenge of stigma. In many places a young woman walking up to a cash register with a packet of condoms risks being labelled promiscuous. Female condoms, which give women more control, are expensive and difficult to access even in developed countries. Accessing condoms however, is only half the battle. How do you say to your boyfriend of one year, never mind your husband, that you want to start using condoms? Broaching the topic of condom use often carries the implication 'I don't trust you. It's possible that you cheated on me.' What about if you want to become pregnant, or your partner says that it decreases sexual pleasure? Young women need skills to avoid the potential pitfalls of these conversations and ensure a positive outcome.

WHERE'S THE REST OF THE PICTURE?

Behaviour change is not all it takes to prevent HIV infections. Around the world young women's choices are limited by poverty, lack of education and access to information, and repressive gender norms. Clearly, it is not going to be as easy as ABC for young women to avoid HIV infection, but understanding the challenges makes us better equipped to address them successfully.

POSITIVE LIVING

UNAIDS estimates that 760,000 young women worldwide were living with HIV in 2004. Of these 15-24 year olds, most will not live past their 35th birthday. If you are shaking your head in sorrow over the inevitability of early death for HIV positive young women, stop. Instead start thinking of ways to advocate for greater access to health care and nutritious food for positive young women. Antiretroviral (ARV) drugs and quality health care can prolong and improve the health of positive people, enabling them to live full productive lives, and avoid passing their infection onto their children. One problem is where governments do not provide free medication; ARVs can be so expensive that positive young women cannot afford them. However, even when the drugs are available, stigma and discrimination, even within the medical profession, often prevents young women from disclosing their status and accessing the help they need. Disclosure of HIV status can leave young women homeless, unemployed and scorned by medical staff.

The tragedy in all this is that positive young women can be the world's greatest assets for combating the spread of HIV. Those living with the virus have expertise born from experience that we must tap into to secure a future.

HIV

Human – This virus survives and replicates in humans only. There is another type of HIV that lives in some monkeys that is similar to HIV but it is not the same, and they don't develop AIDS. It is called SIV (Simian Immunodeficiency Virus)

Immunodeficiency – This means that the virus eventually the immune system becomes deficient and not able to fight effectively.

Virus – This is a name given to a special type of germ. It is so small that you cannot see it without a strong magnifying glass. We have been able to send someone to the moon and back but we still have not been able to find a cure for the flu virus let alone HIV. You cannot even use an antibiotic to fight a virus.

Being HIV positive means that you have the virus inside your body that causes AIDS. HIV is not like the flu virus, where a person falls ill within 24 – 48 hours after infection. It could take up to 7 - 10 years (depending on the person) before you start seeing symptoms of AIDS.

A person's immune system is made up of different types of white blood cells. Over a period of time 7 - 10 years, a person has fewer and fewer T cells (which are the types of white blood cells that fight to keep us healthy). When this happens a person is vulnerable to 'opportunistic infections'. They are called this because they take advantage of the weak immune system that exists. We now say that a person now has AIDS.

AIDS

Acquired – Meaning that a person is not born with this. A person would have to get it from another infected person. It has to enter the body.

Immune – If you are immune to something it means that you are safe. If you are immune to a disease it means that you will not fall ill from that disease.

The immune system is your body's defence system. It protects the body against germs and infections from bacteria and viruses. It is made up of different types of white blood cells. These cells are constantly searching the body for foreign organisms and if they find something like this, they fight it.

Deficiency - This means a lack of something. When a person has AIDS it is because the immune system has become deficient.

Syndrome – A syndrome is a collection of signs and symptoms or diseases that start occurring in a person.

There are about thirty different types of diseases that fall under the word AIDS. Some of the symptoms of AIDS are:

- ▼ Wasting syndrome - Weight loss of more than 10 percent of body weight
- ▼ Cytomegalovirus (CMV) is a member of the herpes virus family and is fairly common. Symptoms vary depending upon the age and health of the person. It is harmless and rarely causes illness but if a person's immune system is weak the virus can cause CMV disease. Symptoms could include fever, pneumonia, liver infection, and anaemia. In HIV positive people, CMV can infect the retina of the eye, causing blindness.
- ▼ Tuberculosis
- ▼ Herpes simplex viral infection
- ▼ Candida of the throat, trachea, bronchi and lungs
- ▼ Night sweats
- ▼ Thrush or Candida in the mouth
- ▼ Pulmonary and Extra pulmonary Tuberculosis
- ▼ Toxoplasmosis of the brain - Toxoplasmosis can attack the brain and nervous system, causing encephalitis (inflammation of the brain) Symptoms can including fever, seizures, headaches, mental illness, impaired vision, speech, movement, or thinking.
- ▼ Severe bacterial infection, e.g. Pneumocystic Carinii Pneumonia
- ▼ Amenorrhoea (no menstruation/period)
- ▼ Kaposi's sarcoma – Skin Cancer
- ▼ Lymphoma
- ▼ HIV Dementia
- ▼ Meningitis

fast facts

- ▼ About half of the people who acquire HIV become infected before they turn 25
- ▼ Everyday an estimated 3,720 young women became infected with HIV
- ▼ One third of all women living with HIV are between the ages of 15 and 24
- ▼ In Eastern Europe and Central Asia, more than 80% of those living with HIV are under the age of 30
- ▼ In South Asia, 62% of HIV positive young people are female
- ▼ In India the number of HIV positive young women is twice that of young men
- ▼ In the United States of America girls account for 50% of new infections among teens 13-19 years old
- ▼ Worldwide, young women (15-24 years) are 1.6 times more likely than young men to be HIV positive
- ▼ In Sub-Saharan Africa young women are three times more likely than young men to be HIV positive
- ▼ In the Caribbean young women are 2.4 times more likely to be HIV positive than young men
- ▼ In Trinidad and Tobago, the number of women between 15 and 19 living with HIV is five times higher than men of the same age
- ▼ In Brazil, six 13-19 year old women are infected for every one man in the same age group
- ▼ Studies in Sub-Saharan Africa show that girls age 15-19 typically have sexual partners who are 6 or more years their senior. This limits their power to resist unsafe sexual practices
- ▼ Girls are much more likely than boys to be removed from school to provide health care or additional household help when AIDS affects a family
- ▼ Only 26% of Somali girls 10-19 have heard of AIDS, and only 1% know how to protect themselves
- ▼ In Bangladesh less than 20% of married women have heard of AIDS
- ▼ One in four young South Africans believe that sex with a virgin can cure AIDS
- ▼ More than four-fifths of new infections in women result from sex with their husband or primary partner



Where to find more information:

UNAIDS www.unaids.org or your local UNAIDS office

United Nations Population Fund (UNFPA) www.unfpa.org or your local UNFPA office

International Community of Women Living with HIV and AIDS www.icw.org or a local organisation of women living with HIV and AIDS

United Nations Development Fund for Women (UNIFEM) Gender and HIV/AIDS web portal www.genderandaids.org or your local UNIFEM office

The National AIDS Trust for HIV and AIDS policy development and advocacy www.areyouhivprejudiced.org or the government agency responsible for HIV and AIDS in your country

AIDS.ORG www.aids.org or your local health centre

The Body www.thebody.com or your school's biology teacher

Staying Alive www.staying-alive.org or a local HIV counselling and testing centre

empower

WORKSHOP

GROUP SIZE: 10 - 20

This section outlines a workshop designed to educate young women on HIV and AIDS, and empower them to protect themselves from infection, as well as help other young women to do the same.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

Objectives:

To give participants a clear understanding of HIV, how it is spread, and how it can be prevented

To eliminate any myths about HIV and AIDS that participants may have held

To enable participants to confront their prejudices against people living with and affected by HIV and AIDS, particularly young women

To give participants a clear understanding of the human rights of young women living with HIV and AIDS

To enable participants to come up with ideas for future action on HIV and AIDS

You will need:

- Two facilitators
- Pens and notepads for facilitators
- Flip chart paper
- Enough drawing paper for all participants (*it is useful to have some extra)
- Several markers in a range of colours
- Enough space for all participants to line up shoulder to shoulder in both directions
- Comfortable seats for all participants
- Wall space or other structures displaying work on flip chart paper and artwork
- Scotch tape, thumb tack or other means of displaying flip chart paper and artwork
- Male and female condoms
- Dildo or other penis representation

Optional materials:

- Bristol/poster board
- Beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines paper, and other art materials
- A bell
- Refreshments for a morning and afternoon break
- Lunch for all participants

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Review activities and ensure that you have all materials prepared in advance

Prepare small folded pieces of paper with 'N' written on it for each participant, except 5. Write 'X' on two pieces, 'C' on another two, and 'FC' on the final piece of paper. (*Activity 4)

List workshop objectives on a flip chart page

ACTIVITY **1** INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter “icebreakers, introductions & tonesetting”

ACTIVITY **2** LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership



ACTIVITY 3 THE SMARTEST VS. THE BRIGHTEST

TIME: 30 MINUTES

Objectives:

To ensure that all participants have accurate information on HIV and AIDS, how it is spread, how it can be prevented, and how it affects young women.

You will need:

- Two facilitators
- List of questions and answers (provided)
- Flip chart paper
- Markers
- A bell and podium (optional)

Preparation:

Divide a sheet of flip chart paper into two columns. Write 'The Smartest' as the heading for one column, and 'The Brightest' as the heading for the other.

If using a bell and podium, put it in place

Activity overview:

The group is divided into two teams, The Smartest and The Brightest, for a showdown on who knows the most about HIV, AIDS and young women. Both teams line up with women at the front of each line facing each other (see diagram A). While one facilitator asks questions, the other takes note of the scores.

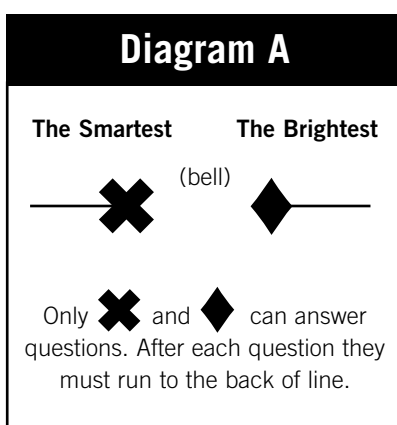
Rules of the game:

1. Only the team members at the front of the line can answer a question.
2. When each question is asked the first person to raise her hand (or ring the bell) can answer.
3. If she answers correctly her team gets one point.
4. If she answers incorrectly her teams gets no points, but the opposing team gets a chance to answer the question.
5. If the opposing team also answers wrong, the facilitator reveals the correct answer.
6. After each question has been answered, the team members at the front must run to the back so that two new teammates face the next question.

Instructions for facilitators:

1. Divide the group into two teams, The Smartest and The Brightest.
2. Explain the rules of the game.
3. Take time to clarify any questions from participants.
4. Line teams up as shown in Diagram A.
5. Start game with one facilitator asking questions, and the other taking note of each team's points.

After game announce winner, and discuss with participants whether they learned any new information about HIV and AIDS. Do they have any further questions about the HIV or AIDS? Did the new information change the way they think about the virus, people living with it, or their own responsibility in relation to HIV and AIDS?



Questions & Answers

1. Can you get HIV drinking from the same glass that a person with HIV/AIDS has just used?

NO. HIV cannot be passed on by saliva.

2. Can AIDS be cured?

NO. There is no known cure for AIDS but there are medications called Antiretrovirals (ARVs) that stop the virus from replicating (making more of itself) in the body. If these medications are administered and taken properly and consistently they can greatly prolong the life of people living with HIV but it is not a cure.

3. I once heard someone talking about Post Exposure Prophylaxis (PEP) Can you explain this to me?

Yes, there is something called PEP. PEP is given to people who are exposed to HIV, for example if someone is raped, or if a healthcare worker has a needle stick injury. Some people liken Post Exposure Prophylaxis for HIV to the morning after pill that prevents pregnancy; only this is not as simple as swallowing one pill. PEP consists of ARVs that have to be taken as soon as possible after exposure or within 72 hours. PEP is taken for 28 days.

This treatment can, in theory stop HIV infection by inhibiting the virus from replicating and by allowing the person's immune system to completely eradicate the virus from the body. The reason why you take it for 28 days is that HIV can take several days to become established in the body. PEP is an opportunity when antiviral treatment may possibly stop HIV infection. This does not mean that you do not need to practice safe sex as these medications are expensive and not available at all hospitals and pharmacies because of the cost.

4. Is it safe to have sex without a condom, once you know the person really well?

NO. Knowing someone well does not tell you his or her HIV status. Both you and your sexual partner should be counselled and tested for HIV before agreeing to have monogamous sex without a condom.

5. Are HIV positive people are generally very skinny or ill?

NO. HIV positive people are generally symptom free for an average of 7-10 years.

6. Can you test negative for HIV and still be HIV positive?

YES. The HIV test looks for antibodies to the virus in a person's blood. For most people it takes three months to develop these antibodies, in rare cases it can take up to six months. If you are tested within this 'window period' before the antibodies develop, you can have an HIV negative result, but still be infected with HIV. It is still possible to pass on HIV to other people during the window period.

7. Is it easier for a woman to become infected with HIV than for a man?

YES. The female genital tract has a greater exposed surface area than the male genital tract; therefore women may be prone to greater risk of infection with every exposure. Male-to-female HIV transmission is estimated to be twice as likely as female-to-male transmission in a single act of vaginal intercourse.

(www.globalhealthreporting.org)

8. Can you become infected through mosquito bites?

NO. There are a number of good reasons why mosquitoes cannot transmit HIV:

A mosquito is not a human. HIV is a human virus and can't live in animals or insects. It needs human genetic make up (DNA) and body temperature in order to survive

The amount of blood that a mosquito withdraws is so small that the virus cannot live for very long outside the body

A mosquito sucks up blood and doesn't inject blood

We know that people of all ages, are affected by mosquito transmitted Malaria, but the majority of HIV infection occurs mostly in sexually active age groups or babies born with HIV.

If you could get HIV from a mosquito we would all test HIV positive as we are all, at some time, bitten by mosquitoes

9. Do women who have sex with only their husbands risk contracting HIV?

YES. Many women become infected by their husband or from having only one sexual partner.

10. If you test HIV positive does it mean that you will die soon?

NO. Many people are HIV positive and symptom free for 7 to 10 years. Additionally, Antiretroviral (ARVs) drugs help people to maintain their health for many years. HIV is NOT a death sentence.

11. What is the difference between HIV and AIDS?

HIV, which stands for Human Immunodeficiency Virus, depletes the immune system leaving the infected person vulnerable to other infections called opportunistic infections. These infections indicate that the person has developed AIDS, which stands for Acquired Immune Deficiency Syndrome. (See the table under the Educate section)

12. Can babies contract HIV from their mothers?

YES. Mother to Child Transmission (MTCT) can happen during pregnancy, labour and delivery or through breastfeeding. MTCT during labour and delivery can be avoided by performing a caesarean section but this procedure is expensive. Antiretroviral drugs combined with replacement feeding greatly reduce the risk of MTCT. Breastfeeding continues to be encouraged to improve child survival, as it is affordable and nutritious. However, HIV can be transmitted to the baby through breastfeeding. If formula is accessible, sustainable and people have access to clean drinking water it greatly reduces the risk of transmission.

It is common for very young babies to be both breastfed and for their diets to be supplemented with formula and/or other foods which is called 'Mixed feeding' Some studies have shown that this can be risky in terms of HIV transmission, as young babies have delicate digestive system, that sometimes are not able to cope with breast milk and formula simultaneously. Some studies have shown that mixed feeding sometimes cause tiny abrasions in the baby's stomach lining. When an HIV positive mother breastfeeds, HIV present in the breast milk can enter the stomach and seep into the baby's system causing HIV infection. To prevent this some women, who cannot afford formula, choose to exclusively breastfeed (only breast milk).

13. Do condoms protect against HIV infection?

YES. Condoms are 98% effective in preventing HIV infections.

True or False ?

14. True or False: Staying a virgin before you are married guarantees you won't be infected with HIV?

FALSE. It is possible to contract HIV after marriage if your husband is HIV positive.

15. True or False: You can become infected with HIV by using the same toilet as an HIV positive person?

FALSE. Sharing toilet facilities or other belongings with positive people does not put you at risk for HIV infection. Urine and faeces do not contain the HIV virus.

16. True or False: The people at greatest risk for HIV infection are homosexual men.

FALSE. Globally, heterosexual intercourse is the primary mode of HIV infection.

17. Name a non-sexual way that HIV can be contracted.

Injecting drug users sharing needles, blood transfusions with infected blood.

18. True or False: Sub-Saharan Africa is the only place where HIV and AIDS are a serious problem.

FALSE. HIV and AIDS is a global problem. Although Sub-Saharan Africa has the highest percentage of people living with HIV and AIDS, infection rates are rising in many countries worldwide. For instance, Eastern Europe and Central Asia have the fastest rising HIV infection rates in the world, and developed countries like the United States and Germany are also seeing a rise in infection rates.

19. True or False: Rape increases a woman's or a man's chance of becoming infected?

TRUE. When sex is forced, the tissue of a woman's vagina or the skin of a man's anus may tear easily making it easier for HIV to enter the body.



