

**STOP  
THE  
VIOLENCE**

Speak out  
for girls' rights

Part of the World Association of Girl Guides and Girl Scouts'  
"Stop the violence – speak out for girls' rights" campaign

# VOICES AGAINST VIOLENCE



A non-formal  
education  
programme for  
children and youth  
to help stop violence  
against girls  
and young women

## HANDBOOK FOR GROUP LEADERS



World Association  
of Girl Guides  
and Girl Scouts



United Nations Entity for Gender Equality  
and the Empowerment of Women



Having open and honest discussions about what violence is, in a safe environment, can have a massive impact in stopping violence



Sangam World Centre leader

This curriculum was developed by the World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women, with input from 20 pilot Member Organizations and two WAGGGS World Centres. It has been developed for worldwide use and can be delivered to girl-only or co-educational groups from the ages of 5 to 25 years. It provides a wide variety of activities that can be selected to respond to different contexts, learning needs and objectives.

### **MANY THANKS TO OUR PILOT ORGANIZATIONS:**

1. Bahamas
2. Burkina Faso
3. Costa Rica
4. Denmark
5. Democratic Republic of Congo
6. Finland
7. Kenya
8. Kuwait
9. Madagascar
10. Malawi
11. Malta
12. Mexico
13. Nepal
14. New Zealand
15. Nigeria
16. Philippines
17. Rwanda
18. South Africa
19. UK
20. Yemen
21. Sangam World Centre, India
22. Our Cabaña World Centre, Mexico

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This curriculum has been developed in consultation with a number of experts, with WAGGGS' Member Organizations, and with girls and young women. It takes into account many views. It does not necessarily reflect the views of the World Association of Girl Guides and Girl Scouts or its members; or of UN Women

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# WELCOME TO THIS HANDBOOK

STOP  
THE  
VIOLENCE

Speak out  
for girls' rights

## FROM A WHISPER TO A SHOUT

In July 2011, the World Association of Girl Guides and Girl Scouts (WAGGGS) launched a global campaign to **“Stop the violence – speak out for girls’ rights”**, which will run until 2020. Different forms of violence affect millions of girls and women worldwide every day. Up to 7 in 10 women are targeted for physical and/or sexual violence in their lifetime, according to available data.<sup>1</sup>

Yet there are too few conversations, too little action, poor data and limited investment to stop violence against girls and women.

Girls, as females and as children, are especially vulnerable to violence. They experience sexual, physical, financial, emotional and psychological violence in their homes, their relationships, their friendships, their schools, their communities, their work, and in areas of conflict. All around the world girls and young women are subject to different forms of violence such as sexual harassment, dating violence and domestic violence. They experience harmful practices such as female genital mutilation and child marriage, and foetuses may be aborted simply because they are female.

WAGGGS’ campaign to ‘**Stop the violence – speak out for girls’ rights**’ has five key elements:

1. GLOBAL AWARENESS CAMPAIGN
2. EDUCATION PROGRAMME
3. RESEARCH AND POLICY
4. LOBBYING
5. COMMUNITY ACTION

As part of the campaign’s education programme, this curriculum uses non-formal education as a tool to help end violence against girls and women. The curriculum supports children and young people to learn about violence; to understand their rights; and to develop the skills and confidence to speak out and take action against violence in their own lives and in their communities.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has”

Margaret Mead, American anthropologist

# Why is WAGGGS running a campaign to stop violence against girls and young women?

WAGGGS has a long history of speaking out for girls' rights and inspiring change. Did you know that the Girl Guiding and Girl Scouting Movement was started because a group of girls and young women turned up at a Scouting Rally at Crystal Palace, London, in 1909 and demanded a place for girls and young women in the Scouting family?

WAGGGS is building on this history through its **Stop the Violence - Speak out for girls' rights** campaign. This campaign will support girls and young women to use their voice to create a global movement to end violence. Building from a whisper to a shout, we need to talk, join together and inspire action around the world!

- **Because we must...**

Violence against girls and women is an all too common problem around the world. It happens to girls and young women who live in the communities where we have pledged to make a difference. It happens to our members, our families and friends. We have a responsibility to girls and young women and an opportunity to empower them to speak out and take action.

- **Because girls are key...**

Girls are one of the world's greatest untapped resources. They are the instigators of their own futures and the leaders of change within their communities and globally.

- **Because we can...**

We are the largest voluntary organization for girls and young women in the world, with 10 million Girl Guides and Girl Scouts in 145 countries, many of them already working to stop violence.

- **Because girls and young women told us this is important...**

The campaign was chosen based on a consultation with girls and women and our Member Organizations about what most concerns them and what they most want to take action on.

- **Because education is key...**

Education, and in particular non-formal education, is critical for ending violence – and we are experts in non-formal education. Non-formal education can create a powerful force for change by empowering girls and young women to understand and assert their rights, and by challenging root causes of violence – such as gender stereotypes and inequality – and reaching out to boys and young men.

- **Because no one else is...**

You might think there are a lot of campaigns out there to end violence against girls and young women. There are not nearly enough. There are some that focus on ending violence against women. There are some that focus on ending a specific form of violence in a specific place. But there are no global campaigns dedicated to ending violence in all its forms against girls and young women.

If we don't take a stand, who will? [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)

## Introduction to the handbook

This handbook has been written for you, the group leader, to help you deliver a relevant and exciting badge curriculum to contribute towards stopping violence against girls and young women. There are three sections for you to work through:

1. **SECTION ONE** introduces the curriculum.
2. **SECTION TWO** provides you with a preparation checklist that will help you to get ready for delivering the curriculum, including conducting a risk assessment to assess the impact on the community and to deliver the curriculum safely.
3. **SECTION THREE** is full of factsheets, guidance and tools to help you to develop your knowledge and skills to deliver the activities.

Please factor in preparation time to go through and complete these three sections before beginning the curriculum programme with your group.

This curriculum will be made available online and will develop and grow through contributions made by participating groups and others. Please send in all your comments, feedback, and ideas for activities to [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org). The web version of the curriculum will be regularly updated with your contributions.

### Important note on safety and ethical issues concerning the delivery of this curriculum

Given the sensitive nature of this topic it is important for leaders to consider all possible safety and ethical risks that could potentially emerge during discussions and activities associated with the delivery of this curriculum, particularly in relation to potential disclosures among younger age groups of violence occurring in their families or immediate circles. As such, it is critical for all leaders to familiarize themselves with the child protection procedures of their association and as set out in the leader's curriculum handbook (see Section 2, Preparation, Checklist step 3) and strictly comply with such procedures, including any disclosures of children under the age of 18 to be reported through the appropriate channels.

“If girls know their own rights they can say a bit easier to someone that “hey, that is not right what you are doing” and they are able to realize easier if someone is in some kind of a trouble. And if they do so they know where they can search for help”

Group leader, Finland

“I think we can tell people about the issue. We have to be brave enough to talk about it, because it is kind of taboo to talk about”

Group leader, Denmark

# SECTION ONE:

## INTRODUCTION TO THIS CURRICULUM

### IN THIS SECTION:

How do girls and young women experience violence and abuse and what are the causes?

Why do this curriculum?

Who can use this curriculum?

Age groups

What is in the curriculum?

Key principles of the badge curriculum

Learning outcomes

Gaining a badge

## SECTION ONE: INTRODUCTION

We can all work together to prevent violence against girls and young women by protecting human rights and promoting equality. This curriculum creates safe and supportive spaces where participants can develop new life skills, learn about their rights, discuss and challenge negative gender norms, and receive support if they choose to disclose any experience of abuse or violence. Participants can use their knowledge and skills by speaking out and taking action to raise awareness on the important role their communities play in protecting the rights of girls and young women.

This curriculum is based on the key principle that violence against girls and young women is a human rights violation<sup>2</sup>. It promotes the rights of girls and young women so that they can live a life free from violence and the fear of violence.