ACTIVITY **4** NICE TO MEET YOU (HIV SPREAD GAME)

TIME: 1 HOUR

Objectives:

To debunk some myths about HIV and AIDS.

To illustrate how quickly HIV can be spread, and how correct, consistent condom use can stop its spread.

To show the importance of knowing your HIV status, and empower participants to get tested.

You will need:

- One facilitator
- Small pieces of paper, one for each participant
- Flip chart paper
- Markers
- Seats in a circle
- Condoms
- Dildo, or other penis substitute
- Female condoms

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Prepare small folded pieces of paper with 'N' (for no precautions) written on it for each participant, except 5. Write 'X' (for HIV positive) on two pieces, 'C' (for correct and consistent condom use) on another two, and 'FC' (for correct and consistent use of the female condom) on the final piece of paper.

Activity overview:

While seated in a circle, participants will be given a folded piece of paper, the contents of which they must keep secret until the end of the game. They will then be asked to walk around within the circle and shake hands with three people. They have the right to refuse anyone's advances, but must shake hands with three people before they sit down again. When everyone is seated, the facilitator will reveal the meaning of the letters written on the pieces of paper, and lead a discussion on people's reactions, answering questions, and promoting the importance of knowing your status.

Instructions for facilitator:

1. Hand out the folded pieces of paper, one for each participant.
2. Instruct participants not to show anyone what is written on their paper. Let them know they will find out what the letters mean after the game.
3. Instruct participants to walk around inside the circle and choose three women to shake hands with. They have the right to refuse to shake hands with anyone who approaches them, but must shake at least three women's hands before sitting down again.
4. When all participants are seated, explain that they have just had sex with each of the women whose hands they shook.
5. Ask the young women with 'X' on their paper to stand. Explain that these two young women are HIV positive, and they did not know it.
6. Ask everyone who shook hands with these two women to stand up. Explain that all the young women now standing may be HIV positive, and not know it.
7. Ask if any of the young women standing have a 'C' on their paper. If they do, explain that these young women can sit because they used a condom correctly, every time they had sex.
8. Ask if any of the young women standing have 'FC' on their paper. If they do, explain that these young women can also sit because they used a female condom correctly, every time they had sex.
9. Of those still standing, ask if one of the two young women holding 'X' was the first person they shook hands with. When some indicate yes, explain that it only takes one sexual encounter to become infected with HIV, and that women are biologically more vulnerable to infection than men.
10. Again, ask everyone who shook hands with the young women standing, to also stand. Those with 'C' or 'FC' can sit.
11. One more time, as everyone who shook hands with the young women standing to also stand, except for those holding 'C' or 'FC'.
12. By now, most of the group should be standing. Explain that they may all be HIV positive. After allowing a few moments for the impact to settle in, tell everyone to sit, and lead a discussion using the Discussion Notes provided.

DISCUSSION NOTES

- ▼ Ask participants how it felt to be HIV positive or negative.
- ▼ Did anything surprise them about the game?
- ▼ What stood out for them the most from the game?
- ▼ Reinforce that it only takes one sexual encounter to become infected. Explain how women's biology makes them more vulnerable to infection than men.
- ▼ Reinforce that HIV does not affect only prostitutes, women who sleep around, or homosexual men.
- ▼ How do they feel now about being tested?
- ▼ Discuss resistance to getting tested.
- ▼ Explain the importance of knowing your status.
- ▼ A negative test can put your mind at rest.
- ▼ If the result is HIV positive, knowing can help you to be proactive and take better care of your health.
- ▼ A doctor can keep an eye on your health, and Antiretroviral drugs can slow down the virus and maintain your health.
- ▼ You can practice safer sex to protect your sexual partners from contracting the virus, and prevent yourself from re-infection, which makes treatment more complicated, and sometimes ineffective.
- ▼ If you choose to have children, knowing your HIV status will help you protect your children from HIV infection.
- ▼ Explain that there are many different strains of HIV and that the virus can mutate easily. When exposed to medication it is important not to skip or be late with taking medications as the virus can mutate easily when the levels of medication decrease in the body.
- ▼ Explain that if someone is infected with HIV it takes approximately three months for them to test positive, because the HIV test looks for antibodies to the virus in a person's blood. It takes most people three months to produce these antibodies. During this 'window period' the level of HIV in the blood could be high and at this stage people are highly infectious so it is easy to infect other people.
- ▼ Ensure that every young woman knows where she can be tested for HIV. There are some policies that have created barriers for young people with regard to being tested for HIV and following this accessing medication. Many young people are unable to access voluntary, counselling and testing services without parental consent.
- ▼ Go through some basic steps that can be taken if HIV positive.
- ▼ Find a way to get through your feelings. Perhaps talk to someone you can trust.
- ▼ Get as much information you can about the virus and how you can stay healthy.
- ▼ Keep a positive attitude. Being HIV positive is not the end of the world. You can live a healthy productive life for many years.
- ▼ Discuss ways to protect yourself from HIV infection.
- ▼ Make sure everyone sees a condom, a female condom, and learns how to store them properly, and how to use them properly.
- ▼ Discuss the challenges of negotiating safer sex, or abstinence.
- ▼ Make sure every young woman knows where she can access condoms and female condoms.
- ▼ Discuss ways to experience sexual pleasure without risking HIV infection such as condom use (male and female), kissing and mutual masturbation. Ensure that young women understand that sex is itself natural and not dirty.
- ▼ Ensure that young women understand that anal sex, especially unprotected is considered a high risk behaviour for HIV infection and should not be considered safe sex simply because it avoids vaginal penetration.
- ▼ Ensure that young women understand that giving a man oral sex is more dangerous for a woman than for a man giving a woman oral sex, as HIV is more concentrated in semen than in vaginal fluids.
- ▼ Discuss how they would react to a friend or sister being HIV positive.
- ▼ Discuss HIV positive young women's right to have sex.
- ▼ Discuss HIV positive young women's right to have children.
- ▼ Explain that treatment during pregnancy and refraining from breastfeeding can prevent parent-to-child transmission of HIV.

ACTIVITY **5** SOAP OPERA SUCCESS

TIME: 1 HOUR

Objectives:

To give participants an opportunity to think through solutions to the challenges of HIV and AIDS

You will need:

- One facilitator
- Seats in a circle
- List of situations (provided)

Preparation:

Arrange seats in a circle

Talk to two of the more extroverted participants privately and ask them to volunteer first for the activity, to get the ball rolling.

Activity overview:

Two participants will be asked to act in a local soap opera, and will move to the middle of the circle and improvise a situation that the facilitator will describe. Facilitator will act as director and say, “cut” at key points in the drama, and give an opportunity to other participants to suggest ways to overcome the challenge portrayed.

Instructions for facilitator:

1. Explain to the group that a new soap opera has come to town, and it focuses on the challenges of HIV and AIDS.
2. Read a situation from the list provided and ask for two volunteers to act it out.
3. Explain that you will be the director, and when you say, “cut” the actors will freeze, and the group will help the characters to solve their problems.
4. Let the group know that they can give the actors directions, replace an actor and dramatise the solution, or join the play as an additional character.
5. Allow the group to discuss and act out several solutions to each situation.

Soap Opera Situations

- ▼ Ravika and her sister Meena are in high school. They find out that Meena’s ex boyfriend Sean has died from an AIDS related illness.
- ▼ Sonya is a brilliant student and she won a scholarship to a top university. After the required medical exam, Sonya finds out she is HIV positive, and the Admissions office at the University calls to tell her the scholarship has been revoked.
- ▼ Gustavo and Monica have been going out for six months. Gustavo is ready to have sex; Monica is concerned about HIV infection.
- ▼ Sofia’s husband works in another town and is away from home for three months at a time. She is concerned about HIV infection and has convinced him to use condoms. However, now she wants to have a baby.
- ▼ Three weeks ago Carolina received the happy news that she was pregnant. At her doctor’s visit today she finds out that she is also HIV positive.
- ▼ Amika is HIV positive and hasn’t told anyone but the medical staff at the clinic she goes to for health check ups. Tanya, a nurse from the clinic, sees Amika walking hand in hand with her good friend Fayola’s son. She is almost certain that neither Fayola nor her son know Amika’s status.
- ▼ Keisha and her husband are both HIV positive. When she became ill a local AIDS service organisation helped her to access ARV treatment and she has been doing well since. Now her husband is getting ill, neither the health centre nor the organisation that helped her can provide medication for her husband.
- ▼ Satiya has been raped. She is worried that she may have been infected with HIV.

ACTIVITY **6** SOLUTIONS MARKET

TIME: 1 HOUR

Objectives:

To allow participants to come up with ideas for future action on HIV and AIDS

You will need:

- One facilitator
- Enough space for five small groups to work separately
- Paper and markers
- Bristol board and art supplies (optional)

Preparation:

Prepare sets of paper and markers for each group. Add Bristol board, and other art supplies if available.

Activity overview:

Participants are divided into five smaller groups and asked to envision a project that young women can lead to address some of the challenges of HIV and AIDS. Each group will present its project concept. Participants can be asked to select one project to work on together.

Instructions for facilitator:

1. Divide participants into five groups.
2. Tell participants that they will be given one hour to develop a project that can be led by young women to combat HIV and AIDS. The project can focus on any area of HIV and AIDS, and take any form the group chooses. Examples include prevention, stigma and discrimination, support for positive young women, advocacy campaigns, or peer counselling services.
3. Explain that participants will have to present their project to the entire group at the end of the hour. The presentation can take any form they choose. Encourage creativity.
4. If refreshments are available, tell participants that they may help themselves to the refreshments at any time while they work on the project ideas.
5. Tell participants when they have fifteen minutes left to work on the project idea.
6. When time is up, give each group a chance to present their project.
7. At the end of the presentations, ask participants if they would like to choose a project to work on together.
8. If the group chooses a project, facilitate the process of selecting 3 volunteers to lead and plan the chosen project.

act

There are many ways that you can stop new infections or help people affected by or infected with HIV and AIDS. Read the following ideas, add your own, and take action. Every action, big and small, makes a difference. You have the power to change the world for good!

Find out your HIV status. If you are HIV positive, commit to living a full and productive life. If you are HIV negative, commit to doing all you can to protect yourself from infection

Teach your sisters and friends how to use male and female condoms.

Challenge your church, school and workplace to declare themselves against discrimination of people living with HIV and AIDS.

Ask your school principal to organise an AIDS awareness workshop for students

Contact a local organisation of HIV positive young women and find out what you can do to help.

ACTION TOOL: media campaign

WHY A MEDIA CAMPAIGN?

A media campaign is a sustained media effort aimed at achieving a specific goal within a defined period. A media campaign is an excellent strategy for awareness raising and can get your message to a very wide audience.

Media Campaign Tips

- ▼ Decide on what you want to say. Your message should be specific and clear. HIV and AIDS is a very broad subject and the main message of your campaign should focus on one area, for instance, the importance of getting tested, the link between gender inequity and the spread of HIV, or the urgent need for universal access to antiretroviral treatment.
- ▼ Once you know the message you want to spread, determine your target audience or audiences. Different target audiences will require different strategies in both the type of media used and the design of your message.
- ▼ Based on your core message and target audiences, decide what types of media will most effectively reach your target audience. Choose radio and television stations, magazines and newspapers favoured by your target audience.
- ▼ Design your message for the media you have chosen. Your message must be attractive to both the target audience and the chosen media organisations. Television and print media require compelling images, while radio messages must have attention grabbing language, and music. Some aspects that draw media interest include:
 - Human Interest
 - Impact
 - Unexpectedness
 - Novelty
 - Entertainment Value
 - Celebrities
 - Exclusives
- ▼ Make contact with the media houses you choose.
 - Find out who is the best person to approach and contact them directly.
 - Make sure you have all the relevant information in a compelling format, appropriate to the type of the media.
 - Remember information should include Who, What, Where, When, Why and How.
 - Try to convince your contact person of the value of your campaign. This person can become an ally and contribute to the success of your campaign.

GOOD PRACTICE BOX

Botswana: Peer Counselling

The YWCA of Botswana has made a pact with the country's young people to equip them with skills to prevent HIV infection. Their peer counselling programme, Peer Approach to Counselling by Teens (PACT), has trained over 20,000 young people since 1990 to give their peers advice, information and support in dealing with HIV and AIDS. The initial training programme works with young people to examine issues of self worth, self-management, values and goal setting, and provides relevant information on HIV and AIDS and a range of sexual and reproductive health issues. The programme also equips young people to change and challenge behaviours among their peers with skills such as team building, counselling, assertiveness, problem solving and communication. An equal number of boys and girls are trained as peer counsellors, recognising that men and boys have a vital role to play in overcoming gender inequality.

PACT graduates pass on their acquired knowledge and skills in their local communities and schools, stressing the same holistic process of their training. Monthly meetings are held to monitor activities, address concerns and provide further training in social mobilisation strategies and project management skills. With well over a decade of experience in peer counselling, PACT has served as a model to replicate similar programmes in other countries including Namibia, Zimbabwe, and Kenya. The United Nations has also recognised the programme for its impact in reducing HIV prevalence among young people in Botswana.

SAMPLE MEDIA CAMPAIGN TIMELINE

More than 1 month before

- ▼ Organise media lists
- ▼ Develop media campaign strategies: message, target audience, media

4 - 8 weeks prior to campaign

- ▼ Call media to update contact list and alert them about upcoming campaign
- ▼ Write press releases, media advisory, other materials

2-6 weeks prior

- ▼ Send press releases and public service announcements to media

1-4 weeks prior

- ▼ Send media advisory to request coverage for specific events
- ▼ Flyers, posters, and other alternative media distributed.

1-week prior

- ▼ Follow-up phone calls to media about press releases and media advisories

For more information visit

www.unicef.org/righttoknow/index_mediacampaign.html for the United Nations Children's Fund online guide to starting a media campaign.

SOURCES

UNAIDS www.unaids.org

United Nations Children's Fund www.unicef.org

United Nations Population Fund www.unfpa.org

Amnesty International www.amnesty.org

World YWCA www.worldywca.org

human rights

EDUCATE | EMPOWER | ACT



educate

**“...a full inclusive world where justice, peace, health, human dignity, freedom and care for the environment are promoted and sustained through women’s leadership.
World YWCA Vision**

Human rights play an important role in realising the vision of the World YWCA. They provide a clear outline of what a free, just and peaceful world would look like, by setting minimum standards for how individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others. As young women, we are often the ones denied basic rights by virtue of many factors, including our age and our gender. However, we can play a powerful role in realising this vision for a better world as the leaders of today and tomorrow. We can mobilise other young women in this fight for the human rights of all people, both at home and abroad. Our starting point should be to make sure we understand our rights and where they come from.

WHAT ARE HUMAN RIGHTS?

Human rights are those rights that belong to every individual – man or women, girl or boy, infant or elder – simply because she or he is a human being. They embody the basic standards without which people cannot realise their inherent human dignity.

Human rights are not granted by any human authority such as a monarch, government, or religious authority so they are not the same as civil rights, which are those enshrined in a country’s constitution or bill of rights that citizens or residents of that particular country are entitled to.

WHERE ARE OUR HUMAN RIGHTS OUTLINED?

The foundation document of human rights is the Universal Declaration of Human Rights, which was adopted by the United Nations in 1948. This document is introduced through one of the exercises in this section and the full text is located under the preparatory materials for this exercise. The Declaration is supported by two important International Covenants on Civil and Political Rights, and on Economic, Social and Cultural Rights, both of which were adopted in 1966. Together these documents make up what is known as the International Bill of Human Rights, which are the base for the human rights of all people around the world.

Over the years, the United Nations have developed other human rights conventions or treaties, which are legally binding to those countries that have ratified them. When countries that are members of the United Nations ratify a convention, they agree to abide by its provisions, to change the laws of the country to conform to the convention, and to report on its progress in doing so. It is important to get to know what conventions your country has signed as this can be a powerful tool in holding your government accountable to ensuring its people enjoy basic human rights.

Some of the conventions that have been developed address populations who experience particular discrimination (e.g. the Convention on the Elimination of all forms of Discrimination Against Women, or the Convention on the Elimination of All Forms of Racial Discrimination); or groups in need of particular protection and provision (e.g., The Convention on the Rights of the Child; The Convention on the Rights of Migrant Workers and the Members of Their Families). Others define and ban appalling inhuman acts (e.g. The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment).

WHAT ARE THE FUNDAMENTAL PRINCIPLES BEHIND HUMAN RIGHTS?

I. EQUALITY:

The basis of human rights is that “all human beings are born free and equal in dignity and rights.” (Universal Declaration of Human Rights Article 1).

II. UNIVERSALITY:

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognise and uphold them. The universality of rights does not mean, however, that they cannot change or that they are experienced in the same manner by all people.

III. NONDISCRIMINATION:

The Universal Declaration of Human Rights and subsequent international human rights law afford the same rights and responsibilities equally to all women and men, boys and girls, by virtue of their humanity, and regardless of any role or relationship they may have.

IV. INDIVISIBILITY:

Human rights should be viewed as an indivisible body, including civil, political, social, economic, cultural, and collective rights. You cannot be denied a right because someone decides that it is “less important” or “non-essential.”

V. INTERDEPENDENCE:

Human rights concerns appear in all spheres of life - home, school, workplace, courts, and markets - everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, the promotion of human rights in one area supports other human rights.

VI. RESPONSIBILITY:

A. GOVERNMENT RESPONSIBILITY: Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

B. INDIVIDUAL RESPONSIBILITY: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

C. OTHER RESPONSIBLE ENTITIES: Every part of society, including corporations, nongovernmental organisations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

WHAT ABOUT WOMEN'S HUMAN RIGHTS?

As women, one of the most important and widely ratified conventions we can learn about is the Convention on the Elimination of all forms of Discrimination Against Women, which has been signed by 180 countries. CEDAW, as it is commonly referred to, was adopted in 1979 by the United Nations and is often described as an international bill of rights for women. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

Within the Convention discrimination against women is defined as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

By accepting the Convention, countries that are members to the United Nations commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- ▼ to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- ▼ to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- ▼ to ensure elimination of all acts of discrimination against women by persons, organisations or enterprises.

The Convention provides the basis for realising equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election -- as well as education, health and employment. Signatory countries agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

It is important to know that the Convention is the only human rights treaty, which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. It affirms women's rights to acquire, change or retain their nationality and the nationality of their children. Signatories also agree to take appropriate measures against all forms of trafficking and exploitation of women.

Countries that have ratified the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their obligations.

In 1999, the United Nations adopted an 'Optional Protocol' to CEDAW, which enables the UN body that monitors compliance with CEDAW – the Committee on the Elimination of Discrimination against Women - to receive and consider complaints from individual women or groups of women from countries that have signed on to the Optional Protocol. This can be an important tool for women reporting violations of their human rights under CEDAW. However, more work needs to be done to get countries to sign the Optional Protocol. While 180 countries are signatories to CEDAW, only 76 have ratified the Protocol.

**Where to
find more
information:**

Universal Declaration of Human Rights – www.unhchr.ch/udhr/
(the declaration is available in over 300 languages from this website)
International human rights law and conventions - www.un.org/law/
CEDAW and the Optional Protocol - www.un.org/womenwatch/daw/cedaw/
United Nations Population Fund human rights resource -
www.unfpa.org/rights

empower

This section outlines a workshop designed to educate young women about human rights and their relevance to their lives. It is also focused on building skills for addressing human rights violations abroad and at home.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

WORKSHOP

GROUP SIZE: 10-20

Objectives:

- To educate young women about their human rights
- To raise awareness of human rights issues facing women worldwide
- To analyse how human rights impact on them
- To develop skills to defend human rights

You will need:

- One facilitator
- Pens/pencils for each participant
- Paper and felt tip pens
- A flip chart or whiteboard
- Some blue tacks/tape/pins for hanging things on the wall (check that this is acceptable to the venue)
- Paper for printing out questions and answers
- Rewards such as a sweet or chocolate
- One volunteer judge
- Note paper/pens for each group to record discussion
- Two tables and sufficient chairs for the group
- Any props that might help the room resemble a law court
- Background resources/materials on human rights issues in your country that could be a source of information for preparing testimonies (if there is any possibility to have internet access, this could also serve the same purpose)
- A sheet of paper for each participant and a pen/pencil
- White board or flip chart to write up brainstorm on letter writing techniques

Optional materials:

- Refreshments for a morning and afternoon break
- Lunch for all participants

Preparation:

Make copies of Worksheet A, Handout A and Handout B for each participant

Using the Worksheet B, cut out the list of human rights and place these in a small box, basket or something that participants will be able to retrieve one right from

Review the full Declaration in Appendix A and make sure you clearly understand the meaning of each right. More information can be found at: www.un.org/overview/rights.html

Cut out each of the questions and answers separately

Make sure there is sufficient space in the room for people to mingle with each other, as well as chairs to the side for people once they have found their corresponding pair

In case the groups get stuck, make sure you have some examples of possible scenarios that could help get them thinking

Set up the room with two tables each with one chair at the front of the room. One will be for the judge and the second one for the person giving testimony. Other chairs should be set up in rows for the audience.

Ensure there is sufficient break out space for the group work

Identify one of the case studies raised in Activity 4: Women's Human Rights on Trial that could be the focus of the letter writing campaign or another local example that could be used

ACTIVITY 1 INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter “icebreakers, introductions & tonesetting”

ACTIVITY 2 LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY 3 HUMAN RIGHTS QUICK QUIZ

TIME: 30 MINUTES

Objectives:

To get participants thinking about human rights

To begin warming up the group for discussion/team work

You will need:

- A facilitator
- Worksheet A
- Pens/pencils for each participant

Preparation:

Make copies of Worksheet A for each participant

Activity Overview:

Each participant will be given a worksheet with eight questions to complete, which will test their existing human rights knowledge and get people starting to think about human rights.

Instructions for facilitator:

1. Welcome the group and explain the objectives of the training on human rights, and give an overview of what will be covered during the day's sessions. (5 minutes)
2. Handout copies of Worksheet A for each participant and provide time for each participant to complete the worksheet. (10 minutes)
3. Now go through each question one by one, and invite someone from the group to offer their answer/explanation. Ask the group if people had different answers, and have each person share alternative responses. Continue to go through all the questions, and try and involve as many participants as possible in providing responses. (15 minutes)
4. At the completion of the exercise, ask the group how difficult or easy the exercise was. Find out how many people answered all six questions correctly, who answered five, and so on.

Facilitator's Notes: Questions & Possible Answers

Q1. Name one human right

Refer to the Summary of Universal Declaration of Human Rights for the range of possible responses

Q2. Name an organisation that works for human rights

This could be a range of organisations – YWCA, Amnesty, Human Rights Watch, Doctors Without Borders, etc – if it is an unfamiliar organisation ask the person to briefly introduce the organisation

Q3. Name a human rights violation that upsets you the most

Ask each person to share the violation they have named and outline how the example violates a human right.

Q4. Name a document that spells out your human rights

The Universal Declaration of Human Rights. If a participant has a more extensive knowledge of human rights she may also list the International Covenant on Civil and Political Rights, The International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of all forms of Discrimination Against Women. If someone raises one of these, ask them to explain to the group what it is.

Q5. Name a country where people are denied a human right

Have each person name the country they have selected and the human rights violation it relates to.

Q6. Name a right that all children should have

Some possibilities – right to life, to a name, to nationality, to express her/his views, upbringing, health care, social security, standard of living, education, culture, rest and leisure, information, legal assistance; freedom of expression, of thought, of association; freedom from violence, exploitation, sexual abuse; protection from use of narcotic drugs and armed conflict. Refer to Convention on the Rights of the Child for further information (www.unicef.org/crc)

Q7. Name a well-known human rights activist

Some possibilities – Aung Sun Suu Kyi (Burma pro-democracy opposition leader), Nelson Mandela (South African anti-Apartheid activist), Wangari Maathai (Nobel Peace Prize Winner 2004).



WORKSHEET A
ACTIVITY 3:
**QUICK QUIZ –
Human Rights**

1. NAME A HUMAN RIGHT

2. NAME AN ORGANISATION THAT WORKS FOR HUMAN RIGHTS

3. NAME A HUMAN RIGHTS VIOLATION THAT UPSETS YOU THE MOST

4. NAME A DOCUMENT THAT SPELS OUT YOUR HUMAN RIGHTS

5. NAME A COUNTRY WHERE PEOPLE ARE DENIED A HUMAN RIGHT

6. NAME A RIGHT ALL CHILDREN SHOULD HAVE

7. NAME A WELL KNOWN HUMAN RIGHTS ACTIVIST

ACTIVITY 4 MY RIGHTS IN A PICTURE

TIME: 1 HOUR

Objective:

To introduce the Universal Declaration of Human Rights to young women in a fun and interactive way

You will need:

- One facilitator
- Worksheet B
- Handout A
- Paper and felt tip pens
- A flip chart or whiteboard
- Some blue tacks/tape/pins for hanging things on the wall (check that this is acceptable to the venue)

Preparation:

Using Worksheet B cut out the list of human rights and place these in a small box, basket or something that participants will be able to retrieve one right from

Make copies of Handout A, the summary of the Universal Declaration of Human Rights for each participant

Review the full Declaration in Appendix A and make sure you clearly understand the meaning of each right. More information can be found at: www.un.org/overview/rights.html

Activity Overview:

This activity is designed as a creative introduction to key rights enshrined in the Universal Declaration on Human Rights. Participants select one human right that they must try to illustrate through drawing, and have others in the group identify and discuss its meaning. Through group work, participants will also explore whether all people in their community/country enjoy these rights as a way of thinking about the local relevance of each right. Each group will share their findings, and the end result will be a wall display of some of the key human rights for all people that can be kept up during the day as a visual reminder to young women of their human rights.

Instructions for facilitator:

1. Hand out paper and a pen to each participant, and ask each person to select one piece of paper out of the hat/box/bowl.
2. Each participant should now try and draw a picture that depicts the human right they have selected – the drawing could illustrate the right being denied, the right enjoyed or the right defended. Be available for participants who may be struggling to come up with a way of drawing the right.
3. Participants should break into groups of 4-5, with each person holding up their drawing and others in the group trying to guess the right being depicted. If the group doesn't guess, the person can share and explain what they were trying to demonstrate through their drawing. As each right is shared, the group should consider whether everyone in the country, including young women, enjoys this right, and if not, which groups are excluded from the right. Someone from the group should record this discussion for reporting back to the broader group.
4. Once each group is finished, they should write the title of each right on the bottom of the drawing, and display each right on the wall.

5. The larger group should then assemble and one person from each group should present the rights that their group had identified, as well as a summary of the discussion about the enjoyment of these rights in their country. The facilitator should make sure all participants understand the meaning of each right being shared, and facilitate questions/comments from the broader group on each report.
6. At the conclusion of the session, handout the summary of the Universal Declaration (Handout A) and provide a short introduction to the document using some of the information contained in the introduction to this section of the facilitator's notes below.

Facilitator's Notes – Introducing the Universal Declaration of Human Rights

- ▼ The Universal Declaration of Human Rights is the basis for all human rights
- ▼ It was adopted by the United Nations General Assembly in 1948
- ▼ All countries who belong to the United Nations are expected to publicise, promote and implement the declaration
- ▼ Each of us is entitled to the human rights in this document simply by the fact that we are human beings.
- ▼ Some important principles behind these rights are that all human beings are equal, they are universal to all human beings no matter what their culture or background, they are all interconnected in that if you take away one right, it can impact on another, and governments, individuals and institutions all have the responsibility to uphold these rights.
- ▼ Other documents have been developed to further spell out the rights contained in the UDHR – there are International Covenants, which outline specific Civil and Political Rights, as well as Economic, Social and Cultural Rights.
- ▼ Treaties or conventions have also been developed to define inhumane acts, to provide protection for specific populations, and for groups that experience discrimination. Any country that has signed on to any of these conventions is bound by international law to respect the human rights embodied in these documents.
- ▼ The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) specifically addresses the discrimination faced by women in enjoying their human rights.
- ▼ Get to know your rights, so that you can exercise these, respect other people's rights and hold your government accountable.

WORKSHEET B
ACTIVITY 4:
**Preparatory
Material**

Instructions: Cut out each statement, fold and place into a box, hat or bowl

Right to Equality	Freedom from Discrimination
Right to Life, Liberty, Personal Security	Freedom from Slavery
Freedom from Torture and Degrading Treatment	Right to Equality before the Law
Right to Fair Public Hearing	Right to Free Movement in and out of the Country
Right to a Nationality and the Freedom to Change It	Right to Marriage and Family
Right to Own Property	Freedom of Belief and Religion
Freedom of Opinion and Information	Right to Participate in Government and in Free Elections
Right to Social Security	Right to Desirable Work and to Join Trade Unions
Right to Rest and Leisure	Right to Adequate Living Standard
Right to Education	Right to Participate in the Cultural Life of Community

APPENDIX A

ACTIVITY 4:

Preparatory Reading

The Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

Now, therefore, the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- 1 Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- 2 No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- 1 Everyone has the right to freedom of movement and residence within the borders of each State.
- 2 Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- 1 Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- 2 This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- 1 Everyone has the right to a nationality.
- 2 No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- 1 Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- 2 Marriage shall be entered into only with the free and full consent of the intending spouses.
- 3 The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- 1 Everyone has the right to own property alone as well as in association with others.
- 2 No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- 1 Everyone has the right to freedom of peaceful assembly and association.
- 2 No one may be compelled to belong to an association.

Article 21

- 1 Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- 2 Everyone has the right to equal access to public service in his country.
- 3 The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- 1 Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- 2 Everyone, without any discrimination, has the right to equal pay for equal work.
- 3 Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- 4 Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- 1 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- 2 Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- 1 Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2 Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- 3 Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- 1 Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- 2 Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29

- 1 Everyone has duties to the community in which alone the free and full development of his personality is possible.
- 2 In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- 3 These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Adopted on December 10, 1948
by the General Assembly of the United Nations (without dissent)

HANDOUT A: ACTIVITY 4 The Universal Declaration of Human Rights

(Summary Version)

The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

- Article 1 **Right to Equality**
- Article 2 **Freedom from Discrimination**
- Article 3 **Right to Life, Liberty, Personal Security**
- Article 4 **Freedom from Slavery**
- Article 5 **Freedom from Torture and Degrading Treatment**
- Article 6 **Right to Recognition as a Person before the Law**
- Article 7 **Right to Equality before the Law**
- Article 8 **Right to Remedy by Competent Tribunal**
- Article 9 **Freedom from Arbitrary Arrest and Exile**
- Article 10 **Right to Fair Public Hearing**
- Article 11 **Right to be Considered Innocent until Proven Guilty**
- Article 12 **Freedom from Interference with Privacy, Family, Home and Correspondence**
- Article 13 **Right to Free Movement in and out of the Country**
- Article 14 **Right to Asylum in other Countries from Persecution**
- Article 15 **Right to a Nationality and the Freedom to Change It**
- Article 16 **Right to Marriage and Family**
- Article 17 **Right to Own Property**
- Article 18 **Freedom of Belief and Religion**
- Article 19 **Freedom of Opinion and Information**
- Article 20 **Right of Peaceful Assembly and Association**
- Article 21 **Right to Participate in Government and in Free Elections**
- Article 22 **Right to Social Security**
- Article 23 **Right to Desirable Work and to Join Trade Unions**
- Article 24 **Right to Rest and Leisure**
- Article 25 **Right to Adequate Living Standard**
- Article 26 **Right to Education**
- Article 27 **Right to Participate in the Cultural Life of Community**
- Article 28 **Right to a Social Order that Articulates this Document**
- Article 29 **Community Duties Essential to Free and Full Development**
- Article 30 **Freedom from State or Personal Interference in the above Rights**

ACTIVITY 5 TREASURE HUNT: UNCOVERING WOMEN'S HUMAN RIGHTS VIOLATIONS

TIME: 30 MINUTES

Objectives:

To raise awareness of human rights issues facing women and girls around the world

To promote a review of human rights from a gender perspective

You will need:

- One facilitator
- Paper for printing out questions and answers
- A reward for each pair, such as a sweet or chocolate

Preparation:

Cut out each of the questions and answers provided separately

Make sure there is sufficient space in the room for people to mingle with each other, as well as chairs to the side for people once they have found their corresponding pair

Activity Overview:

This exercise encourages physical movement and interaction among the group with the goal of building knowledge about human rights violations facing women around the world.

Instructions for facilitator:

1. Give each person a piece of paper with either a question or an answer.
2. Ask the group to mingle with each other with the goal of finding the person with the corresponding question or answer. As soon as a match is made, the pair should yell out 'treasure'.
3. Once someone yells out 'treasure', ask the whole group to stop and listen to the question followed by the answer. You can then award the pair a treasure (a sweet or chocolate) and they can be seated while the rest of the group continues to find their pair. Give every successful pair a treasure.
4. At the end of the exercise, ask the group the following questions:
 - a) Did any of the statistics or information surprise or shock you?
 - b) Are any of the issues raised also issues for women in our country?
5. At the conclusion of this exercise, tell the group that they will now focus on looking at women's human rights in their own country.