### **How do girls and young women experience violence and abuse and what are the causes?**

Girls and young women around the world experience physical, sexual, emotional, psychological and financial violence and abuse. Violence against girls and young women happens in all countries of the world and cuts across boundaries of age, race, sexuality, educational background and socio-economic status.

Girls and young women can experience different forms of violence from conception through to their adult life:

- Prenatal violence from sex-selection and termination of female fetuses;
- In infancy, preference for male babies can result in girls being neglected, given less food than boys or having restricted access to medical care leading to female infanticide;
- In infancy and childhood girls may be exposed to domestic violence, child abuse and incest within the family, which can lead to physical, sexual and psychological harm;
- In childhood and adolescence girls are more likely than boys to experience sexual violence. They may also be sexually exploited or trafficked into sexual exploitation;
- Girls may be subjected to harmful practices such as child and forced marriage or female genital mutilation. Young women may be at risk of dowry abuse or 'honour crimes' including murder;
- In childhood and adolescence, girls may be subjected to sexual bullying because they do not conform to gender norms and stereotypes;
- Girls and young women may experience sexual harassment (or what is sometimes known as "eve-teasing") in public places, such as streets and transport systems, in institutions such as schools and in workplaces;
- In adolescence young women may experience dating violence in their own relationships causing physical, sexual, psychological or financial harm, and sometimes death. They are also more likely to experience courtship violence from potential suitors through stalking and harassing;
- Girls and young women also experience sexual violence during war and conflict situations as they are targeted as a means to punish the whole community.



## SECTION ONE: INTRODUCTION

The different roles and behaviours of females and males are shaped and reinforced by gender norms, stereotypes and expectations within society. These social expectations that define what are appropriate behaviours for women and men can create inequalities, whereby one gender becomes empowered to the disadvantage of the other. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over women. These inequalities increase the risk of girls and young women experiencing violence and they can hinder their ability to remove themselves from abusive situations or seek support. Violence against women and girls is related to women and girls' lack of power and control, as well as to the social norms that prescribe men and women's roles in society and condone abuse. Gender inequality and discrimination, where girls and women are seen as inferior or worth less than boys and men, are a root cause and consequence of violence against women and girls. This is a complex concept but you can learn more about it by reading the Introduction to Gender Equality in Section 3 (page 31) of this handbook.

When gender inequality overlaps with other forms of discrimination faced by women and girls based on factors such as age, ethnicity, disability, location, caste, religion and socio-economic status, the risk of experiencing violence is heightened. For example indigenous women in Canada are five times more likely than other women of the same age to die as the result of violence. In Europe, North America and Australia, over half of women with disabilities have experienced physical abuse, compared to one-third of non-disabled women.<sup>3</sup> Girls and young women face an increased vulnerability to violence because they are both female and a child and are therefore doubly disadvantaged by both gender and age discrimination. If they are indigenous or disabled or face another form of discrimination, this vulnerability is further exacerbated.

Additionally there are other factors at the individual, relationship, community and societal levels that may increase men's risk of being abusive and a girls or woman's risk of experiencing violence. For example, male children who witness violence have an increased risk of becoming abusive later in life if there is no appropriate intervention.

Likewise, female children who witness violence or are abused may be at risk of being further abused in adulthood if appropriate interventions are not made available. There are also factors that can protect against abuse, such as completing secondary education. It is therefore important that both protective and risk factors be considered when seeking to prevent or respond to violence against girls and young women.

### The link between gender inequality and violence

- Men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals.
- Women and girls are less likely to realize that they are experiencing violence if they are used to being treated differently because they are female.

(Girlguiding UK)

The Expect Respect programme in Texas USA resulted in school students who attended lessons on dating violence being better able to identify warning signs of an abusive relationship and showing stronger beliefs that abuse in relationships is unacceptable.<sup>4</sup> The evaluation of a three year Canadian programme for 11-16 year olds that aimed to promote gender equality and end violence also found that young people reported a decrease in tolerance of abuse and physically violent incidents and an increase in the use of assertive rather than aggressive strategies within conflict situations. By the end of the third year, students in this programme reported they were more likely to end a violent relationship.<sup>5</sup>

## SECTION ONE: INTRODUCTION

### Why do this curriculum?

Non-formal educational programmes make a difference. This curriculum provides knowledge, skills and opportunities to change attitudes and to help stop the violence. It creates safe and supportive sessions for young people to learn about their rights and to discuss and challenge violence against women and girls. It also provides referral routes and other information for young people if they choose to disclose their own experiences of violence.

The curriculum is designed for participants who are at an important stage of their life cycle when they are forming their own friendships and relationships; when they are considering what it means to be themselves; when they are developing their own beliefs and attitudes, and their own values about gender norms, roles and expectations; and as they get older when they are exploring their own sexuality. This curriculum provides interactive, child and youth-centred ways for young people to talk about relationships, gender equality and abuse, within a safe and supportive environment.

### Who can use this curriculum?

The activities in this curriculum have been developed for Girl Guides and Girl Scout groups, youth organizations, schools and other groups to use.

The curriculum can be used by girl-only groups and by co-educational groups and has been developed for worldwide use – it can be adapted for different cultural, social and legal contexts. It provides a wide variety of activities that can be selected to respond to different learning needs and objectives. In some contexts participants may be more comfortable dealing with certain topics than with others. You as a leader are the expert in your group. Please use your own judgement about which activities are suitable for your group and adapt them as necessary. You may also wish to start the programme by addressing less sensitive issues and then building your confidence to deliver the more challenging sessions.

Leaders must complete a training programme and the preparation checklist (Section 2 of this curriculum) before starting the curriculum. If you are a WAGGGS group leader please contact your Member Organization or WAGGGS, or go to [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com) for more information about training programmes. If you are not a WAGGGS member and would like to use this curriculum and learn more about how to deliver it, please contact [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org).

If, after your training, you feel that you need additional support to facilitate discussions and activities on sensitive subjects, it is important to ask for additional support and training from your Member Organization and to seek help from an external expert to deliver some sessions. There are opportunities within the sessions to include the expertise of others either as a guest speaker or as a facilitator. Local women's organizations or service providers may be able to co-deliver the sessions or provide training for leaders. This will give you the opportunity to develop your understanding of the issue and build a partnership with the local organization. Go online and search for national directories of support services for women and girls.

Your continued feedback, comments and suggestions will help to build an even better curriculum. Please send us your ideas at [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org). You can also look at the Stop the Violence website for more resources and up to date news and information about WAGGGS' global campaign [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)

“ We adapted the activities to make them relevant to our group of girls and the wide age range ”

Guide leader, UK

## SECTION ONE: INTRODUCTION

### Age groups

The curriculum is divided into four age groups for early, young, middle and older children and young people. There are separate activity booklets for each of the four age groups. This handbook accompanies these four activity booklets. There are age appropriate activities within each section that focus on different forms of violence against girls and young women. It is up to you to decide what sessions are suitable for your group and you may decide that your group needs to do activities from sessions in the younger year groups.

#### 1. EARLY YEARS

This is for ages of around 5 to 7 and looks at domestic violence and children, child abuse and sexual harassment and bullying.

#### 2. YOUNGER YEARS

This is for ages of around 8 to 11 and looks at domestic violence and children, female genital mutilation, child abuse, and sexual harassment and bullying.

For early and younger years, leaders are advised not to talk directly about violence but to talk about hurting and upsetting people. Sessions explore play, friendship, naming body parts, and talking about feelings.

#### 3. MIDDLE YEARS

This is for ages of around 12 to 16 and looks at sexual harassment and bullying, female genital mutilation, early and forced marriage, dating violence, sexualisation and domestic violence.

#### 4. OLDER YEARS

This is for ages of around 17 to 25 and looks at dating violence, early and forced marriage, domestic violence, sexualisation, and sexual violence.

For middle and older years young people may be starting to form their own relationships and older years may be exploring their own sexuality. Sessions include opportunities to think about identity, to recognize abuse, to develop skills and confidence to have respectful relationships and to seek support for all forms of violence.