ACTIVITY 5:
TREASURE HUNT
**Preparatory
Material**

Instructions: cut out each of the following questions and answers separately

<p>Q1</p> <p>Which is the international convention that addresses discrimination against women?</p>	<p>Q2</p> <p>How many women in the United States of America are subjected to domestic violence every year?</p>
<p>Q3</p> <p>How many women and girls are trafficked (lured, bought, sold) into forced prostitution and other forms of sexual slavery in Western Europe each year?</p>	<p>Q4</p> <p>How many women and girls are subjected to the cultural practice of female circumcision or as it's often called 'female genital mutilation'?</p>
<p>Q5</p> <p>What are three countries where rape has been used as a weapon of war over the past decade?</p>	<p>Q6</p> <p>Of the 130 million children around the world that are not in primary school, how many are girls?</p>
<p>Q7</p> <p>While women make up half the world's population, what percentage of parliament seats do we occupy worldwide?</p>	<p>Q8</p> <p>Over the next decade, how many girls worldwide will be married before their 18th birthday due to the cultural tradition of early childhood marriage?</p>
<p>Q9</p> <p>Name one country where the law states that wives must be available to their husbands for sex and that they cannot leave the marital home without permission</p>	<p>Q10</p> <p>Name two countries where men are able to kill their wives with legal impunity</p>
<p>Q11</p> <p>In which country are women prohibited from driving?</p>	<p>Q12</p> <p>In which country does the law require a woman to have at least four male witnesses to give evidence as eye witnesses of the act of rape, in order to prove that she has been raped?</p>

ACTIVITY 5 ANSWERS:

TREASURE HUNT

Preparatory
Material

<p>A1 The Convention on the Elimination of all forms of Discrimination Against Women is the document that addresses the specific human rights issues faced by women.</p>	<p>A2 3-4 million women in the USA experience violence at the hands of their partners or husbands every year. (Tjaden and Thoennes, 2000)</p>
<p>A3 120,000 women and children are trafficked into Western Europe every year. (International Organisation for Migration, 2002)</p>	<p>A4 130 million women and girls are subjected to female genital mutilation. (Rahman and Toubia, 2000)</p>
<p>A5 In Bosnia, Democratic Republic of Congo and East Timor, women and girls were subjected to rape and sexual violence during armed conflict. (Eaton, 2004)</p>	<p>A6 Girls make up two-thirds of the children not in primary school. (United Nations Children's Fund, 1999)</p>
<p>A7 Women hold 16% of parliamentary seats around the world. (United Nations Fund for Women, 2005)</p>	<p>A8 100 million girls will be married before adult age by their parents. (International Centre for Research on Women, 2005)</p>
<p>A9 In Yemen women must be available to their husbands for sex and cannot leave their homes without permission. (Yemen's Personal Status Act of 1992)</p>	<p>A10 In both Haiti and Syria, men are able to kill their wives who are caught in the act of adultery without being punished. The murder must not however, be premeditated. (United Nations Commission on Human Rights, E/CN.4/2002/83)</p>
<p>A11 In Saudi Arabia, laws prohibit women from driving. (Amnesty International, 2004)</p>	<p>A12 Pakistan requires women to have four Muslim adult male witnesses to testify in court that they witnessed the act of penetration. (Amnesty International, 2004)</p>

ACTIVITY **6** WOMEN'S HUMAN RIGHTS ON TRIAL

**TIME: 2 HOURS
AND 30 MINUTES**

Objectives:

To analyse the impact of human rights on women in the country

To identify possible solutions or ways of intervening

You will need:

- One facilitator
- One volunteer judge
- Note paper/pens for each group to record discussion
- Two tables and sufficient chairs for the group
- Any props that might help the room resemble a law court
- Background resources/materials on human rights issues in your country that could be a source of information for preparing testimonies (if there is any possibility to have internet access, this could also serve the same purpose)

Preparation:

In case the groups get stuck, make sure you have some examples of possible scenarios that could help get them thinking

Set the room up with two tables each with one chair at the front of the room. One will be for the judge and the second one for the person giving testimony. Other chairs should be set up in rows for the audience.

Ensure there is sufficient break out space for the group work

Activity Overview:

Human rights tribunals can be an effective method of sharing violations of human rights. This activity focuses small groups to identify a specific human rights violation in the participant's home country and to develop a fictitious testimony of a person who is impacted by this violation. Through a tribunal, each group has a spokesperson who gives the testimony, which the full group then discusses and attempts to find solutions for. Through this method, the focus is to raise awareness of the issue and find solutions for how it might be addressed.

Instructions for facilitators:

PART I PREPARATION (1 HOUR)

1. Ask participants to break into small groups and to brainstorm ways that women's human rights are discriminated against or violated in their country.
2. Taking one of these examples, each group should appoint a spokesperson to serve on a human rights tribunal. This person's role will be to give a personal testimony as one of people affected by this human rights violation – they should try to be as convincing and dramatic as possible.
3. The group should help prepare the person to develop and practice their script/speaking points, sharing input on the key issues that should be raised. These scripts should be no longer than 5 minutes each.
4. If there are resource materials or internet access available, the group may want to do some quick research to support the testimony.
5. If any props are available, the speakers can be encouraged to dress up.

PART II TRIBUNAL

TIME 1 HOUR 30 MINUTES

1. Of the remaining participants, identify a volunteer to serve as the judge of the tribunal. This person's role will be to chair the session by introducing each of the people giving testimony and keeping the court in order (i.e. making sure everyone is quiet, well-behaved, etc).
2. The rest of the participants will serve as the expert jury. Their role will be to listen to each testimony and to try and offer solutions for how the situation might be addressed. The key question they should consider is: what actions could be taken to rectify the situation by the community affected, by the government, and by the international community?
3. The judge should pause at the end of each testimony to ask the jurors for their comments on the testimony and what solutions they can think of for how the situation might be resolved. The facilitator should write each of these suggestions on a flip chart under each of the headings – affected group, government, and international community. Once these jurors have given their input, the judge should make a brief summary and then proceed with the next testimony.
4. At the conclusion of the tribunal, the judge should thank the jury and people who gave testimony and close the tribunal.
5. The facilitator should then step in and ask the group what they learned or found useful from this exercise.
6. The group should also be encouraged to think about the tribunal method as a tool for raising public awareness of real life testimonies of human rights abuses/issues bringing in local experts to make commentary and offer solutions.



act

ACTIVITY 7 THE PEN IS MIGHTIER THAN THE SWORD: DEFENDING HUMAN RIGHTS THROUGH LETTER WRITING CAMPAIGNS

1 HOUR 20 MINUTES

Objective:

To develop skills in writing letters to address human rights violations

You will need:

- A sheet of paper for each participant and a pen/pencil
- White board or flip chart to write up brainstorm on letter writing techniques

Preparation:

Make copies of Handout B and review

Identify one of the case studies raised in Activity 4: Women's Human Rights on Trial that could be the focus of the letter writing campaign or another local example that could be used

Activity Overview:

Sending letters by mail, fax or email to people responsible for violating human rights and those in a position to influence their actions is one of the most effective ways to communicate your concerns. Letters and faxes are most effective as emails can be redirected. Campaigns that engage hundreds, even thousands, of other people in co-ordinated efforts can have an impact on governments and have resulted in the release of prisoners or people facing execution and changes to law.

Instructions for facilitator:

- ▼ Explain to the group the impact of letter writing campaigns in addressing human rights issues, and go over the rules to writing effective letters.
- ▼ You could start by asking the group to brainstorm what makes an effective letter writing campaign and good letter writing techniques
- ▼ Go over the rules to letter writing on Handout B – you may want to ask each participant to read out a rule or go through them yourself.
- ▼ Ask the group to break into pairs, and practice writing a letter to the government using one of the examples that came out of the human rights tribunal (Activity 6)
- ▼ Once each pair has finished the exercise, ask them to share their letters with the larger group and have people offer advice/feedback on the letter.
- ▼ At the end of this session, re-emphasise the importance of letter writing as a tool in campaigns against human rights violations and abuses both in country and abroad.

Timing Breakdown:

- ▼ Introduction – 5 minutes
- ▼ Brainstorm/Rules – 10 minutes
- ▼ Exercise explanation – 5 minutes
- ▼ Letter writing exercise – 20 minutes
- ▼ Sharing & Feedback – 35 minutes
- ▼ Wrap up – 5 minutes

HANDOUT B: letter writing rules

1. Be brief and write no more than one page.
2. Always be polite. Governments do not respond to abusive or angry letters.
3. Always write from the perspective that the government is open to discussion.
4. Show respect for a country's political system and an understanding of current difficulties.
5. Never give the impression that you are ideologically or politically opposed to the government in question, but rather stress that your concern for human rights is in keeping with the principles of international law.
6. Highlight who and what you are to show that your letter is genuine and that people from all backgrounds are following an event in the country.
7. If you have a special interest or link with the country, mention this and indicate you would like to see a better image of the country abroad.
8. Structure your letter as follows:
 - > official's name and title
 - > official's address
 - > correct salutation
 - > first paragraph – What is the name of the person or group on whose behalf you are writing and what is the situation of concern?
 - > second paragraph – Which rights have been or may have been violated?
 - > third paragraph – What action you would like the official and/or the government to take?
 - > correct closure
 - > your signature
 - > name and address
9. Remember that there is strength in numbers, so the more people you can mobilise to write similar letters, the greater the pressure will be
10. Don't just write to governments when they violate human rights, but also to congratulate them when they take action to protect and promote these rights

GOOD PRACTICE BOX

YWCA Belarus - 2004 Shadow Report at CEDAW

In 2004 the YWCA of Belarus in conjunction with the Women's Independent Democratic Movement (WIDM) took a bold step for women's human rights and submitted a shadow report on their country's implementation of the Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW). Gender stereotypes, trafficking of women, and violence against women were some of the issues covered in the shadow report which included recommendations to the government for the improvement of the status of women in Belarus. The YWCA of Belarus also provides human rights education, particularly for young women, and runs the country's first hotline for trafficking in human beings.

The CEDAW Committee monitors nations' respect and protection of women's human rights, and encourages the submission of shadow reports from non-governmental organisations, which provide an alternative to the government's accounts of their own progress.

The YWCA of Belarus believes that regardless of government action, the research involved in producing the report will help them to better serve women in their country.

peace

EDUCATE | EMPOWER | ACT



educate

**“You can no more win a war than
you can win an earthquake.”**

Jeanette Rankin

From the dawn of time it seems that humans have always found reasons to fight each other. We have waged war over water, land, diamonds, oil, religion, skin colour, or one man’s simple desire to rule the world. This tradition of aggression has kept us busy. There have been people to bury, cities to rebuild, orphans to care for, and refugees to rehabilitate. However, this has been the less difficult work. The much more challenging task has been to learn war’s greatest lesson – that it isn’t worth the trouble.

There are those who would argue that sometimes war is justified, but what justifies being systematically raped and purposely infected with HIV? What justifies watching your parents succumb to the flames as your village is burnt to the ground? What could possibly justify the loss of millions of arms, legs, and lives?

“Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn’t be peace at any cost but peace based on principle, on justice.” - Corazon Aquino

Indeed there are things worth fighting for, but these battles do not require cruise missiles, fighter jets, or even soldiers. The fight for peace, justice, and human dignity can be won by working towards adequate healthcare, education, shelter and food for all people, everywhere. By eliminating poverty and ensuring a just distribution of the world’s resources, a significant portion of conflict starters would

be removed. By promoting respect for the human rights and dignity of all people, differences in skin colour, nationality, or religion would lose their power to ignite hatred.

“I dream of giving birth to a child who will ask: “Mother, what was war?”
- Eve Merriam

Women play a vital role in both conflict and peace. Whether as refugees, soldiers or survivors of sexual violence, women experience war differently from men and are vulnerable in ways that men are not. In the midst of the chaos and destruction of war, women assume responsibility for protecting and providing for their children and communities. Yet, when it comes to negotiating peace and doing the practical work of rebuilding societies after war, women are largely ignored. Fortunately, many women recognise the importance of our contribution to building and keeping peace, and do not wait for an invitation. Wangari Maathai, the Kenyan 2004 Nobel Peace Laureate, Sunila Abeysekera who pioneered the documentation of human rights violations in her native Sri Lanka, and Colombian Ana Teresa Bernal who founded the National Network of Citizen Initiatives against War, are a few examples of women who have seized leadership roles in the pursuit of a more just and peaceful world.

“We are the young generation, and this is our future. Shall we watch our dreams be distorted because of war and violence, and stay silent?”
- Ghada Haddad

As young women, we must also assert our right and responsibility to promote peace with justice. The future that we help to create is the one that we will raise our children in, the one that we will grow old in. In our influential roles as mothers, sisters, wives, teachers, caretakers, policy makers, community leaders, voters, and friends, we have the power to change attitudes and eventually, the course of history.

fast facts



- ▼ The International Red Cross has estimated that one out of every two casualties of war is a civilian caught in the crossfire.
- ▼ According to the Arias Foundation for Peace and Human Progress, half of the world's governments spend more on defence than health care.
- ▼ The Stockholm International Peace Research Institute estimates that the world's military expenditure in 2004 was US \$975 billion. During the same period the World Bank reported that 2.8 billion people lived on less than \$2 a day, and 1.1 billion of these people lived on less than \$1 a day.
- ▼ Iceland has no military and no military expenditure.
- ▼ The United Nations estimates there to be over 300,000 child soldiers around the world, now serving as combatants in over 30 current conflicts.
- ▼ There are more landmines in Cambodia than people. Cambodia is just one of 64 countries around the world littered with some 100 million anti-personnel landmines.

empower

WORKSHOP

GROUP SIZE: 10 - 20

Objectives:

- To give participants an opportunity to explore the consequences of armed conflict
- To help participants develop conflict resolution skills
- To help participants develop a culture of peace

You will need:

- One facilitator
- Pen and notepad for facilitator
- Flip chart paper
- Markers

Optional materials:

- Refreshments for a morning and afternoon break
- Lunch for all participants

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Review activities and ensure that you have all materials prepared in advance.

Prepare small folded blank pieces of paper for each participant, except 1. Write 'x' on one.

List workshop objectives on a flip chart page.

This section outlines a workshop designed to give young women the opportunity to explore the consequences of conflict, build conflict resolution skills and confidence to become peace builders and peace promoters in their communities and beyond.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

ACTIVITY 1 INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter "icebreakers, introductions & tonesetting"

ACTIVITY 2 LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY **3** STOCK MARKET

**TIME: 45 MINUTES –
1 HOUR**

Objectives:

To illustrate that judgements based on external appearances and assumptions are not reliable, and can lead to poor decisions.

You will need:

One facilitator

Preparation:

Arrange seats in a circle.

Activity overview:

Participants are divided into two groups where they secretly place a value (from 1 to the number of women on the team) on each member of the group. Both teams then have the opportunity to choose three members of the other team, with the aim of selecting the women with the highest values.

Instructions for facilitator:

1. Divide participants randomly into two groups.
2. Explain that they now represent stocks from two different companies.
3. Tell participants that they will be given ten minutes to come up with a company name and a stock value for each person on their team. If there are five members in the team, each member must be given a number value from one to five. More than one person cannot be assigned the same value. Values assigned must not be lower than one or higher than the number of members in the group. Remind participants to keep their assigned values secret from the other team.
4. When the ten minutes are up declare the stock market open and allow both teams to take turns displaying their stock (members) for the other team to choose three stocks (members) from their company.
5. Once this process is complete the selected stocks change sides and reveal their value.
6. The current stock on each team is counted, and the team with the highest stock value wins.
7. Play again if time permits and participants express interest.
8. When the game is over invite all participants to sit in a circle and lead a discussion based on the discussion notes provided.

DISCUSSION NOTES

- ▼ How did it feel to win?
- ▼ How did it feel to lose?
- ▼ What was your strategy?
- ▼ How effective do you think it was?
- ▼ What do you think was responsible for your accuracy/inaccuracy?
- ▼ How did it feel to be selected?
- ▼ How did it feel not to be selected?
- ▼ What did you learn from this game?
- ▼ How can your experience in this game be linked to peace and conflict?

ACTIVITY 4 MURDER IN THE MARKETPLACE

TIME: 1 HOUR

Objectives:

To stimulate discussion on the effects of armed conflict

You will need:

- One facilitator
- Small folded blank pieces of paper for each participant except one with a 'x' written on it

Preparation:

None

Activity overview:

The participant who receives the paper with an x is the murderer. She kills by winking at her victim. All participants must walk around and look each other in the eyes. If someone is winked at she must count to ten in her mind before walking to the sideline, indicating that she is dead. If another young woman believes she knows who the murderer is, she must speak up. If she is wrong she also dies.

Instructions for facilitator:

1. Hand out folded pieces of paper to participants and instruct them not to show anyone what is written on them.
2. Explain that there is a murderer on the loose and she kills with a wink.
3. Tell participants that the rules of the game insist that they walk around the 'marketplace' looking each other in the eye.
4. Explain that if they are killed by the fatal wink, they must continue behaving normally for ten seconds before leaving the marketplace for a designated 'cemetery' on the sidelines of the game.
5. Tell participants that the only way to stop the killer is for a brave young woman to point out who she is. However if this young woman is wrong, she too will be killed.
6. When the killer is discovered invite participants to sit in a circle and lead a discussion based on the notes provided.

DISCUSSION NOTES

- ▼ How did it feel to be constantly in danger?
- ▼ What struck you most about this game?
- ▼ What surprised you?
- ▼ How did it feel when people started dying?
- ▼ How did it feel when you were killed?
- ▼ Have you ever experienced/can you imagine a conflict situation where you were in constant danger, even doing simple daily activities like going to the market? How did you cope/how do you think you could cope with that situation?

ACTIVITY 5 WORD WAR

TIME: 1 HOUR

Objectives:

To open discussions on war, conflict and conflict resolution.
To explore different options for non violent conflict resolution.

You will need:

- One facilitator
- Flip chart paper
- Markers
- Tape, chalk or anything else to mark a boundary on the floor

Preparation:

Arrange seats in a circle and place flip chart where everyone can see it.
Place a boundary division on the floor, such as a chalk line, a rope, or a row of chairs.

Activity overview:

Participants are divided into two tribes who both claim ownership to a large lake, very valuable for its fish. Two or three young women who were previously selected act as the council of the elders who will decide ownership based on a war of words between the tribes.