## What impact will this curriculum have?

By completing the curriculum, we can contribute to ending violence at a number of levels:

### CHANGE LIVES

- Build the self-esteem of girls and young women
- Protect and support children and young people who have been or are at risk of being abused
- Promote alternative models of masculinity and femininity
- Empower girls and young women to access more resources
- Nurture the leadership of girls and young women

### CHANGE RELATIONSHIPS

- Create safe and supportive spaces
- Challenge all discrimination and violence against girls and young women
- Model a respectful relationship
- Build empathy and respect for girls and young women
- Engage boys and men in the elimination of violence against girls and women

### CHANGE COMMUNITIES

- Work with communities to change harmful attitudes, beliefs and practices that condone violence against girls and young women
- Campaign for gender equality and the end of discrimination against girls and young women
- Breakdown gender stereotypes and myths about violence
- Raise awareness and advocate for the implementation of laws to stop violence against girls and women
- Build partnerships with local organizations to campaign for better support services

### CHANGE SOCIETIES

- Promote the rights of girls and young women
- Run a campaign for better services, or against discrimination and violence and calling for increased action from the government and/or the community to eliminate and prevent all forms of violence against women and girls.
- Challenge the media representation of girls and women

“ We can and we must end this human rights violation ”

Girl Guide leader, Kenya

### KEY PRINCIPLES OF THE BADGE CURRICULUM

1. It takes a human rights based approach. It informs girls and young women of their rights and it empowers them to assert these rights. It holds communities accountable for their role in upholding girls' and women's rights and preventing violence.
2. It operates in a safe and supportive setting. Leaders will follow their association's or WAGGGS' child protection policy and procedure. Leaders will not accept or tolerate any form of violence or abuse and will not condone harmful attitudes.
3. It recognizes that children and young people are active participants in their own lives and that they play an important role in changing attitudes and raising awareness about ending violence against girls and young women.
4. It acknowledges gender inequality as a cause and consequence of violence against girls and young women.
5. It uses a non-formal education approach to challenge harmful norms, attitudes and behaviours to stop violence against girls and young women.
6. It develops a global curriculum that is adaptable, relevant and culturally appropriate.
7. It works in partnership with communities and builds relationships with parents, schools, community leaders, support services and women's organizations.
8. It recognizes that men and boys play an active role in stopping violence. It engages men and boys in sessions. It creates safe spaces for them to think about and challenge gender inequality and violence and it encourages them to take an active role in preventing and ending violence against girls and women.
9. It delivers a survivor-centred approach that respects the agency of survivors and responds to their needs by providing support to children who disclose violence in a way that is appropriate for their age as required by the local or WAGGGS child protection policy.
10. It takes an evidence-based approach. The curriculum has been informed by initiatives proven to stop violence around the world, by the expertise of global leaders in ending violence against women and girls, and by the experiences of Girl Guide and Girl Scout groups.

“

In terms of prevention, everyone (boys, girls, men, women, and anyone who doesn't feel they fit into those categories) needs to be educated about human rights. Everyone needs to know that violence against girls and women (or against anyone, for that matter) is unacceptable. People also need to know what, specifically, they can do to help stop violence against girls and women and how to treat and provide support (if desired) for victims”

Sangam group leader

## SECTION ONE: INTRODUCTION

### Learning Outcomes

The curriculum has six core learning outcomes that build participants' knowledge and understanding in age appropriate activities:



1. **START** to develop a safe and supportive space for children and young people to talk about gender inequality and violence against girls and young women



2. **THINK** about gender equality and what it means to be 'me'. To understand gender roles, norms and expectations and start to promote equality



3. **IDENTIFY** and understand different forms of violence against girls and recognize the warning signs of violence



4. **SUPPORT** respectful relationships. To develop skills to form their own relationships and support their friends



5. **SPEAK OUT** for girls' rights and raise awareness of women and girls' human rights



6. **TAKE ACTION** to stop the violence. To develop and run a campaign event or activity within the local community to raise awareness about stopping violence against girls and young women

### Gaining a Badge

Participants can earn a badge by completing activities in the curriculum. For a participant to earn a badge, they must complete six sessions:

- The **START** session
- Complete one session from each of the **THINK, IDENTIFY, SUPPORT** and **SPEAK OUT** sections, making up a total of four sessions
- Finish with the **TAKE ACTION** session

The six sessions can be delivered in a way that suits your group – you can deliver it at group meetings over six consecutive weeks. You can deliver it at a one off event or through a series of shorter camps/seminar events. You can deliver the curriculum over a longer period, interspersing the six sessions with regular activities and group meetings. You may find that some of the six sessions take longer than one meeting. Don't worry if the curriculum takes you longer. Some issues may be particularly sensitive and difficult to talk about. It is therefore important participants are given the time and space to understand and ask questions and to challenge harmful norms, attitudes and behaviours that condone gender inequality and violence against girls and young women.

Stopping violence against girls and young women is an ongoing journey that you are just beginning.



Girls often lack access to girl-friendly, safe and supportive spaces, including at school. Yet studies find that girl-friendly spaces are often among the best platforms from which governments, international organizations and nongovernmental organizations can protect and promote the human rights of girls. It is important that girls have a voice and are enabled to take part in the deliberations that address their life chances and potential as human beings<sup>6</sup>

Division for the Advancement of Women and UNICEF



The curriculum will play a big role in not only stopping violence against girls and young women but also speaking out loudly about it. Finally there will be a programme that addresses violence against girls and young women...

Girl Guide leader, Malta

# SECTION TWO:

## PREPARATION

### IN THIS SECTION:

10 steps to prepare for the Voices against Violence Badge Curriculum:











1. Attend training
2. Assess risks of delivering the curriculum
3. Know your local child protection procedure
4. Build local partnerships
5. Decide what forms of violence are relevant in your community
6. Prepare yourself
7. Create a safe and supportive space
8. Sign up to the leader's code of conduct
9. Build your curriculum
10. Evaluation (before and after)

## SECTION TWO: PREPARATION

It takes courage and time to stop violence against girls and young women. It can feel like a huge and scary project to speak out against violence against girls and young women. It is vital that you prepare well before beginning the curriculum.

### 10 steps to prepare for the Voices against Violence badge curriculum

Before you start the curriculum you need to do some essential preparation work. Here is a checklist of things to do:

- |    |  |  |
|----|--|--|
| 1  | Attend training  |  <input type="checkbox"/>   |
| 2  | Assess risks of delivering the curriculum                    |  <input type="checkbox"/>   |
| 3  | Know your local child protection procedure                   |  <input type="checkbox"/>   |
| 4  | Build local partnerships                                     |  <input type="checkbox"/>   |
| 5  | Decide what forms of violence are relevant in your community |  <input type="checkbox"/>   |
| 6  | Prepare yourself   |  <input type="checkbox"/> |
| 7  | Create a safe and supportive space                           |  <input type="checkbox"/> |
| 8  | Sign up to the leader's code of conduct                      |  <input type="checkbox"/> |
| 9  | Build your curriculum  |  <input type="checkbox"/> |
| 10 | Evaluation (before and after)                                |  <input type="checkbox"/> |

## 1. ATTEND TRAINING

You must be a leader who has been trained to deliver this curriculum. Training sessions will support leaders to understand the issue of violence against girls and women, to learn how to handle a disclosure and to feel confident facilitating sessions. Your association/organization should provide training for you before you deliver this programme.

In addition to your national training:

- a. Ask a local organization working on the issue of violence against women if they are running training sessions or could give you any mentoring.
- b. Check out the WAGGGS stop the violence website ([www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)) for ACTIVATE training programmes or webinars, and check WAGGGS' World Centre calendars for their training programme: <http://www.waggs.org/en/world/centres>



## SECTION TWO: PREPARATION

# 2

## ASSESS THE RISKS OF DELIVERING THE STOP THE VIOLENCE CURRICULUM

This curriculum confronts deeply held attitudes and it challenges existing structures which could potentially put participants at risk. For instance, younger participants might be experiencing violence in their homes and as such you need to ensure you comply with the child protection policy. Older participants on the other hand might identify violence in their own relationships and be at greater risk of violence if they attempt to leave or challenge the abuser and they are not adequately supported. The group may also experience community backlash as they start to challenge gender norms and attitudes. Accordingly these risks need to be minimized, particularly when carrying out campaign activities.