Instructions for facilitator:

1. Explain to participants that they will be divided into two warring tribes, but first an impartial council of elders must be chosen.
2. Select two or three volunteers.
3. Ensure that the remaining number of participants can be evenly divided into two.
4. Next, randomly divide the remaining participants into two teams and place them at opposite sides of the boundary marked on the floor.
5. Explain that every member of both tribes will have a face off with a member of another tribe at the boundary. The council of the elders will indicate when each battle begins and ends, and who has won each battle. The tribe winning the most battles wins the lake.
6. Tell participants that the rules of this war are
 - a. No touching
 - b. No part of your body should cross the boundary.
 - c. Each battling party must choose one word to fight with. Either yes, no or maybe.
7. The battle is fought by each party forcefully saying her chosen fighting word repeatedly. Different intonation and threatening body movements can be used to make the words more forceful.
8. The elders must decide when to end each battle, and who has won. The losing party then falls to the ground to be collected by the members of her tribe.
9. When all members of the warring tribes have battled, announce which tribe has won rights to the lake.
10. Then invite participants to sit in a circle and lead a discussion based on the discussion notes provided.

- ▼ How did it feel to win?
- ▼ How did it feel to lose?
- ▼ Do you think the elders' decisions were fair?
- ▼ Do you think the war was a good way to settle the disagreement?
- ▼ What were some consequences of the war?
- ▼ How could these consequences have been avoided?
- ▼ What could have been done to prevent the war?

* As participants share alternatives to war list them on the flip chart paper.

DISCUSSION NOTES

ACTIVITY 6 CONFLICT RESOLUTION

TIME: 1 HOUR

Objectives:

To give participants an opportunity to practice non-violent conflict resolution skills.

You will need:

- One facilitator
- List of conflicts (provided)

Preparation:

None

Activity overview:

Participants are divided into groups of three or four and each group is given a conflict scenario to try to solve. After giving each group 20 minutes to develop a peace plan for the situation, the facilitator randomly calls on one member of each group for a role play on the conflict situation their group has been working on. The other group members provide support to the women in the role play, who can at any moment pause the role play and turn to them for advice.

Instructions for facilitator:

1. Divide participants into groups of three or four.
2. Hand out one conflict scenario to each group and tell participants that they will have 20 minutes to discuss an effective non-violent way to resolve the conflict.
3. Let participants know that one or more members of each group will be called on to do a role play with the facilitator to illustrate the resolution to the conflict situation they examined.
4. When called on, each group must explain their proposed solution to the facilitator. The facilitator will play the role of the major conflicting party. The team members will play the role of peace negotiator.
5. Instruct the other group members to stand or sit next to the young woman involved in the role play. Whenever she feels that she needs help, she can pause the role play and turn to her group for advice.
6. Conduct a role play with each group.
7. When each group has had a turn, spend some time discussing the conflict resolution strategies used by the group, and suggestions for improvement.

Conflict Situations

- ▼ The government of Awan promised water for all in 2005. The villages agreed to contribute some of the labour, but the government went back on its promise because the materials became too expensive. Nationwide protests are raging out of control with looting and destruction of property. As a nationally respected community leader, how would you negotiate a peaceful solution?
- ▼ Due to heavy traffic some villagers on either side of a highway must be relocated in order to widen the road. However tensions are raised between villagers from either side of the highway when the group on the western side is given less money and a shorter relocation period. As a community leader from the western side, how would you negotiate peace?
- ▼ A group of women were given a task to complete for a specific sum of money. Two of them did only one day's work because they fell ill. At the end of the project some of the women insist that these two women should receive the full payment since they are poor and need the money. This creates conflict within the group. As one of the ill women, find a peaceful solution.
- ▼ A fifteen year old young woman is very knowledgeable about the YWCA but is being denied the opportunity to talk about the YWCA on a television programme because the older women think she is too young. As this young woman find a peaceful solution.
- ▼ Two sisters sold a farm during a time of famine that had been in their family for a century. Now that the situation has improved they want to reclaim the land. The new owner refuses, but the majority of the village support the sisters, because they were also hard hit by the famine and resent the new owner for benefiting from their suffering. As the new owner find a peaceful solution.
- ▼ The government's beach policy is equal access to all citizens. However a luxury hotel has been built on the most beautiful beachfront and now charges an exorbitant entrance fee. Anger is growing among residents from the area. As a community leader find a peaceful solution.

act

There are many ways that you can take a stand for peace. Read the following ideas, add your own, and take action. Every action, big and small, makes a difference. You have the power to change the world for good!

Learn about conflict situations, and how you can contribute to creating peace. Share your new knowledge with friends, co-workers, relatives and anyone else with an interest. Pay special attention to conflict situations that involve your country or region, either directly or indirectly. This may be where you will be able to have the greatest impact.

Contact the YWCA of Palestine to join their Olive Tree Campaign to keep hope alive for a just peace in the Middle East.

Look out for internationally recognised days for commemorating peace. Find a local group to celebrate with, or organize your own group of peace activists!

June 25-July 1 Week of Solidarity with the Peoples of Non-Self-Governing Territories

September 21 International Day of Peace

October 24-30 Disarmament Week

October 17-23 YWCA Week Without Violence

November 29 International Day of Solidarity with the Palestinian People

November 25-December 10 16 Days of Activism Against Gender Violence

ACTION TOOL: peace vigil

WHY HOLD A VIGIL?

Organising a public gathering in the name of peace gives people an opportunity to express commitment to peace, and raises public awareness of ongoing violence and armed conflicts. A vigil can spark important dialogues about war and peace.

VIGIL TIPS

- ▼ The success of a peace vigil can depend largely on the initiative and commitment of one or a few dedicated people. Establish a core group to conceptualise, and drive the vigil.
- ▼ Determine what kind of vigil you want to hold. A vigil can be a one time event, or can take place at regular intervals (e.g. every Sunday night).
- ▼ Do something that will make a visual impact on passers by for example,
 - > All participants wear the same colour
 - > All participants hold candles
 - > Large placards and banners
- ▼ Designate some people to interact with passers by, answering questions, distributing leaflets, or collecting signatures for a petition.
- ▼ Make sure the vigil venue is visible, and you have the necessary permission to use the location.
- ▼ Make sure your vigil is legal. Check with a local police station or other authority.
- ▼ Hold the vigil at a time and place where you will be seen by as many people as possible.
- ▼ Ensure that vigil participants do not block or limit access to any thoroughfare.

GOOD PRACTICE BOX

Palestine: Keeping Hope Alive

In the face of decades of armed conflict the YWCA of Palestine stresses the importance of keeping hope for a peaceful future alive. Olive trees are a symbol of hope for the Palestinian people, and the Olive Tree Campaign aims to replant 50,000 of these trees that have been uprooted or destroyed in Occupied Palestinian Territories.

The campaign restores hope to those who depend on olive trees for their livelihood, and also raises international awareness of the conflict by soliciting donations from around the world to finance the replanting of trees. The YWCA of Palestine, working with the YMCA of East Jerusalem, also hosts international groups for olive harvests and tree planting. This provides a non-violent way for people to stand in solidarity with the Palestinian people, as well as gain a greater understanding of the conflict and the realities of life in the territory.

Contact the YWCA of Palestine at
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Tel: 972 2 6282593
Fax: 972 2 6284654
E-mail: ywca@ywcapalestine.org



SOURCES

Federation of American Scientists www.fas.org
World YWCA www.worldywca.org

self esteem & body image

EDUCATE | EMPOWER | ACT



educate

The pressure to be beautiful is robbing young women of their self-esteem, leaving them plagued by feelings of shame and worthlessness.

In the western world it's Barbie, in Asia it's light skin and big eyes. The form it takes may be different, but the concept is the same across the world. To be successful, a woman must conform to the standards of beauty set by her society. Without beauty, a woman may run a successful business, or graduate at the top of her class, but her value will remain lower than her prettier counterparts. Without beauty, a woman also runs the risk of not attaining a basic social success indicator – a husband.

Society makes it clear that a woman's value lies largely in her ability to attract men. This fact is illustrated by the fact that women earn more than men in only two professions, modelling and sex work.

WHAT'S THE PROBLEM WITH BEAUTY?

The desire to be attractive is normal, but problems arise when the definition of beauty is narrow, unhealthy, and genetically unrealistic for the vast majority of women. In the United States for example, the average American model is 5 feet eleven inches tall and weighs 117 pounds. The average American woman on the other hand is 5 feet four inches tall and weighs 140 pounds. According to the US Department of Health and Human Services, the models are underweight and risking their health. The average woman on the other hand, is within the range of healthy weight for her height. Not surprisingly, in the western world, approximately

45 percent of women with a healthy weight believe that they are too heavy.

Affluent countries are not the only places where women agonise over our bodies. In Africa and Asia, it is not uncommon for women to use potentially carcinogenic skin lighteners in the bid for beauty.

EXPORTING THE BEAUTY BEAST


Globalisation and the spread of western culture are taking a toll on women around the world. Incidences of anorexia nervosa and other eating disorders are beginning to rise in African, Latin American and Caribbean communities where a more natural body shape has traditionally been acceptable and even preferable for women. A study from the University of Zululand in South Africa has shown that young women want to lose weight in order to fit the “modern” standard of beauty, with a number of women stating explicitly that they want to look like the women on television and in magazines. South African women also cited the fact that modern clothes are only available in smaller sizes, which adds pressure to young women to lose weight. Argentinean schoolgirls have dubbed anorexia the supermodel syndrome, and several girls report hoping to be struck by the disorder. In Asia growing numbers of women are undergoing surgery to change the shape of their eyes.

Beauty is slowly narrowing down to a single image – a blond anorexic woman with breast implants.

THE UGLY TRUTH ABOUT BEAUTY

The pressure to be beautiful is robbing young women of their self-esteem, leaving them plagued by feelings of shame and worthlessness. Poor self-esteem is linked to poor performance in school and on the job, vulnerability to violence from a sexual or romantic partner, and more incidences of illness among young women. This prevents us from enjoying life fully and fulfilling our potential as social change agents.

fast facts

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- ▼ According to Mire (2005) in 2001, in Japan alone, the skin-whitening market was estimated to be worth \$ 5.6 billion. The fastest growing skin-whitening market in Asia is China. In 2001, China's skin-whitening market was estimated to be over \$1.3 billion.
 - ▼ A 2005 Bliss magazine survey found that four in ten teenage girls have considered plastic surgery. Two thirds of the 2,000 girls quizzed, average age 14, said the pressure came from celebrities with perfect bodies and boys.
 - ▼ Hill and Pallin (1998) found that among a sample of 8-year-old boys and girls, self-rated dieting in girls was related to low perceived behavioural conduct, low social acceptance and global sense of self worth, even when body weight was controlled. Self-perception of global self-worth and weight were not significant predictors of self-endorsed dieting for boys, but they were for girls. The study concluded that young girls are drawn to weight-control to improve their self-worth. A strong predictor for both genders dieting awareness was the perception of the mother's dieting when she felt fat.
 - ▼ A study involving 869 school girls aged 14-16 found that more than one third (36%) of the girls reported using at least one extreme dieting method in the past month (crash dieting, fasting, slimming tablets, diuretics, laxatives or cigarettes). In addition, 77% of the girls said they wanted to lose weight. Grigg, M. et al. Disordered eating and unhealthy weight reduction practices among adolescent females Preventive Medicine Vol 25 No 6 1996 p748-56
 - ▼ Over 90% of patients with anorexia nervosa or bulimia nervosa are women. American Psychiatric Association, 1994
 - ▼ In a study of almost five hundred schoolgirls, 81% of the ten-year-olds reported that they had dieted at least once. Mellin, Scully & Irwin, 1986
 - ▼ Shame seems to be another component of women's attitudes toward their bodies. In a Kinsey survey it was found that women felt more embarrassed when asked about their weight, than when they were asked about their masturbation practices, or occurrences of homosexual affairs (Kinsey et al., 1953).
 - ▼ Smoking is a common method of weight loss being used by today's youth, according to Frances Berg, editor/publisher of the Healthy Weight Journal (Berg, 1997). For the first time in history the smoking rate of girls now surpasses that of boys, with the compelling motivation for this behaviour being weight control (Youth Risk Behaviour Surveillance-US, 1995). Forty percent to 50% of women smokers do so because they see it as a primary mean to control their weight. Of these women, 25% will die of a disease caused by smoking (Wolf, 1992, p.229; Garner, 1997).

**Where to
find more
information:**

www.adiosbarbie.com

www.iambeautiful.com

www.bodypositive.com

Local YWCA

Local UNICEF (United Nations Children's Fund) office

Local UNIFEM (United Nations Development Fund for Women) office

empower

This section outlines a workshop designed to raise young women's awareness of their self-esteem and body image, and empower them to improve their sense of self worth, as well as help other young women to do the same.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

WORKSHOP

GROUP SIZE: 10 - 20

Objectives:

To increase participants' awareness of their own levels of self esteem and body image

To increase participants' awareness of the factors that impact self esteem and body image

To give participants a self esteem boost

To give participants tools to improve and maintain a healthy self esteem and body image

To challenge participants to help other young women to improve their self esteem and body image

You will need:

- One facilitator
- String
- Paper
- Scissors
- Pens or pencils – enough for each participant
- Flip chart paper
- Several markers in a range of colours
- Enough space for all participants to line up shoulder to shoulder in both directions
- Comfortable seats for all participants
- Wall space or other structures displaying work on flip chart paper and artwork
- Scotch tape, thumb tack or other means of displaying flip chart paper and artwork
- Garbage bag
- Medium sized bowl/basket/container
- Several small containers of different types of beads (one type of bead per container)
- Small squares of firm paper
- Letter sized firm, sturdy paper

Optional materials:

- Bristol/poster board
- Leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines paper, and other art materials
- Upbeat popular music
- Foil trophy and/or prize (*Activity 5)
- Refreshments for a morning and afternoon break
- Lunch for all participants

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Review activities and ensure that you have all materials prepared in advance

Arrange a table or basket with all art supplies

List workshop objectives on a flip chart page

On the small squares of firm paper write or print, "I commit to love myself and pay it forward." Indicate a place for the participants to sign and date the card. Make sure you have enough for each participant and a few extra in case you need it. If you have time it is great to decorate these cards.

Label containers of beads with different traits, e.g. brown beads are labelled determination. (*Activity 1)

Write or print out character descriptions (one on each piece of paper). Make sure you have enough for each participant. Select a variety of different characters. (*Activity 3)

Make a sign for each area to indicate the store. Examples include, Beauty In A Bottle: Skincare and Cosmetics; Ready For The Catwalk: High Fashion Clothing; Magic Cut: Plastic Surgeon To The Stars; New You: Hairdressing Salon; Slim Silhouette: Weight Loss Centre. (*Activity 3)

ACTIVITY **1** INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter "icebreakers, introductions & tonesetting"

ACTIVITY **2** LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY **3** SHOPPING SPREE

TIME: 1 HOUR

Objectives:

To raise issues of self esteem and body image for discussion among participants

You will need:

- One facilitator
- List of character descriptions (provided)
- Bristol/poster board
- Flip chart paper
- Markers

Preparation:

Write or print out character descriptions (one on each piece of paper). Make sure you have enough for each participant. Select a variety of different characters.

Decide what kinds of stores would best bring out the body image issues in your culture and set up four areas for the stores.

Make a sign for each area to indicate the store. Examples include, Beauty In A Bottle: Skincare and Cosmetics; Ready For The Catwalk: High Fashion Clothing; Magic Cut: Plastic Surgeon To The Stars; New You: Hairdressing Salon; Slim Silhouette: Weight Loss Centre

Activity overview:

Four young women volunteer to be shopkeepers for the group's shopping spree. Each shopkeeper is assigned a beauty related store. Each participant, including the shopkeepers, is given a folded paper with a description of their new character. They must not look at the paper, but must hand it over to each participant they interact with. Participants react to each other based on the information the paper holds about their personality. At the end of the activity, participants try to guess who they were based on the reactions they were given. The facilitator leads a debriefing discussion.

Instructions for facilitators:

1. Explain to the group that for this activity they will go on an imaginary shopping spree
2. Ask for four volunteers to be shopkeepers in the shopping centre. Examples of what the businesses can be include a high fashion clothing store, a skincare and cosmetics store, a weight loss centre, and cosmetic surgeon offering a 75% discount on all procedures, and a hairdressing salon. You can add different stores according to the number and needs of the group.
3. Once volunteer shopkeepers have selected their store, inform participants that they can mingle with each other, but they must visit each store at least once.
4. Tell participants that you are about to hand out papers with information on their new identity for the shopping spree. They must not look at them.
5. When everyone understands that they should not look at the paper they receive, hand out the prepared papers.
6. Explain that participants must exchange papers at every interaction and respond to each other based on the information on the paper. Let them know that when the game is over they will have a chance to guess what is written on their paper.
7. Alternatively, the pieces of paper can be stuck on participants' foreheads.
8. When every participant has visited each store they may go home, i.e. sit.
9. When the game is over allow participants to look at their paper.
10. Give each participant a chance to describe how they were treated, what they thought was written on their paper, and how the experience made them feel.
11. When each participant has had a chance to talk, lead a discussion based on the discussion notes provided.