All leaders delivering the curriculum must lessen the potential risks of working on this issue in your community. This short five step process will help you to understand the environment you are working in and will help to prevent any potential risk to you or participants.

### Step i:

#### UNDERSTAND EXPERIENCES OF VIOLENCE:

Establish levels of violence in your community.

### Step ii:

#### HARMFUL ATTITUDES:

Understand local attitudes to violence against girls and young women.

### Step iii:

#### PARTNERS & RESISTANCE:

Map allies, partners and sources of resistance

### Step iv:

#### IDENTIFY RISKS:

Understand the risks to delivering the curriculum and think of ways of to mitigate these risks.

### Step v:

#### SAFE FROM HARM:

Decide how to deliver the Voices Against Violence curriculum safely in your community.

### Potential Harm and Risks

- Community criticism of children and young people who do not conform to gender norms, roles and expectations or who challenge existing attitudes, beliefs and norms
- Increased risk to older girls and young women who identify abuse in their own relationships if adequate support is not provided
- Retaliation from the community towards survivors, or towards children and young people engaged in the curriculum if they speak out
- Frustration of children and young people as they recognize inequality and want to see immediate change in their communities
- Re-traumatization of survivors of violence if they choose to disclose their experiences
- Failed expectations of survivors of violence if they are not fully supported after they request help

## STEP i: EXPERIENCES OF VIOLENCE

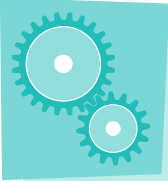
Do some research to find out the different forms of violence that are relevant in your community or your country. You can do this by searching on the internet, speaking with local women's organizations, or checking with local and national government ministries or with national statistics offices. This research will begin to give you an idea of what forms of violence you might focus on with your group (see also Section 2 Preparation checklist step 5). Keep this in mind when you are thinking through the risks.

## STEP ii: HARMFUL ATTITUDES: Identify and understand local attitudes to violence against girls and young women

It is important that you identify local attitudes and assess the potential harm that children and young people might experience if they challenge these attitudes. Attitudes that normalize, condone or excuse violence against girls and young women are widespread. For example, in the UK, 36 per cent of people believe that a woman should be held wholly or partly responsible for being sexually assaulted or raped if she is drunk, and 26 per cent believe that she should be held responsible if she is in public wearing sexy or revealing clothes.<sup>7</sup> According to UNICEF, almost half of women aged 15 –49 years in developing countries think that a husband is justified in hitting/beating his wife under certain circumstances.<sup>8</sup>



## SECTION TWO: PREPARATION



### TOOL : IDENTIFY LOCAL ATTITUDES TO VIOLENCE AGAINST GIRLS AND YOUNG WOMEN

Read local and national newspapers and online news sites over a period of time and try to ask yourself some of these questions as you read about issues related to violence or about gender inequality or discrimination.

You can also use the questions to ask local government ministries and organizations, local women's and children's rights groups and local support services about their views on local attitudes.

#### Questions to ask

What are local attitudes to violence against girls and young women?

What are existing roles, norms, expectations and stereotypes for girls and boys, young men and young women?

What are local community attitudes to relationships and sexuality?

Do you know of any particular organization or individuals who are perpetuating these attitudes and gender norms, expectations and stereotypes?

### STEP iii: PARTNERS & RESISTANCE: Mapping allies, partners, and sources of resistance

Mapping is a useful tool for identifying potential allies and partners, as well as sources of resistance. The following process will help you with this.

1. Put the words, 'stopping violence against girls and young women' or a specific form of violence that is in your community (see step i) or that you have identified (see also Preparation checklist step 5) in a circle in the centre of the map.
2. Write in green the names of people, groups, or organizations in your community or country that might **have an interest in this issue and be supportive** of the changes you want. They may be working on your topic specifically; be involved in broader but related topics like girls' rights or violence against women and children; or be part of your members' wider network, for example parents, schools, other youth clubs etc. Beside each entry, write some ideas about the ways you think these people, groups, and organizations could **support the curriculum**.
  - a. **Put an asterisk (\*)** beside the people, groups, or organizations that you already have a relationship with.
  - b. Put a hash sign (#) beside the people, groups, or organizations that have the greatest potential to help you deliver the curriculum. This might be because of their influence in your community or country, their resources, or something else.
  - c. Make a plan for connecting with the potential allies on your list. You may want to speak with them individually or bring them together for a meeting.
3. Write in red the names of people, groups, or organizations in your community or country that might **have an interest in this issue but may resist change**.
  - a. Beside each entry, write some ideas about why you think these people, groups, and organizations will resist the curriculum. Is it about values and beliefs? Knowledge? Loss of power? Or something else?
  - b. Put a dollar sign (\$) beside the people, groups, and organizations that are most likely to take action against or block your delivery of the curriculum. List how they could block the delivery.
  - c. Make a plan for how you will deal with the most powerful and active sources of resistance on your list. Is it possible to neutralize this resistance? Is it safe?

## SECTION TWO: PREPARATION

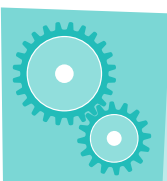
### STEP iv: IDENTIFY RISKS:

#### Understand the risks to delivering the curriculum

Working for change is not always risk-free. It can come with risks such as social disapproval, being arrested, or physical danger. Girls and young women who feel empowered after learning about their rights may face violent reactions from family members, friends, teachers and others who are not ready for change. There are other risks as well, like being distracted from other commitments – like school, work, responsibilities in the home, or time with friends and family, or being disappointed if efforts do not result in immediate or desired changes.

It is important to identify potential risks associated with trying to end violence against girls and women in your country and community. Once you know what these risks are, you can make decisions about the risks you are prepared to take and how to be as safe as possible.

You need to take some time to consider the context you operate within and ensure that you have put strategies in place to mitigate risk. For example, groups operating in a country where same sex relationships are illegal need to make decisions about what activities are appropriate and ensure that community leaders support the curriculum.



### TOOL : HOW TO IDENTIFY RISKS

What are the potential risks associated with delivering sessions on violence against girls and young women? Consider emotional, social and physical risks, and risks that may happen in families, relationships, schools, and the community.

Try to decide how likely each risk is to happen, and how severe it would be if it did occur. Put in place strategies to deal with or minimize each in partnership with your Member Organization. Some risks must be avoided, such as the ones that are both very likely to happen and would have severe consequences. Some risks can be reduced; for example, by selecting a less risky approach or by ensuring girls' parents/guardians are supportive of your action plan. Some risks are worth taking if they don't threaten the safety of participants.

However, consider carefully if any likely risk has severe and dangerous consequences and if it does the curriculum should NOT be delivered.

<b>Likelihood low, severity of results low</b> Proceed	<b>Likelihood low, severity of results high</b> Prevent occurrence or manage potential impacts
<b>Likelihood high, severity of results low</b> Proceed	<b>Likelihood high, severity of results high</b> Avoid

## SECTION TWO: PREPARATION

### STEP V: SAFE FROM HARM:

#### Decide how to deliver the Voices against Violence curriculum safely in your community

It takes courage and time to speak out against violence against women and girls. After identifying the levels of violence in your country, potentially harmful attitudes, and risks and resistance to the curriculum, it is time to make a decision about whether it is safe to deliver the curriculum. It is important to remember that it is not safe to deliver this curriculum if there are no relevant support services for survivors, both for children and adults, in your community.