DISCUSSION NOTES

- ▼ What stood out the most for you from this game?
 - ▼ Has the game taught you anything?
 - ▼ What surprised you?
 - ▼ Did any traits stand out as particularly desirable or undesirable? Why is that?
 - ▼ Does it strike the group that everyone was treated differently based on physical appearance only? Why is our society like that?
 - ▼ Is it the same for men and boys?
 - ▼ Why do women and girls face so much more physical pressure to be beautiful/attractive?
 - ▼ What causes this pressure? Family, friends, media, school, boyfriends/husbands, other?
 - ▼ What is the impact of this pressure on women and girls?
 - ▼ Is it fair/right/healthy for women and girls to face this pressure?
 - ▼ Is it only physical or are there other elements to the pressure? E.g. women must be seductive, or women should not enjoy sex, or women should be fragile, etc.
 - ▼ What can be done to increase women and girls' self esteem?
- > Write down all the ideas on a flip chart, and put it up in the room for the duration of the workshop.



ACTIVITY 3: SHOPPING SPREE

CHARACTER DESCRIPTIONS

<p>Height: Tall Weight: Overweight Face: Beautiful Hair: Blond, Short, straight, healthy Dress: Elegant</p>	<p>Height: Short Weight: Thin Face: bad skin Hair: Blond, Short, curly, healthy Dress: casual</p>	<p>Height: Average Weight: Average/ healthy Face: Attractive Hair: Blond, Short, wavy healthy Dress: sporty</p>	<p>Height: Average Weight: Average/ healthy Face: Average/Plain Hair: Blond, long, straight, healthy Dress: sexy</p>	<p>Height: Average Weight: Overweight Face: Average/ Plain Hair: Blond, long, curly, healthy Dress: designer</p>
<p>Height: Tall Weight: Thin Face: Average/Plain Hair: Dark, long, wavy, unhealthy Dress: designer</p>	<p>Height: Short Weight: Average/ healthy Face: Attractive Hair: Dark, short, straight, unhealthy Dress: sexy</p>	<p>Height: Average Weight: Overweight Face: Average/Plain Hair: Dark, short, curly, unhealthy Dress: sporty</p>	<p>Height: Average Weight: Average/healthy Face: Average/Plain Hair: Dark, short, wavy, unhealthy Dress: casual</p>	<p>Height: Average Weight: Average/Healthy Face: Beautiful Hair: Dark, long, straight, unhealthy Dress: Elegant</p>
<p>Height: Tall Weight: Average/Healthy Face: Average/Plain Hair: Short, straight Dress: Elegant</p>	<p>Height: Short Weight: Overweight Face: Attractive Hair: Short, straight Dress: casual</p>	<p>Height: Average Weight: thin Face: Average/Plain Hair: Short, straight Dress: sporty</p>	<p>Height: Average Weight: Average/Healthy Face: Beautiful Hair: Short, straight Dress: sexy</p>	<p>Height: Average Weight: Average/Healthy Face: bad skin Hair: Short, straight Dress: designer</p>
<p>Height: Tall Weight: Overweight Face: Beautiful Hair: Short, straight Dress: designer</p>	<p>Height: Short Weight: Average/Healthy Face: Average/Plain Hair: Short, straight Dress: casual</p>	<p>Height: Average Weight: Average/Healthy Face: Attractive Hair: Short, straight Dress: sexy</p>	<p>Height: Average Weight: thin Face: Average/Plain Hair: Short, straight Dress: sporty</p>	<p>Height: Average Weight: Average/Healthy Face: bad skin Hair: Short, straight Dress: Elegant</p>
<p>Height: Tall Weight: Average/Healthy Face: Beautiful Hair: Short, straight Dress: casual</p>	<p>Height: Short Weight: thin Face: bad skin Hair: Short, straight Dress: Elegant</p>	<p>Height: Average Weight: Average/Healthy Face: Average/Plain Hair: Short, straight Dress: sporty</p>	<p>Height: Average Weight: Average/Healthy Face: attractive Hair: Short, straight Dress: designer</p>	<p>Height: Average Weight: Overweight Face: Average/Plain Hair: Short, straight Dress: sexy</p>

ACTIVITY 4 IT COULD BE WORSE

TIME: 1 HOUR

Objectives:

To help young women feel better about the parts of their bodies and personalities that they consider imperfections.

You will need:

- One facilitator
- Small pieces of paper, one for each participant
- Pens or pencils, one for each participant
- Medium sized basket/bowl/container
- Garbage bag
- Upbeat, popular music (optional)
- Seats in a line

Preparation:

Arrange seats in a line (it is also fun to sit or lie side by side on the floor)

Activity overview:

Participants write a sentence about a physical or non-physical aspect of themselves that lowers their self-esteem. For example, 'my legs are so fat they rub together' or 'I am so shy I never make any friends.' All the pieces of paper are crumpled up, stamped on, and otherwise creatively beaten up, then thrown into the basket. Participants then sit or lie next to each other. The facilitator takes a random piece of paper from the basket and reads the sentence. E.g. 'My hair is so thin, I can't stand it.' The first person in the line then says, "It could be worse" and says something that could be worse. E.g. 'it could be worse you could be bald.' Each following person does the same until everyone has a go, or the group runs out of worse things to say. If a young woman cannot think of something worse, another sentence is chosen from the basket and it begins again, starting with that woman. Each time a sentence has gone through a complete sequence, the facilitator rips it once and passes it along the line for each young woman to do the same. At the end of the line, the last young woman puts the pieces of paper into the garbage bag.

Instructions for facilitator:

1. Hand out paper and pens or pencils to participants.
2. Instruct participants to write one sentence about some aspect of their bodies or personalities that make them feel bad. Assure them that it will remain anonymous.
3. When everyone has written their sentence, tell them to crumple it up, pound it, stamp it and otherwise symbolically make those negative thoughts unwelcome WITHOUT ripping the paper. Play some upbeat, popular music during this period.
4. When they are finished making the thoughts unwelcome instruct the women to throw their paper into the basket or container prepared, and line up, either sitting or lying.
5. Place a garbage bag at one end of the line, and join the line at the other end with the basket of sentences.
6. Explain to participants how the game, It Could Be Worse, works. Give an example of how it could progress.
7. Every time a sentence has gone through an It Could Be Worse sequence pass the paper along the line to be ripped and finally thrown into the garbage.
8. When all sentences have been ripped and discarded, lead a discussion with the young women about how the exercise made them feel.

ACTIVITY **5** REAL BEAUTY COMMERCIALS

TIME: 2 HOURS

Objectives:

To give participants an opportunity to think about what real beauty is, and sow the seeds of advocacy within the group

You will need:

- One facilitator
- Enough space for five groups to work separately
- Bristol/poster board
- Markers or crayons
- As many art supplies as possible including glitter, scraps of cloth, newspaper and magazine clippings, leaves, flowers, and stones, glue, scissors, etc

Preparation:

Prepare an art corner with all art supplies

Activity overview:

In small groups, participants develop a commercial for a beauty product that develops real beauty.

Instructions for facilitator:

1. Divide participants into five groups.
2. Explain that in the groups participants will have half an hour to discuss what is real beauty, and a further hour to imagine a product that would develop some aspect of 'real beauty' in users, as well as create a commercial for the product.
3. Encourage participants to be creative, and remind them that the product need not be logical or scientific. The commercial as well, can take any form the group chooses.
4. Inform participants that they can use the art supplies if they like.
5. Let participants know that you will let them know when time is up for each activity.
6. If there are refreshments provided, participants know that during their group work they are free to use the bathroom and serve themselves from the refreshments.
7. When time is up call participants back together to present their commercials.
8. Optional: Turn it into an award show, and the best commercial wins. Prepare a foil trophy and any other creative prize for the winning team. Winner determined by audience approval (how loud the applause is), and the winning team gives a thank you speech.

ACTIVITY **6** PAY IT FORWARD CHALLENGE

TIME: 1 HOUR

Objectives:

To allow participants to come up with ideas for future action on self-esteem and body image.

To challenge participants to commit to spreading positive self esteem and body image.

You will need:

- One facilitator
- Flip chart paper
- Flip chart page with list of suggestions for raising women and girls' self esteem from activity 3: Shopping Spree
- Markers
- Seats in a circle

Preparation:

Arrange seats in a circle and place flipchart board where all participants can see. Put page with suggestions from activity 3: Shopping Spree on the front.

Activity overview:

Participants are encouraged to take up the Pay it Forward challenge, i.e. Commit to doing something that will boost self esteem for at least three people, and ask these three people to do the same for three more, who must do the same for three more, so that a wave of positive self esteem will spread from them throughout their community. Optionally a small group of participants can volunteer to track the self-esteem wave over three months, with all participants reporting to them. The group also spends some time brainstorming additional ideas for how they will pay it forward.

Instructions for facilitator:

1. Get agreement from the participants that the information they gained in this workshop should not stay here, but should be spread.
2. Tell them that you are challenging them to commit to Pay it Forward.
3. Explain the concept of Pay it Forward: you do something that will boost the self-esteem of three people outside the workshop. This can be anonymous or not, but these people must be asked to pass on the good feeling to three additional people, and ask them to do the same.
4. Once the group is in agreement, ask them to look at the list of ideas they had come up with before of ways to boost self esteem. This can help to inspire them as they think of ways to pay it forward.
5. Ask them to add any new ideas they can think of.
6. When the group runs out of ideas, explain that unless we feel good about ourselves it is difficult to make others feel good.
7. Ask the group to brainstorm ways that they can do something to raise their own self-esteem daily.
8. Tell the group that compliments are one free easy way to boost self-esteem, and lead into the next activity.

ACTIVITY 7 TALKING BEHIND YOUR BACK

TIME: 1 HOUR

Objectives:

To give participants a tool for boosting their self esteem daily.

You will need:

- One facilitator
- Letter sized firm, sturdy paper
- Small squares of firm paper
- Art supplies (optional)
- Markers
- Sticky tape, pins or other method of sticking paper to participants' backs

Preparation:

On the small squares of firm paper write or print, "I commit to love myself and pay it forward." Indicate a place for the participants to sign and date the card. Make sure you have enough for each participant and a few extra in case you need it. If you have time it is great to decorate these cards.

Activity overview:

Each participant writes her name and decorates the borders of a piece of paper, which is then stuck to her back. All participants then go around and write something good about the person on the page on her back. No peeking. The pages are then collected and randomly distributed. Everyone has a turn to be read their list of compliments before being handed back their sheet of paper. Participants discuss how the exercise made them feel and are encouraged to keep the page and look at it often to remind themselves of how wonderful they are.

Instructions for facilitator:

1. Hand out paper, markers and place art supplies somewhere accessible to the whole group.
2. Tell participants that they have 10 minutes to write their names at the top of the page and decorate the border.
3. Hand out pins or sticky tape and ask participants to help their neighbour stick their page onto their backs.
4. Instruct everyone to go around and write one compliment/nice thing on every participant's back, starting with the word you, e.g. you have a great sense of humour.
5. No peeking at their own paper.
6. When everyone has collected all their compliments, ask participants remove the paper from their backs and hand them in to you.
7. Redistribute the papers randomly so that no one gets her own paper.
8. Go around the group asking each person to read to compliments to the woman it is addressed to saying her name at the beginning of each compliment. E.g. Nina, you have a great sense of humour.
9. After reading, instruct each participant to give the paper to the woman it is addressed to.
10. When everyone has been read their compliments, ask the group how they felt about the exercise.
11. Encourage participants to keep their list of compliments and refer to them often for a self-esteem boost.
12. Hand out commitment cards.
13. Ask everyone to sign theirs and keep it as a reminder to love themselves and pay it forward.

act

There are many ways that you can take a stand for self esteem and a healthy body image for women. Read the following ideas, add your own, and take action. Every action, big and small, makes a difference. You have the power to change the world for good!

Take the Pay it Forward pledge and spread good self esteem.

Stop purchasing magazines that promote unhealthy and unrealistic images of female beauty.

Treat yourself with love by taking good care of your health and giving yourself daily compliments.

Help your sisters and friends to break the bad habit of putting themselves down. Help them to highlight their positive attributes instead.

ACTION TOOL: product boycott

WHY BOYCOTT?

Women bodies are frequently used by advertisers to sell products, while magazines provide women with tips on how to strive for the narrow, unrealistic image of beauty set by the media. Mobilising people to stop buying offending publications and products can be an effective way to catalyse change in the way women are portrayed. If the boycott is big enough to negatively impact revenue, companies will sit up and take note of what women want.

BOYCOTT TIPS

- ▼ Get a committed team together to lead the boycott campaign.
- ▼ Select boycott targets, and be ready why they have been chosen to consumers and the media.
- ▼ Let the companies know why they are being boycotted. Send a letter to each target company explaining clearly the specific changes will be necessary to end the boycott.
- ▼ Reach out to the community. The more people involved in the boycott, the more effective it will be. Collaborate with groups that have an interest in the wellbeing of women and girls, such as
 - > Other organisations working for the empowerment of women and girls
 - > Schools, including parents, teachers and students
 - > Mother's groups
 - > Doctors and other medical staff
- ▼ A boycott campaign needs wide public support to be successful. Here are a some suggestions of how you can get more people involved
 - > Make eye catching flyers and posters and distribute them in cafes, bookshops, and any place that young women visit.
 - > Write articles to independent, alternative media groups.
 - > Make use of technology and spread the word through email, blogs, and websites.
 - > Try to get coverage in mainstream media.
 - > Get your friends, family, and neighbours involved.

GOOD PRACTICE BOX

Australia: Campaign for Realistic Portrayal of Women

In 2004 the YWCA of Adelaide confronted the model-thin ideal endorsed by the media with their campaign "Be Real—No Body's Perfect". The campaign sought to purge Australian media from the unrealistic beauty ideals portrayed in commercials, movies and magazines, and urged young women to embrace the beauty of their bodies – regardless of size or shape.

The two pronged approach aimed at improving the body image and self esteem of women who according to an Australian study are left feeling "less confident, more angry and more dissatisfied with their weight and appearance" after watching TV commercials containing images of very thin female models.

A downloadable campaign kit is available from the YWCA of Adelaide's website, www.ywca.com.au, and includes a copy of a petition and a template of stickers which read "Warning: Beauty magazines may make you feel ugly. Support the realistic portrayal of body image in the media. Be real—No body's perfect." The stickers can be printed and distributed to raise awareness on the issue.

Contact the YWCA of Adelaide at bereal@ywca.com.au.

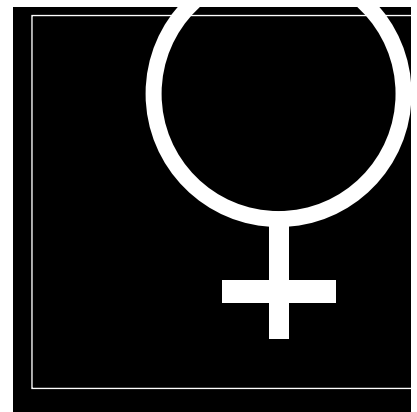


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sexual & reproductive health

EDUCATE | EMPOWER | ACT



educate

Young women make sexual and reproductive choices everyday, but do they really count if they don't know what they're choosing?

Sex is an important part of young women's lives. Although many cultures frown on female sexuality, statistics show that around the world the majority of women become sexually active during their teenage years. This early sexual debut is often not by choice, as globally one in every five women report being forced into their first sexual act. Apart from outright sexual abuse, many cultures still promote marrying girls before age 18. This early initiation to sex can have serious implications for a young woman's life, including sexually transmitted infections, unwanted pregnancies, and damaged reproductive organs. Young women's human right to full control of their bodies and their sexuality must be respected and protected. However, respect for rights can only be meaningful if it is accompanied by education and services that enable young women to make informed choices, and access retribution when their rights are violated.

What you don't know

Ignorance is a dangerous thing. Simply not knowing how her body works can lead a young woman to agree to unprotected sex under the false security that the full moon, for example, will prevent her from conceiving. Not knowing that the choice to reproduce and the spacing of children belong by right to them, leaves young wives hopeless in the face of pressure to bear children they are ill prepared to care for. Young women make sexual and reproductive choices everyday, but do they really count if they don't know what they're choosing?

Between a rock and a hard place

Information without services, leave young women with the understanding that choices exist, but not for them. When young women are sexually harassed and have nowhere to turn for legal advice and emotional support, they can only 'decide' to keep silent. When healthcare workers insult pregnant teenagers, frightened young women may 'choose' to forego prenatal care. Real options for young women must include information alongside legislation, and unbiased access to healthcare and other services.

fast facts



According to the United Nations Population Fund:

- ▼ Despite a shift toward later marriage in many parts of the world, 82 million girls in developing countries who are now aged 10 to 17 will be married before their 18th birthday.
- ▼ In some countries, the majority of girls still marry before their 18th birthday. These include India (50 per cent), Nepal (60 per cent) and Niger (76 per cent).
- ▼ Worldwide, some 14 million women and girls between ages 15 and 19 — both married and unmarried — give birth each year.
- ▼ Pregnancy is a leading cause of death for young women aged 15 to 19 worldwide, with complications of childbirth and unsafe abortion being the major factors.
- ▼ For both physiological and social reasons, girls aged 15 to 19 are twice as likely to die in childbirth as those in their twenties. Girls under age 15 are five times as likely to die as those in their twenties.