Consider all the information you have gathered in steps i to iv and ask yourselves the following questions:

- Can you minimize any identified risks so that you can deliver the curriculum safely?
- Will the benefits of this curriculum outweigh the risks?
- Have you identified individuals and organizations which may oppose the curriculum and agreed strategies to address this?
- And finally, do you feel comfortable delivering this curriculum?
- Do not put yourself, your group or your association at risk.

#### CRITERIA FOR WHEN IT IS NOT SAFE TO DELIVER CURRICULUM

Once you assess the risks, you may decide that it is not safe to deliver the curriculum. Here are some criteria that may help determine that you should not go ahead with the project:

- The outcomes are likely to have a negative impact on the group, the National Association or on the community
- There are no support services available for girls and young women in your area – if there are no support services then do not deliver the curriculum. Instead you could focus your work on campaigning for relevant local support services.
- Group leaders fundamentally disagree with the content of the curriculum. If group leaders are resistant to the curriculum and do not think that violence against women and girls is a relevant or important subject do not deliver the curriculum until you have increased their awareness and understanding of the issues and provided them with training.
- Are there individuals or organizations within the community that are resistant to the curriculum? Consider how to work with them and if you decide that the curriculum will anger them and put your members at undue risk then do not deliver the curriculum.
- Are there other organizations working on the issue in your area that can support you? If there aren't and you feel that you need more support, don't deliver the curriculum until you have received sufficient training.
- Are members upset, uncomfortable or angry in sessions? Young women and girls in the group may not be ready to participate in the sessions. Young men and boys in the group may feel frustrated, embarrassed, angry or upset in the sessions. It may not be appropriate to continue with the curriculum at the current time although you will need to ensure that you end it appropriately. You need to ensure that your members have access to support. Remember to always follow the child protection policy and procedure (see also Section 2, Preparation checklist step 3).
- Does the session delivery reinforce gender roles, expectations and norms? If you are unable to facilitate discussions and create safe and respectful sessions do not deliver the curriculum.

**Note to leaders: This list is not exhaustive. You or your National Association may decide there are other criteria which indicate that it is not safe or appropriate to deliver the curriculum. If these challenges exist it does not mean that you cannot contribute to ending violence against girls. Work instead towards overcoming these challenges and creating a safe and supportive environment in which to deliver the curriculum at a future stage. You can get support to do this. Contact WAGGGS at [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org)**

## SECTION TWO: PREPARATION

### 3

## KNOW YOUR CHILD PROTECTION PROCEDURE

It is essential that you know the procedures for protecting children and young people from harm and for handling a disclosure. Familiarize yourself with your National Association's child protection policy. Find out the local and national procedures for referring a child you are concerned about or for dealing with a situation where a child discloses an experience of violence. Follow your local child protection procedure and the advice below when dealing with a disclosure. Make sure that you provide information about relevant local and national helplines and support services during your sessions. If there are none find out if there is an alternative provision and consider carefully whether it is appropriate to deliver the curriculum.

### ATTEND TRAINING ON THE LOCAL CHILD PROTECTION PROCEDURE

Your National Association, your local children's services department or a local voluntary organization may hold training events for leaders working with children. You must attend one of these training courses to find out more about recognizing signs of child abuse and to become familiar with the procedure if you suspect a group member is experiencing violence. If there is no child protection training provided locally, your Member Organization should provide it.

### DEALING WITH A DISCLOSURE

It can feel like a heavy responsibility to deal with people telling you about their experiences of violence but you have the ability to transform a person's life. This may be through the small but very important step of showing the person that you believe them. Through listening you can help them to recognize that what they have experienced is violence. Through telling them about support services you can help them to access the right support. Remember to try not to take on solving their issues yourself and refer to the child protection lead to discuss next steps. Once a child has disclosed to you, be careful you do not question them too much. This may interfere with any future official investigation and may re-traumatize them if not handled adequately. Remember that if relevant support services are not locally available you should not deliver the curriculum. If you are in any doubt, contact your National Association or WAGGGS ([stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org)) for guidance.

It is also important to recognize that leaders may be affected by the content of the curriculum. There will be some leaders that have experienced violence in the past or are currently experiencing it. Ensure that adults know who to talk to and have the opportunity to opt out of delivering the curriculum. Talk to your National Association to find out what policies are in place to support group leaders.

### A Safe Space: what to do if a child (under 18) tells you about their experience of violence

When a person under 18 discloses violence the group leader needs to report this to the local child protection representative and/or make a direct referral if this is the law of the country. In the process of disclosure the group leader must listen carefully, not ask too many questions and make sure that they support the young person throughout the process of referral. Inform the child that you have to tell an appropriate authority about the abuse as this is required by law and the child protection procedure, but that you will only share the information with an adult who will know how to help.

You may recognize some indicators that a child or young person in your group is experiencing violence. For example a child may present with physical injuries, truancy from school, drug taking, or depression or anxiety. However, these may indicate other issues for the child and it may still be important to talk to the child and refer them to the child protection lead.

**If a child under 18 tells you about their experience of violence follow these simple steps:**

**RESPOND → THINK → REFER → REPORT**

## SECTION TWO: PREPARATION

### RESPOND

- Listen carefully, stay calm, and try not to show signs of anxiety or shock.
- Take it seriously and ensure him/her that you are on their side, but do not make promises that you cannot keep.
- Offer immediate support, understanding and reassurance. Explain that if s/he is in danger you cannot keep it secret but you will only tell the necessary people to access help, support and protection.
- Thank her/him for talking to you, validate her/his feelings but do not tell her/him what to feel.
- Do not judge her/him or the abuser.
- Avoid asking questions or pushing her/him to talk about her/his experiences as this might undermine any official interviews and it is better that she talks to a professional.
- Explain the next steps, and let the child know if you need to talk to the child protection lead or make a referral. If s/he is at risk of immediate harm ensure that s/he remains with you or in a safe place with a supportive adult.
- Act as soon as you can.

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### THINK AND MAKE AN ASSESSMENT WITH THE CHILD PROTECTION LEAD

- Is s/he suffering or being harmed?
- Is s/he currently at risk of further harm?
- Is anyone else at risk of harm?
- Does s/he need medical attention?
- Should an external referral be made immediately?
- If the answer to any of these questions is yes then agree and implement a plan of action.

---

### REFER

- For older children, provide him/her with information of relevant support services such as child help lines that s/he can contact him/herself but if s/he is in danger or at risk explain why and how you are contacting the services or authorities.
- Stay with her/him until you have made the contact and you have transferred her/him to be cared for.

---

### REPORT

- Make a detailed confidential written record of the disclosure and actions in collaboration with your child protection lead – your association may have a template but below are some important details to consider when drafting your report.
- Include in your report the name, date of birth, nationality and sex of the child; their address and telephone numbers. Include the reasons for your concerns, your name and role, and contact details for you. Outline the injuries and/or other injuries that you have observed, the child's first language, any disabilities that are relevant, and the child's doctor's details. If you know about other family members include details of these, particularly if they are children.
- Give the report to the child protection lead in your association who will keep it secure.
- Make sure that confidentiality is maintained and that information of the intervention with this child is not discussed with anyone who is not involved in the child protection procedure. Discussion amongst other adults and young people is gossip and can be very hurtful, damaging and dangerous.
- Make sure that you get support for dealing with a disclosure as it is often very distressing.

If the disclosure is around past abuse, with no assessed risk of that abuse recurring to the child, this should still be referred to local child protection services which may discuss with the protective carer as to whether further action needs to be taken. You need to be clear with the child that you may still have a duty to report the matter to the relevant statutory body.<sup>9</sup>

## SECTION TWO: PREPARATION

### HANDLING DISCLOSURE FROM ADULTS

Whilst it is important to report disclosures of violence of children under 18 to safeguard them from harm, maintaining confidentiality when adults disclose violence could mean the difference between life and death for a woman. When adults disclose violence therefore confidentiality is maintained. There is no duty to report but if you have concerns and need someone to discuss appropriate procedures and support that should be provided talk to your association's child protection representative.