Where to find more information:

United Nations Population Fund (UNFPA)
www.unfpa.org or your local UNFPA office

International Planned Parenthood Federation
www.ippf.org or a local family planning organisation

United Nations Development Fund for Women (UNIFEM)
www.unifem.org or your local UNIFEM office

Family Health International **www.fhi.org** or your local health centre

Your school's biology teacher

Your local Ministry for Gender or Women's Affairs

empower

This section outlines a workshop designed to educate young women about their sexual and reproductive health and rights and how to protect them.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

WORKSHOP

GROUP SIZE: 10 - 20

Objectives:

To give participants a clear understanding of how their sexual and reproductive systems work.

To eliminate myths about women's sexuality and reproductive systems.

To enable participants to discuss sensitive issues such as abortion, and homosexuality.

To give participants a clear understanding of their sexual and reproductive rights.

To improve participants' ability to protect their sexual and reproductive health and rights.

You will need:

- One facilitator
- Enough paper and pens or pencils for each participant
- Small bag or basket
- Garbage bag or bin
- Three pieces of paper for making signs
- List of statements (provided) *Activity 4
- Tape
- Firm paper in four or five different colours
- Scissors
- List of questions and answers (provided) * Activity 3
- Tape
- Flip chart paper
- Markers
- Male and female condoms
- Dildo or other penis representation
- Sample packs of contraceptive pills

Optional materials:

- Refreshments for a morning and afternoon break
- Lunch for all participants

Preparation:

Write out the questions and answers provided on the firm paper. Write one question or answer per piece of paper. Make four or five full sets of questions and answers with each set a different colour. *Activity 3

Write out the list of human rights related to sexual and reproductive health on flip chart paper and place it where all participants can see. *Activity 3

Copy the diagram of female reproductive organs and place it where all participants can see. *Activity 3

Write 'Agree', 'Disagree' and 'Don't Know' on three pieces of paper. Stick each one of these signs in a different corner or area of the workshop space. Ensure that the signs are close enough together to allow for easy communication between participants under each sign. *Activity 4

Arrange seats in a circle. *Activity 5

NOTE TO FACILITATORS:

*Issues surrounding sexual and reproductive health and rights can be very controversial. Establish and insist on respect for each person's opinion.

*To access male and female condoms, contraceptive pills and other forms of contraception contact a local health centre or family planning organisation.

ACTIVITY 1 INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter “icebreakers, introductions & tonesetting”

ACTIVITY 2 LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY 3 FACT OR FICTION?

TIME: 1 HOUR

Objectives:

To ensure that all participants have accurate information on female sexuality and reproduction, including related rights.

To dispel any myths about sexuality and reproduction that participants may hold as true.

You will need:

- One facilitator
- Firm paper in four or five different colours
- Scissors
- List of statements (provided)
- List of human rights related to sexual and reproductive health (provided)
- Diagram of female reproductive organs (provided)
- Tape
- Flip chart paper
- Markers
- Male and female condoms
- Dildo or other penis representation
- Sample packs of contraceptive pills and other forms of contraception if possible

Preparation:

Write out the statements and the fact or fiction answer on the firm paper. Write one statement or answer per piece of paper. Make four or five full sets of questions and answers with each set a different colour.

Write out the list of human rights related to sexual and reproductive health on flip chart paper and place it where all participants can see.

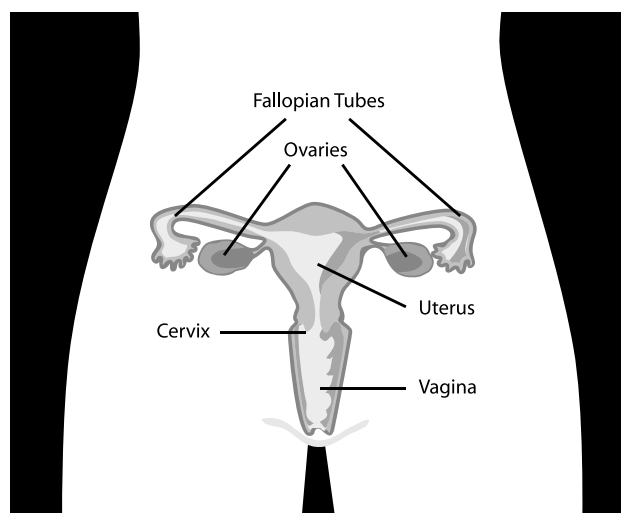
Copy the diagram of female reproductive organs and place it where all participants can see.

Activity overview:

The group is divided into four or five teams, and each team is given a set of statements and answers. The teams decide whether the statements are fact or fiction and pair them with the appropriate answer. The aim is to complete the task as quickly and accurately as possible.

Instructions for facilitators:

1. Depending on the number of participants, divide the group into four or five teams.
2. Give each team a stack of statement and answer cards, and let participants know that each team must match the statements to the word Fact or Fiction as they see fit. The team who finishes first and most accurately wins the game.
3. After the game invite everyone to sit in a circle and discuss with participants whether they learned any new information. Do they have any further questions? Did the new information change the way they think about sexuality, or reproduction?
4. Demonstrate correct male and female condom use. Explain the use of other forms of contraception.
5. Ask if everyone understands the menstrual cycle. If the group says yes, ask a volunteer to describe the menstrual cycle, and make corrections to the information if necessary. If the group says no, describe the cycle using the diagram provided.
6. Using the list of human rights provided, discuss with participants how each one is relevant to their sexual or reproductive health.
7. Discuss risks associated with being sexually active, and ways to reduce these risks and protect sexual and reproductive health.
8. Discuss methods of contraception including male and female condoms, diaphragms, contraceptive pills, injections, patches and rings. Ensure that participants understand that not all methods of contraception provide protection from sexually transmitted infections.
9. Explain the importance of an annual Pap test, during which the doctor uses a small tool to scrape some tissue from the cervix. These cells are then tested for abnormalities that might indicate cancer. Pap tests also can detect human papillomavirus (HPV), a sexually transmitted disease that can increase a woman's risk of developing cervical cancer.
10. Stress the importance of monthly self-examinations of the breasts for changes that might indicate cancer or other problems. Recommend that participants visit a local health clinic to learn how to do the self-exam correctly.
11. Remind participants that if they are sexually active, they should have annual checks for sexually transmitted infections, including HIV, some of which produce no visible symptoms, but can lead to serious complications like infertility if left untreated.



Fact or Fiction?

A woman cannot get pregnant the first time she has sex.

FICTION

A woman can get pregnant while menstruating.

FACT

A woman with a sexually transmitted infection will feel ill or develop warts on her vagina.

FICTION. Some sexually transmitted infection have no symptoms however, left untreated they can produce complications like infertility.

Contraceptive pills protect women from sexually transmitted infections like HIV, and syphilis.

FICTION. Contraceptive pills only prevent pregnancy.

A healthy woman's menstrual cycle should be 28 days long.

FICTION. Every woman's cycle is unique.

Sperm can live as long as seven days inside a woman's body.

FACT

Some sexually transmitted infections can leave women infertile.

FACT

Extreme pain during menstruation is normal for young women.

FICTION. It is normal to experience some discomfort during menstruation. If you are in a lot of pain you should visit a doctor.

Jumping up and down immediately after sex will drain sperm from a woman's body and prevent pregnancy.

FICTION. Sperm cells are microscopic and swim towards the ovaries.

All women who are sexually active or over 21 years old should have an annual pelvic exam and pap test.

FACT



HUMAN RIGHTS RELATED TO SEXUAL AND REPRODUCTIVE HEALTH

- ▼ Right to the highest attainable standard of health
- ▼ Right to life and survival.
- ▼ Right to liberty and security of person.
- ▼ Right to be free from torture, cruel, inhuman or degrading treatment.
- ▼ Right to decide freely and responsibly the number and spacing of one's children and to have the information and means to do so.
- ▼ Right of women to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.
- ▼ The same right of men and women to marry only with their free and full consent.
- ▼ Right to enjoy the benefits of scientific progress and its applications, and to consent to experimentation.
- ▼ Right to privacy.
- ▼ Right to participation.
- ▼ Right to freedom from discrimination (on the basis of sex, gender, marital status, age, race and ethnicity, health status/disability).
- ▼ Right of access to information.
- ▼ Right to education.
- ▼ Right to freedom from violence against women.

THE MENSTRUAL CYCLE

During puberty, the ovaries produce oestrogen and progesterone. These are hormones that cause the eggs in the ovaries to mature. Approximately once a month, one egg leaves one of the ovaries and travels down the fallopian tubes to the uterus. At the same time, the uterus starts to develop a thicker lining in preparation for a potential pregnancy. If the egg is fertilised by a sperm cell on its journey to the uterus it attaches to this lining of the uterus and a pregnancy begins. If the egg is not fertilised the uterus no longer needs the extra blood and tissue that makes the walls thick, and so sheds them through the vagina. This cycle continues until the ovaries stop releasing eggs. This is called menopause.

Every woman's menstrual cycle is different. They can begin as early as age nine or as in the late teens. The length of the cycle can also vary, and may take some time for your body to regulate.

ACTIVITY 4 WHAT'S YOUR POSITION?

TIME: 1 HOUR

Objectives:

To provide an opportunity for participants to think through and discuss various issues related to sexual and reproductive health and rights.

To provide an opportunity for participants to discuss sensitive issues related to sexual and reproductive health and rights.

You will need:

- One facilitator
- Three pieces of paper
- Scissors
- List of statements (provided)
- Tape

Preparation:

Write 'Agree', 'Disagree' and 'Don't Know' on three pieces of paper. Stick each one of these signs in a different corner or area of the workshop space. Ensure that the signs are close enough together to allow for easy communication between participants under each sign.

Activity overview:

The facilitator reads out different statements related to sexual and reproductive health and rights. After each statement participants choose a sign to stand under based on whether they agree or disagree with the statement, or don't know. Once participants have chosen their position the facilitator leads a brief discussion by asking volunteers from under each sign to explain their position on the statement.

Instructions for facilitators:

1. Explain to participants that you will be reading a series of statements and after each one they should stand under a sign that reflects their opinion on the statement.
2. Tell participants that while they are encouraged to share their perspectives and discuss the statements, the exercise is not a debate, and no efforts should be made to change anyone's perspective. It is a chance to share and discuss without judgement.
3. After each statement ask for volunteers from each opinion group to share their perspective.
4. Choose the statements you feel are most appropriate to the group, and add any others that may be interesting.
5. Use the opportunity to correct any misconceptions that are revealed during the discussions.

List of Statements

- ▼ Sex before marriage is morally wrong.
- ▼ Anal sex is unnatural.
- ▼ A woman who has had more than three sexual partners is promiscuous.
- ▼ Oral sex between consenting adults is acceptable.
- ▼ A woman should marry the man her parents choose for her.
- ▼ A man's sexual drive is stronger than a woman's.
- ▼ After a certain point of arousal a man can not control himself.
- ▼ Women should enjoy sex.
- ▼ Women should have full control over how many children they have, and the spacing of those children.
- ▼ It is unnatural for a woman to be sexually attracted to other women.
- ▼ Abortion is only acceptable if the woman has been raped.
- ▼ If a woman gets a man sexually aroused it is her responsibility to satisfy him.
- ▼ If a drunk woman is raped it is her own fault.
- ▼ It is okay for a woman to be attracted to both men and women.
- ▼ A husband can rape his wife.
- ▼ Teenagers should be taught about sex and provided with condoms if they decide to have sex.
- ▼ Sometimes a woman can be responsible for being raped.
- ▼ Women should have as many sexual partners as they choose.

ACTIVITY **5** QUICK FIX

TIME: 2 HOURS

Objectives:

To enable participants to anonymously share challenges with their sexual and reproductive health and rights, and develop solutions to these challenges.

You will need:

- One facilitator
- paper and pens or pencils for each participant
- small bag or basket
- garbage bag or bin

Preparation:

Arrange seats in a circle

Activity overview:

Participants take some time and anonymously write down a problem or challenge they, or someone close to them are currently experiencing. All pieces of paper with problems written on them are crumpled and placed in a bag or basket. The facilitator then randomly chooses problems from the basket and reads them to the group. The group then discusses solutions and volunteers act out the solution chosen by the group.

Instructions for facilitators:

1. Hand out pieces of paper and pens or pencils to all participants.
2. Ask them to write down a problem related to sexual and reproductive health and rights, that they are facing, or that they know of.
3. Assure participants that the process is anonymous.
4. When participants have finished writing down the problem, ask them to crumple the paper and place it in the basket or bag.
5. While sitting in a circle, randomly choose a problem from the basket or bag and discuss solutions to the problem with the group.
6. Ask some volunteers to act out some of the solutions.
7. Lead group discussions on the effectiveness of each solution. When the group agrees on a satisfactory solution to a problem, pass the paper around the group so that each young woman can rip it once before throwing it into the bin or garbage bag. This signifies that the problem has been solved and is no longer part of the young women's lives.

act

There are many ways that you can take a stand for young women's sexual and reproductive health and rights. Read the following ideas, add your own, and take action. Every action, big and small, makes a difference. You have the power to change the world for good!

Learn as much as you can about your sexual and reproductive health, rights and how you can protect them.

Teach your sisters and friends how to protect themselves from unwanted pregnancies and sexually transmitted infections.

Ask your school principal to organise a sexual and reproductive health workshop for students.

ACTION TOOL: teach-in

WHY TEACH-IN?

A Teach-in is an interactive session that provides information and analysis of a current issue or event. It gives members of the community an opportunity to have their questions answered and discuss their views on the topic. An effective teach-in also gives people an opportunity to take action on the issue at hand.

TEACH-IN TIPS

- ▼ Hold the teach-in at a time and location that is accessible and convenient for the community you are working with.
- ▼ Carefully select dynamic and knowledgeable teachers or facilitators who can keep the group engaged and get the information across clearly.
- ▼ Provide handouts with a summary of the information provided and other sources of information.
- ▼ Maintain an informal atmosphere that is welcoming to all – even those with no knowledge on the issue.
- ▼ Make sure the community knows about your teach-in. Seek opportunities to advertise your teach-in on radio and television spots. Place flyers and posters in schools, groceries and other places community members frequently visit. Remember that word of mouth can be a powerful promotional strategy. Encourage members of your group to spread the word to their networks.
- ▼ Leave time to engage the audience in a discussion about the issues presented and steps for action.
- ▼ End the teach-in with ways that participants can get involved, such as signing a petition or joining your organisation.
- ▼ Provide a sign in sheet for participants who want to be contacted for future events and activities.
- ▼ Get feedback from participants on ways to improve your teach-ins.

GOOD PRACTICE BOX

England & Wales: Young Women Research Sexual Behaviour

YWCA England & Wales has begun a two-year research project with young women about relationships and sexual health.

Young women are not only the focus of the study, but also lead the project and the research process. Young women attending YWCA centres in Cumbria, Bristol, Northants and London West have identified key issues for examination and effective research methods. At regular meetings, the teams discuss safer sex and sexual health, and explore the experiences, views and the factors that influence their sexual behaviour, and that of their peers.

Twenty two year old Lucy, a participant in the project says, "There wasn't much about sex and relationships at school that I can remember. I have become a lot more confident in giving my opinion. I wasn't able to talk to my family about things like that. I am able to open up more." Nineteen year old Clare reports, "Sex was just sex, the act of it, whereas here we talk about the emotions around it."

The young women's research groups will work for one year and present their findings at an event in the summer of 2006. Support for the project is provided by trained youth workers and research professionals from the University of Bath.



SOURCES

United Nations Population Fund www.unfpa.org
World YWCA www.worldywca.org

violence against women

EDUCATE | EMPOWER | ACT



educate

Nearly one in four women may experience sexual violence by an intimate partner in their lifetimes.

The elimination of all forms of violence against women is a priority of the World YWCA. YWCAs in 60 countries offer a range of programmes from advocacy to providing emergency shelters for women and their children.

Violence against women is

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

Violence is not only physical

It encompasses but is not limited to, “physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women; non-spousal violence and violence related to exploitation; physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women and forced prostitution; and physical, sexual and psychological violence perpetrated by the state, wherever is occurs.

A public health and human rights emergency

Violence against women is a violation of their human rights and includes a wide range of violations of women's human rights, such as trafficking in women and girls, rape, wife abuse, sexual abuse of children, and harmful practices and traditions that irreparably damage girls' and women's reproductive and sexual health.

In addition, the social consequences of violence against women are staggering. Violence against women is a public health emergency and a major cause of death and disability for women 16 to 44 years of age¹. It has been estimated that violence against women is as serious a cause of death and incapacity among women of reproductive age as cancer, and a greater cause of ill health than traffic accidents and malaria combined.

All countries and all socio-economic groups are affected

Violence against women occurs in every country in the world. In Cambodia, 16 per cent of women are physically abused by their husbands; in the UK 30 per cent are physically abused by partners or ex partners; this figure is 52 per cent in the West Bank; 21 per cent in Nicaragua, 29 per cent in Canada, and 22 per cent in the US².

Based on several surveys from around the world, half of the women who die from homicides are killed by their current or former husbands or partners. Women are killed by guns, beatings and burns among numerous other forms of abuse³. A study conducted in São Paulo, Brazil reported that 13 per cent of deaths of women of reproductive age were homicides; of which 60 per cent were committed by the victims' partners⁴.