#### **A Safe Space: what to do if a young person or adult (over 18) tells you about their experience of violence**

##### **Respond**

- Listen carefully, stay calm, and validate her/his feelings
- Take it seriously and ensure her/him that you are on her/his side, but do not make promises that you cannot keep.
- Do not push her to talk about it if s/he does not want to.
- Do not judge her/him or the abuser.
- Maintain confidentiality
- If the adult does is not able to seek support but you are concerned for her/his safety, then make a referral.

##### **Inform**

- Encourage her to seek some form of support.
- Provide her/him with information of relevant support services that s/he can contact or refer directly if requested.
- Inform her/him of next steps and possible options.

##### **Support**

- Offer immediate support, understanding and reassurance.
- Find support for yourself as it can be distressing to deal with a disclosure.

### HANDLING DISCLOSURE ABOUT ABUSERS

When abuse by people involved in delivering the curriculum is disclosed or suspected, or there are suspicions about their behaviour which may meet the criteria for abuse, then the following procedure will take place:

- The matter will be immediately referred to the Chief Executive of the National Association.
- In all instances, the police will be informed as a criminal offence may have been committed.
- Follow the procedures for the protection of children who are at risk of harm outlined above.
- The staff member or volunteer who is alleged to have abused or is suspected of abuse will be suspended immediately from their role. Such action does not assume that the allegations are true but is designed to protect any child/children allegedly involved and also to prevent further allegations.
- Any internal investigation according to disciplinary procedures will be held in abeyance until the police, social services or statutory body have indicated that they have no further involvement.<sup>10</sup>

#### **INFORM PARTICIPANTS ABOUT HOW TO ACCESS SUPPORT AT EVERY SESSION. INCLUDE THE LIMITS TO CONFIDENTIALITY FOR CHILDREN UNDER 18**

Give all children and young people information on local support services. Do this at the start and at the end of every session. Distribute information posters, helpline numbers and leaflets.

Communicate the limits of confidentiality to children and young people (under 18). Do this when setting the ground rules. If a child under the age of 18 discloses violence, the group leader must follow the association's procedure and report disclosures to the local child protection representative or make a direct referral. When adults disclose violence confidentiality is maintained.

##### **Confidentiality**

Do not promise confidentiality to children under the age of 18 and where possible seek their agreement for the referral. Remember a referral must always be made in order to allow for the social services or statutory body to decide the appropriate action.<sup>11</sup>

## SECTION TWO: PREPARATION

### 4

## BUILD LOCAL PARTNERSHIPS

Working in partnership with other organizations and experts working on violence against girls and young women will make the delivery of your curriculum even more successful. Here is a list of ways that you can identify potential partners:

- Identify local experts and organizations that are working on violence against women and girls.
- Identify existing support services for survivors and victims of violence.

**Use the TOOL:** Mapping allies, partners, and sources of resistance (page 13)

Plan who and how you will make contact by **using the TOOL:** Engaging the Community (page 103)

It is important to engage the community in the development and delivery of the curriculum. A coordinated approach across the whole community will not only support you in your delivery but will also increase the impact of the programme to stop the violence.

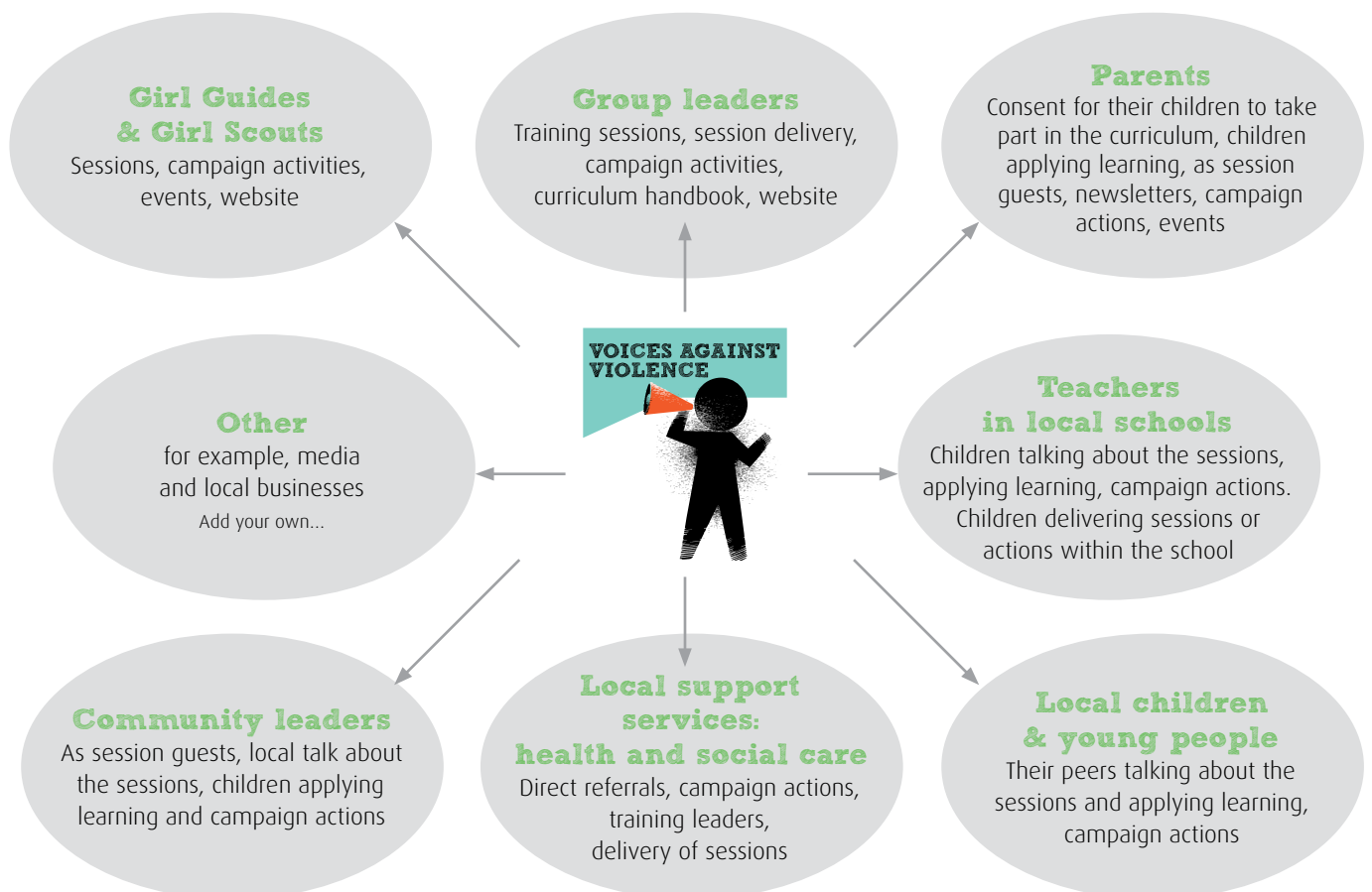
Contact services and organizations to begin to build a relationship. Ask for advice on how to make the curriculum safe, appropriate and relevant. Ask local services how they can support young people who are experiencing, perpetrating or promoting violence. Local organizations may also be able to provide training for leaders or they might co-deliver or run a session. There may be local campaigns that you can join. Speak to your local child protection services about their referral processes. Keep partners informed of the progress of the curriculum and invite them to talk to the group.

Make sure you inform local community leaders and parents that you are going to deliver the curriculum and keep them informed throughout its delivery.

Parents and carers are vital partners in making this curriculum a success. Please make sure that you inform and involve them throughout the process from starting to build the curriculum throughout its delivery and conclusion.

Refer to **Guidance: Engaging parents and carers** (page 74)

This diagram maps out how the whole community may become involved. Amend and adjust this diagram to map out the delivery of your curriculum and who it will impact:





## SECTION TWO: PREPARATION

5

### DECIDE WHAT FORMS OF VIOLENCE ARE RELEVANT IN YOUR COMMUNITY

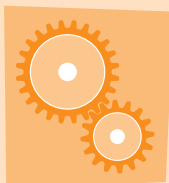
This handbook contains a number of tools for you to learn about some forms of violence that are relevant to your community, and your country.