Although a majority of countries now have legislation that addresses domestic violence, high levels of violence still persist. There is clearly a need for greater focus on implementation and enforcement of legislation, and an end to laws that emphasise family reunification over the rights of women and girls.

Violence against women

- ▼ Involves a pattern of abusive and threatening behaviours, which includes, physical, sexual, psychological, isolation, coercion, and intimidation
- ▼ Is an exertion of male power and control over women,
- ▼ Is not caused by genetics or illness, but learned through observation and reinforcement in both the family and society
- ▼ Is reinforced by society's acceptance that men have the right to control women in relationships and the right to use force to ensure that control

Specific groups of women are more vulnerable to violence, such as indigenous women, migrant women, women refugees, women in armed conflict, women with disabilities, women in detention and institutions, female children, young women and the elderly.

¹ UNIFEM, www.unifem.org/gender_issues/violence_against_women/facts_figures_2.php#

² Krug et al. 2002. World Report on Violence and Health. Geneva: WHO. 93.

³ Krug et al. 2002. World Report on Violence and Health. Geneva: WHO. 93.

⁴ Referred to by S.G. Diniz, A F. d'Oliveira. International Journal of Gynecology and Obstetrics. 63 Suppl.1 (1998). 34.

**Where to
find more
information:**

Your national YWCA and World YWCA www.worldywca.org
United Nations Population Fund (UNFPA) country offices and www.unfpa.org
UNIFEM country offices www.unifem.org
UN Declaration on the Elimination of Violence Against Women
www.unhchr.ch

empower

This section outlines a workshop designed to educate young women on violence against women.

The workshop can be adapted to the needs of your group by selecting any combination of the activities listed.

Facilitator Notes

1. Opening up the issue of violence must be done with great care and sensitivity as some participants may find this activity difficult or upsetting. Be prepared for surprises and to assist anyone needing support. You cannot know everyone's background or what is happening or has happened in her family. Some participants may have witnessed or experienced violence themselves. Some may or may not want to tell their stories to the group or privately to the facilitator. It is also possible that some may have not realised their experience is abusive until this Activity. Be informed about confidential counselling services by checking whether your YWCA has a counselling programme for women experiencing violence. Or check with another local women's organisation to get information to share with participants if they need support.
2. Make sure that everyone knows and understands the principles of participatory group work: that everyone should be treated with respect, that what anyone says is held in confidence and that no one is to feel under pressure to say anything which makes them feel uncomfortable.

WORKSHOP

GROUP SIZE: 10-20

Objectives:

To explore and understand how globally pervasive and diverse violence against women is.

To understand that violence against women is a violation of human rights.

To enable participants to come up ideas for action on the issue.

You will need:

- Pens and notepads
- Flip chart paper
- Enough drawing paper for all participants (*it is useful to have some extra)
- Several markers in a range of colours
- Comfortable seats and drinking water for all participants
- Wall space or other structures displaying work on flip chart paper and artwork
- Scotch tape, thumb tack or other means of displaying flip chart paper and artwork

Optional materials:

- Refreshments for a morning and afternoon break
- Lunch for all participants
- Art supplies including markers, scissors, glue, beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines paper, etc

ACTIVITY 1 INTRODUCTION, ICEBREAKER OR TONE SETTING

All introductions, icebreakers and tonesetting exercises are listed in the chapter "icebreakers, introductions & tonesetting"

ACTIVITY 2 LEADERSHIP

Select a leadership activity from the chapter on Young Women's Leadership

ACTIVITY **3** THE STORY OF VIOLENCE

TIME: 1 HOUR

Objectives:

To dramatise different forms of violence against women and stimulate discussion on the issue.

You will need:

- Stories of violence (provided)
- Flip chart paper
- Markers
- Handouts (provided)

Preparation:

Research violence against women in your country, and prepare some information and statistics to present to the group.

Choose the stories that highlight the type of violence most prominent in your community, or the types of violence you want to highlight to participants.

Talk to some participants before the session starts and ask them to read or act out the stories at the beginning of the activity.

Print or copy the stories of violence provided for the reading volunteers.

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Activity overview:

Some participants read or act out selected stories to the group, which depict different forms of violence. Based on the stories a group discussion on violence against women is held.

Instructions for facilitator:

1. Explain that some stories will be read by volunteers. The stories will present some examples of how violence affects young women.
2. The volunteers read their stories.
3. After the readings, ask the readers their impressions of the stories they read.
4. Ask all participants what forms of violence were portrayed. Was each person experiencing violence? Were there similarities in the stories?
5. On the flip chart paper, write down key terms as they are mentioned.
6. Talk about the different forms of violence and how violence against women can be
 - PHYSICAL
 - EMOTIONAL
 - SEXUAL
 - PSYCHOLOGICAL
7. Note differences in what young women consider an act of violence.
8. Present some of the information and statistics about violence against women in your country, if possible.

STORIES OF VIOLENCE

These stories are adapted from real situations.

STORY 1 **Teenage girl in abusive dating relationship/cut off from friends and outside activities**

“I’m a university student and have been with my boyfriend for the last eight months. I used to be involved with many activities such as my YWCA young women’s club, played basketball and loved to go to the movies and shopping with my girlfriends. But my boyfriend doesn’t like me doing these things. He says he wants me ‘all to himself’. It’s so sweet that he loves me that much. But sometimes I also wish I could also be with my friends and playing sports, but that makes him mad and I don’t want my boyfriend to drop me.”

STORY 2 **Young married woman being physically abused by husband**

“My husband and I got married last year. Although it was an arranged marriage and I was hesitant to accept my parents’ choice, we had a beautiful wedding day. It started off quite well, but a few months ago I was late getting home from work and my husband was really angry. He wanted to know where I had been and asking who I was with. I was really surprised by his reaction. He wouldn’t let it go and started criticising that I wasn’t cleaning the house well and that there was no dinner ready. When I suggested he could help out too, he started shouting about my disobedience and slapped me hard. I was shocked and crying and then he was very sorry for hitting me. He said he’d never do it again. But then a week later, he was angry and hit me again. It’s been getting worse and now he wants me to quit my job, but every time he hits me he says I have done something to make him mad and that he’s sorry. I am scared that his temper is getting worse and I don’t know what to do. My mother says it’s my duty to stay with my husband.

STORY 3 **Young woman who was sexually assaulted**

I was at a friend’s birthday party and met someone. We started talking and he seemed really nice. There were a lot of people, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn’t listen to me. He just laughed and said, ‘don’t be such a prude.’ I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me against my will. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault.

STORY 4 **Young married woman whose husband does not want her to study or work outside the home, has no control over the household income and is regularly put down and insulted**

My husband won’t let me work. He says that is his job as husband and he says he’s the head of the family and besides, who would want to hire me? It’s true that we have enough money for our needs but I would still like to have an interesting job as well as take care of our little daughter. My husband keeps me like a bird in a cage. We have a beautiful house but he decides what is bought and gives me a small allowance. I don’t even have a credit card! He says it’s my duty to be a good wife and to do what I am told and that he knows best how much money I need. Sometimes I am so embarrassed buying food, as I do not have enough money to get what we need. Then when I ask for more he explodes and does not trust that I have used my allowance well. He wants to control everything I do and feel so stupid.

STORY 5 Woman forced to have sex with her husband

The last five years of my marriage were like a fairytale of joy and happiness. Two months ago I discovered that my husband was having an affair. We agreed that we would use condoms. Last night he said that he is faithful now and won't use condoms anymore. I refused to have sex with him, but he demanded what he called his "marital rights". Now I don't know what to do. His is my husband. Maybe I have no right to refuse to sleep with him.

STORY 6 Young woman being sexually abused by her father

When my mother works the night shift daddy comes into my room and makes me touch his penis. I hate doing it, but he tells me that I will bring shame to the family if I told anyone. Besides, who would believe me? Everyone loves daddy. I feel so ashamed.

STORY 7 Woman falsely accused of adultery is afraid of being killed

I stayed longer at granny's house because she was ill. I missed the bus that would take me close to home. There was one man at the bus stop when I got there, and I was glad that I knew him because it was getting late. Rain began to fall and he opened his umbrella to share with me. Someone must have seen me because when I got home my husband accused me of being out with another man. I tried to explain but he was furious and told me that he will get me for this. We all know about wives who have been killed for being caught with another man. I am so scared.

STORY 8 Young woman being sexually harassed by a male supervisor

After every department meeting my supervisor asks me to stay in the room after everyone leaves. Even though he talks about work, he stands so close to me I can feel his breath, and sometimes I am right against a wall. He also calls me "sexy" or "hottie" when no one else is around. It makes me feel so bad, but what can I do? He is my boss. Maybe I am just overreacting. After all, he has never touched me.



HANDOUT FOR ACTIVITIES 3 & 4: what are the different types of abuse?

Any of the following acts violate a woman's right to dignity and protection, and are forms of abuse and violence.

Physical: slapping, pushing, hitting, kicking, biting, etc.

Sexual: being forced into sexual contact (including within marriage)

Emotional: name-calling, putting down, insults, etc.

Psychological including:

Threats: "If you...I'll kill you!"

Intimidation: gestures, looks, smashing things

Isolation: being kept from seeing or talking to others, not allowed to go out.

Economic: not allowed to have a job, no control over financial resources, etc.

life cycle of violence against women

Phase	Type of violence
Pre-birth	sex-selection abortion; effects of battering during pregnancy on birth outcomes
Infancy	female infanticide; physical, sexual and psychological abuse
Childhood	child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography;
Adolescence & adulthood	dating and courtship violence (e.g. acid-throwing and date rape); economically coerced sex (e.g. school girls have sex with 'sugar daddies' in return for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution & pornography; trafficking in women & girls; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy
Elderly	forced "suicide" or homicide of widows for economic reasons; sexual, physical and psychological abuse

Source: Violence Against Women Information Pack, World Health Organisation, 1997

ACTIVITY 4 GROUP WORK EXAMINING VIOLENCE & BRAINSTORMING HOW TO STOP IT

TIME: 1 HOUR

Objectives:

To give participants and opportunity to violence and think of ways to prevent it.

You will need:

- One facilitator
- Flip chart paper
- Markers

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Activity overview:

In small groups participants discuss violence, its impact, and ways to prevent it.

Instructions for facilitator:

1. Ask participants to form small groups.
2. Give participants five minutes to review the hand out from the previous activity and then have each group appoint a facilitator and reporter.

*Note: Participants should be aware that discussions about these issues can be very personal and that no one should feel under pressure to disclose more than they want.

3. Group discussion questions:
 - a. How prevalent is violence against women in your community and in your country as a whole?
 - b. Why does violence against women happen?
 - c. How can it be stopped?
4. Allow the participants 45 minutes for this discussion (have flipchart papers and coloured markers and encourage the groups to 'record' the highlights of their discussions through drawing.
5. At the end, come together in plenary to report back and discuss.
6. In plenary, each group reports on their discussion. Facilitator leads discussion comparing what each group has given and asks for general feedback from the group about the activity.
7. Wrap up this activity by pointing out there are many myths associated with violence such as:
 - a. violence only happens in poor and uneducated families or only in big cities or only in small villages
 - b. alcohol and drug use is the major cause of violence against women
 - c. that women 'deserve it' or 'ask for it' by for example, the way they dress or that they were out late at night or not allowed to say no to sex or when to stop if they have been kissing, etc.
8. If there is time, encourage discussion on these points.

ACTIVITY 5 COMMITMENT TO ACTION

TIME: 2 HOURS

Objectives:

To ensure that all participants understand the breadth of violence against women and to develop ideas for action.

You will need:

- One facilitator
- Flip chart paper
- Markers

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Activity overview:

In small groups, participants develop strategies for eliminating violence against women and present their strategies as a television newscast.

Instructions for facilitator:

1. Start with an energising exercise from the chapter Young Women's Leadership.
2. Divide participants into groups to devise strategies or programmes to eliminate violence against women.
3. Tell participants to prepare to present their strategies in the form of a television newscast.
4. Participants have one hour to develop their 5-10-minute television programme that presents how young women have transformed these issues into positive action.
5. Encourage the groups to address what should or could be done by:
 - a. the YWCA
 - b. local community
 - c. public authorities/government/UN agencies
 - d. how to work with men and boys
 - e. friends and neighbours
6. At the end of one hour, ask groups to present and record the programme ideas on a flipchart paper.
7. Following the presentations, ask participants to discuss the exercise and the kinds of solutions proposed through their news broadcasts.
8. Review the different strategies presented to provide a synthesis of the ideas.

ACTIVITY 6 CHOOSING THE WAY FORWARD

TIME: 1 HOUR

Objectives:

To help participants prioritise concrete actions on violence against women

You will need:

One facilitator

Preparation:

None.

Activity overview:

In small groups participants prioritise the top three actions against violence against women.

Instructions for facilitator:

1. Explain that from the strategies presented in the earlier Activity, participants will choose three to work on as a group.
2. Divide the participants into groups to prioritise their top three actions to eliminate violence against women.
3. After 30 minutes reconvene the group and ask each group to give its top three actions. Facilitate plenary discussion on the ideas presented. Are the ideas similar across the groups? Try to work to consensus. If necessary, you may need to ask for a vote for the top three.
4. If appropriate to your group, facilitate the process of selecting volunteers to lead the effort and reconvene the group to plan the project.



ACTIVITY 7 MOVING TO ACTION

TIME: 1 HOUR

Objectives:

To allow participants to give feedback on the workshop.

You will need:

- One facilitator
- Flip chart paper
- Markers
- Two colours of post-it notes or small pieces of paper and tape

Preparation:

Arrange seats in a circle

Place two sheets of flip chart paper on the wall with the headings 'What worked well' and 'What could have been better.'

Activity overview:

Four participants read four stories to the group, which depict different forms of violence. Based on the stories a group discussion on violence against women is held.

Instructions for facilitator:

1. Do a short review of the day's activities and highlight how hard everyone has worked to "unpack" the complex issue of violence against women.
2. Ask for feedback from the group as to what worked well and what could have been improved to incorporate into future activities.
3. Distribute post-it notes or small pieces of paper in two colours.
4. Have two flipchart papers on the wall, one for 'what worked well' and another for 'what could have been better' and ask everyone to post their comments.
5. Review the comments.
6. Close the activity.

act

There are many ways that you can take a stand against violence against women. Read the following ideas, add your own, and take action to free women from violence. Every action, big and small, makes a difference. You have the power to change the world for good!

Make a personal pledge never to condone any form of gender-based violence, whether directed at you or a woman you know.

Start a campaign challenging your neighbours to refuse to turn a blind eye to abuse and report any domestic violence they witness.

Working with the men and boys in your community, start a “real men don’t hit women” campaign that challenges men not to use violence and provides anger and conflict management training for men and boys.

ACTION TOOL: street theatre

WHY USE STREET THEATRE?

Hallways between classes, a busy shopping street or a public park are some of the places people can be educated about violence against women through street theatre. Acting out a short story of violence can raise awareness of the fact the violence against women is not ‘family business’ or a ‘private’ issue, but a community problem to be addressed.

STREET THEATRE TIPS

- ▼ Designate someone to pass out leaflets describing the issue your group is focusing on as well as information about any related events that your group has planned.
- ▼ Designate several people to answer questions from passers-by.
- ▼ To reach more people, make the skit short and act it out several times, with short breaks in between. The breaks will also give viewers an opportunity to ask questions.
- ▼ Make sure the message is compelling and concise; otherwise passers-by might easily walk by without stopping.
- ▼ Be sure to get permission in advance from the owners of the location, if necessary.
- ▼ Involve young men in the efforts. Men can help to design a play that will engage and empower other men to take a stand against violence.
- ▼ Ensure that the street theatre does not become a men bashing event. Cooperation with men and boys is vital to eliminating violence against women.
- ▼ Ask some young men to interact with the public, as other men may be more willing to get involved if it is clear that you see men as allies in the fight against violence.
- ▼ Provide passersby with a way to take some specific action right away such as sign up to volunteer for or support a shelter for women fleeing violence, and have a sign up sheet for those who want to be contacted for other events your group will organise.

GOOD PRACTICE BOX

Canada: Resources for Women Fleeing Abuse

According to Canadian statistics, it takes a woman an average of five attempts before she is able to leave an abusive relationship for good. A long list of factors including fear of further violence, financial dependence, and emotional distress make it difficult to walk away from abuse. Fresh Start, a publication by the YWCA of Canada, equips women with emotional support and practical advice to make it easier to break free.

Understanding the cycle of domestic violence, the booklet details the dynamics and likely consequences of domestic violence, and talks about the emotional contradictions women often experience. It also provides step-by-step information on how women can build a safety plan for themselves and their children. Essential information such as an overview of the Criminal Code, child protection laws and access and custody legislation are included in the booklet, as well as simple explanations of police procedures, legal options and proceedings.

Every year the YWCA in Canada provides emergency shelter to over 6,000 women and children fleeing violence. As one of Canada's leading providers of safe houses and services for domestic violence survivors, the YWCA advocates emotional preparation and a safety plan as vital first steps in leaving an abusive partner.

Contact YWCA Canada at 416-962-8881 or visit their website at www.ywca.ca



SOURCES

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