Use the tool below to carry out further research on what forms of violence are relevant in your community. Ask local and national organizations about the experiences and the needs of girls and young women in your community. Do some research on forms of violence relevant in your community. For instance, search the internet, listen to the radio, watch television programmes or talk to an expert. You could ask your group to look through newspapers in one of their sessions. Don't forget to find out about the pressures and problems that exist for boys and young men as well.

You can use the questionnaire (for middle and older years – see page 88) or the activities (for early and younger years – see page 78) to find out the level of your group's knowledge and awareness of violence against girls and young women. These can be found in the tools section at the end of the curriculum handbook. These tools can be found under Planning and Evaluating - early and younger years, and Planning and Evaluating - middle and older years, at the end of the curriculum handbook.

Complete the questionnaire and activities for the appropriate age group (on pages 76 and 88). Read through the factsheets (see pages 38 to 64) to think through different forms of violence.

**Note to leader: When you use the tools to find out about Girl Guides' and Girl Scouts' level of awareness and understanding remember to create a safe and supportive space (see Section 2, Preparation, step 7). Always give time for participants to talk with you privately after using the Planning and Evaluating tools and for older age groups make sure that they take away contact details for local support services. You may also want to talk to a local support service about running a drop in service for older participants.**



#### TOOL :

### IDENTIFY SOME FORMS OF VIOLENCE AGAINST GIRLS AND YOUNG WOMEN IN YOUR COMMUNITY OR COUNTRY

You may want to research the issue of violence against girls and young women in your community and country by asking for information from national government ministries, national and local women's and children's rights groups and local support services:

Questions to ask	Tips
<b>What are local and national statistics on violence against girls and women?</b>	Around the world there is a lack of data on girls' and young women's experiences of violence but find out what you can. If possible, add your own country's statistics to the factsheets in this curriculum.
<b>What are the specific forms of violence experienced by girls and young women in your community?</b>	
<b>What are the local and national laws on violence against girls and women?</b>	There may not be any specific laws on different forms of violence against girls and women but it may be a crime under other laws. Are girls covered under existing laws for addressing violence against women?
<b>How effective is this legislation?</b>	It is also important to consider what gaps there are in laws. Are children and young people (as well as women and the community at large) aware of the legislation? Is there information to determine whether legislation is implemented? If it is not, what are the main reasons? Do police officers take reports of violence seriously? How affordable, accessible and reliable is the justice system for young women and girls? Is there data on the number of reported crimes compared to the number of prosecutions and sentences given? Are services available and accessible for victims?



## SECTION TWO: PREPARATION

### 6

## PREPARE YOURSELF

Make time for your own reflections on violence against girls and young women. Supervision and support from another group leader will give you time to reflect on the content of the curriculum. Ensure that you know where to go for support if you have experienced or are experiencing violence or need to debrief after sessions.

The following suggestions may help you to reflect on the issue of violence against girls and young women and gender equality and to think through your own experiences, attitudes and opinions. Acknowledge your position but question it regularly.

- Search for and study material on the issues, especially those issues that interest you or where you feel that you do not have sufficient knowledge. Look for materials that question or contradict your findings or your opinions. Gender is a much disputed area!
- What do you consider as violence and abuse towards girls and women? Some of the activities in this curriculum encourage participants to identify various forms of violence and challenge gender norms. Go through the activities and be aware of your own interpretations and opinions about the issues presented.
- Think about your own feelings towards violence against women and girls. Seek support if you need to.
- Read books and blogs, watch the news and films about violence against girls and young women to help you to understand the issue.
- Find out about national laws and policies on violence against girls and young women.
- Be aware of the gender equality legislation in your country, and of the international treaties and declarations that promote gender equality.
- Talk to colleagues and friends about gender. What do they think about issues you have confronted?
- Observe how people around you speak of men, women and gender roles.
- Observe your own behaviour towards baby boys and baby girls, teenage boys and teenage girls, and adult women and adult men; do you feel or behave differently? Why?
- Think about what sex and gender mean. Sex is a biological concept - you are born with male or female reproductive organs. Gender is a social concept and is not a rigid construct but rather a sliding scale. Put on your gender glasses while reading your newspaper: how are people portrayed on photos and described in the text; who has been asked to comment; where do you see women in the paper and where do you see men? <sup>12</sup>

## SECTION TWO: PREPARATION

# 7

## CREATE A SAFE AND SUPPORTIVE ENVIRONMENT

It is important that you create a space for children and young people to feel supported and comfortable to talk about their rights, about gender equality and about violence against girls and young women.

It is important to have an agreed code of conduct which is supportive and sensitive and to be understanding of diversity and difference. Be gentle but firm about sticking with the agreed code of conduct (see Section 2 Preparation, Checklist step 8).

This section provides guidelines on how to create safe and supportive, equal and ethical spaces.

“ We should all be vigilant in supporting and helping one another in continuing the programme to combat violence against girls and young women ”

Group leader, the Philippines

### 1. FOLLOW THE LOCAL CHILD PROTECTION POLICY & PROCEDURE

It is essential that you understand and implement the local child protection policy and procedure.

See Preparation checklist step 3 for more detail.

### 2. DO NOT ACCEPT OR TOLERATE ANY ABUSIVE LANGUAGE OR BEHAVIOUR

Do not accept or tolerate any abusive language or behaviour within the group. Follow the group leader's code of conduct to build trust and model respectful, responsible behaviour. Challenge all discriminatory language and behaviour and explain that it is not acceptable to use it in the group. Be particularly aware of challenging any racist, sexist and homophobic language and behaviour (see Section 2 Preparation, Checklist step 8).

Do not accept or tolerate any bullying. Understand that most bullying behaviour is sexual or gender based.<sup>13</sup> Even in girl-only or boy-only groups there can be bullying. Children and young people can hurt each other through spreading rumours (on- or off-line) about their sex life, body shape, and sexuality. Remember that you will need to challenge any harassment or bullying.

### 3. INCLUDE ALL CHILDREN AND YOUNG PEOPLE

Equal participation of all children and young people is essential. Tailor activities to ensure that all can participate. For example, you may need to work in small groups or pairs so that quieter children and young people have a chance to talk; or encourage different people to take a leadership role.

Create opportunities for diverse groups of children and young people to participate. Special consideration must be given to survivors of violence. They may feel especially vulnerable.

Equal opportunities to participate should also be created for any disabled child within your group; ensure that you understand and meet their needs. Some of the exercises might have to be communicated or delivered differently.

### 4. USE APPROPRIATE LANGUAGE

Use clear communication and age-appropriate words to ensure that everyone understands you. Check in with the group to find out if they need extra explanation. Use gender-neutral language and be careful not to reinforce any gender stereotypes or use any discriminatory language.

Use appropriate language to describe violence against girls and young women, especially when working with early and younger years. You may want to talk about girls and young women being 'hurt' by others; being 'upset' by others; or being made to feel uncomfortable by others.

## SECTION TWO: PREPARATION

### 5. DO NOT ASSUME THAT ALL PARTICIPANTS WANT THE SAME TYPE OF RELATIONSHIPS

Do not make assumptions that all members of your group have, or want to have the same type of relationship. Remember to be inclusive of all types of gender identities and sexualities. Equally, allow group members to have privacy about their own gender identity and sexual orientation, and their relationships. They may not want to talk about their own experiences.

### 6. RESPECT CULTURAL AND RELIGIOUS BELIEFS BUT CHALLENGE HARMFUL ATTITUDES THAT CONDONE VIOLENCE AGAINST GIRLS AND YOUNG WOMEN

Respect cultural and religious beliefs but challenge harmful attitudes and actions that support violence against girls and young women. Be aware that changing attitudes takes time. It must be done sensitively and in partnership with the community. Discuss with local organizations and allies how to challenge harmful beliefs and attitudes that condone or inflict violence against girls and young women. Be clear that you understand all forms of violence against girls and young women as a human rights abuse.

Children and young people will share different opinions and experiences. This could lead to heated discussions that need to be managed sensitively to ensure that everyone is respected. Try and model attitudes and behaviours where you keep an open mind and recognize that there are many different ways to view something, but always challenge harmful attitudes and stereotypes.

### 7. WORK WITH BOYS AND YOUNG MEN AS ALLIES TO STOP THE VIOLENCE

Think about how to work with boys and young men. The engagement of boys and men is critical for advancing gender equality and ending violence against girls and women. Men and boys are vital allies in the campaign to stop violence against girls and young women. Some boys and young men may become defensive when talking about this subject; they may feel like they are being accused of being violent. It is important that they understand the positive impact they can make by speaking out against violence.

Gender stereotypes and homophobia work against boys and young men too. Boys and men can be trapped in conforming to negative 'masculine' stereotypes that do not reflect their real thoughts and feelings. Activities in this curriculum have been developed to enable boys and young men to negotiate these stereotypes. Make sure that boys and young men do not feel like the 'enemy'.

It is important to know that boys and young men may also experience some forms of violence. If abuse or violence is disclosed by a boy then follow the same child protection policy and procedures. See Section 2, Preparation, Checklist step 3, Know your Child Protection Procedure.

Refer to Guidance: Working with young men and boys on violence against girls and young women (page 65) for further guidance. See Section 2, Preparation, Checklist step 3, Know your Child Protection Procedure,

### 8. SEEK AGREEMENT FROM PARTICIPANTS TO DO THE BADGE CURRICULUM AND GIVE EVERY OPPORTUNITY TO TAKE TIME OUT

Clearly explain the curriculum and the content of each activity to participants at the beginning of each session. Ask for their agreement to participate and do your best to identify any discomfort by children that may not be verbalized. Throughout the curriculum give them the opportunity to opt out of any activities and provide an alternative space with appropriate activities and supervision.

When facilitating discussions and activities on this subject, young people need advance warning of the content so that they can have a choice about whether or not to participate. Also give them the opportunity to do a separate activity in the room - leave some books or art material in a corner for them if the content of the curriculum is upsetting them. Make sure there is an appropriate adult to supervise these separate activities. Ensure that you follow up appropriately with young people that are affected by the session. Check in with the young person but do not interrogate them; give them a safe and supportive opportunity to talk to you, but do not force them to open up.

Create an environment where anyone who opts out of this curriculum is not judged and their actions are not held against them.

## SECTION TWO: PREPARATION

### 9. KNOW HOW TO FACILITATE DIVERSE GROUPS AND TO MANAGE CONTROVERSIAL CONVERSATIONS AND SENSITIVE SUBJECTS

Take a learner-centred approach where the needs, concerns and experiences of learners are at the heart of the curriculum that you develop and deliver.

Develop the curriculum to meet the needs of your group. If possible, identify through your research less documented forms of violence that may affect particularly marginalized groups.

Refer to Guidance: Facilitation skills and methods (page 70) for more information.

### 10. UNDERSTAND THE NEEDS OF ALL PARTICIPANTS AND RECOGNIZE THAT THERE MAYBE SURVIVORS AND VICTIMS OF VIOLENCE IN THE GROUP

As there may be survivors and victims in the group, it is critical for all leaders to familiarize themselves with the child protection procedures articulated in the handbook and strictly comply with these procedures, including that any disclosures of children under the age of 18 be reported through the appropriate channels.

For adults, respect the survivor's autonomy and their right to make decisions. Survivors are the experts of what responses are helpful, and what services are needed. Understand their family and social environment. Respond to their immediate needs. For some survivors of violence this can be part of an empowering process to recovery. Always ensure that appropriate support is in place for survivors.

Refer to "Know your Local Child Protection Procedure" (Preparation checklist Step 3, page 16) for more information.

### 11. PROVIDE ONGOING SUPPORT

It is important that you provide ongoing support for children and young people to access relevant services and safe spaces.

Some people in the community may get defensive and even aggressive when their attitudes are questioned or challenged. This could put members of your group at risk if they challenge others. Talk through the risks and precautions with the group. Involve community leaders, teachers and parents to limit the backlash and increase support for girls and young women.

Children and young people who do not conform to gender roles, norms and expectations can face humiliation and abuse. Create a safe space where participants can challenge expectations and remember that ideas about gender are not set in stone.

### 12. RISK ASSESS SUITABILITY OF MEETING ROOMS. ENSURE SAFETY AND COMFORT

Complete a risk assessment of the group meeting space and ensure that it is safe, comfortable and private. This could include asking the group to help organize the layout of the room. Create a reflection space – an area where participants can go at any point in the sessions if they need time out. This could be a comfortable quiet corner, where a second leader or a friend can provide individual support if needed, or where participants can reflect and process the topic individually – they can write in a reflection book or leave a note in an anonymous reflection box.

Although I felt initially cautious about the topic, I was very impressed by the response from the girls, and it did bring some of their fears/concerns and thoughts out... It was encouraging that they felt they could open up to us and talk about things which worried/frightened them

Group leader, UK

### 13. PROTECT ANY INFORMATION COLLECTED FROM PARTICIPANTS

Ensure that any information on levels of awareness and understanding of violence collected from participants is kept confidential and is handled appropriately. This includes evaluation data.

## SECTION TWO: PREPARATION

### 8

## SIGN UP TO A CODE OF CONDUCT FOR LEADERS AND FOR PARTICIPANTS

It may be useful to develop a code of conduct for leaders and for the group at the start of the curriculum. The codes of conduct should list how the group and the leaders are expected to behave.

### LEADER'S CODE OF CONDUCT

Some of the things to consider when jointly developing the leader's code of conduct are:

#### Actively listen

Listen to young people. Use open ended questions to encourage discussions like 'what do you think that means?' and 'how did that activity impact on you?' Encourage participants to contribute to discussions by accepting and validating their thoughts and feelings. Create a respectful environment but do not tolerate negative and critical comments; encourage empathy and not narrow minded judgements.

#### Model respect

Group leaders need to model respectful relationships, promote equality and challenge violence. Children and young people will learn from your example. Violence against girls and young women is often normalized through the public display and acceptance of sexual harassment and bullying. Women and girls also internalize discrimination and abuse and come to see it as a normal part of their everyday life. Violence against women and girls is not normal or acceptable. Clearly communicate this message to your group. Make sure you provide positive male as well as female role models.

#### Build trusting relationships

Developing trusting and respectful relationships between group leaders and participants will facilitate open and constructive discussions and will ensure that children and young people can ask for support if they need it. Generally confidentiality must be maintained but there are limits, especially for children under the age of 18 or if any group leader feels that a child or young person is at risk of harm or of harming another person. However, don't discuss what the young person has disclosed with anyone except appropriate child protection focal points and authorities.

#### Respect difference

Different people have different backgrounds, experiences and ways of living. Celebrate the diversity in the group and equally respect all people regardless of their race, age, gender, sexual orientation, ability, socio-economic status or religion.

### GROUP CODE OF CONDUCT

Ask the group the following questions so that the group code of conduct is tailored to the participants' needs:

- How can we make this a safe and supportive session, where no one experiences violence and where no one is discriminated against?
- How can we support you or someone you know if you or they experience violence?
- How can we ensure that everyone participates in the sessions?
- How will you be inclusive of everyone?
- If there are boys in the group – how can we make sure that this place is safe and constructive for boys and girls?
- If there are different ages and abilities in the group- how can we make sure that we can all keep up with activities in the group and not feel left behind or left out?
- How will we manage jokes? In many societies joking can be used to cover embarrassment and fear or it can be experienced as bullying. An appropriate joke can also release tension and deepen trusting relationships. How will we make sure that our jokes don't hurt one another?

## SECTION TWO: PREPARATION

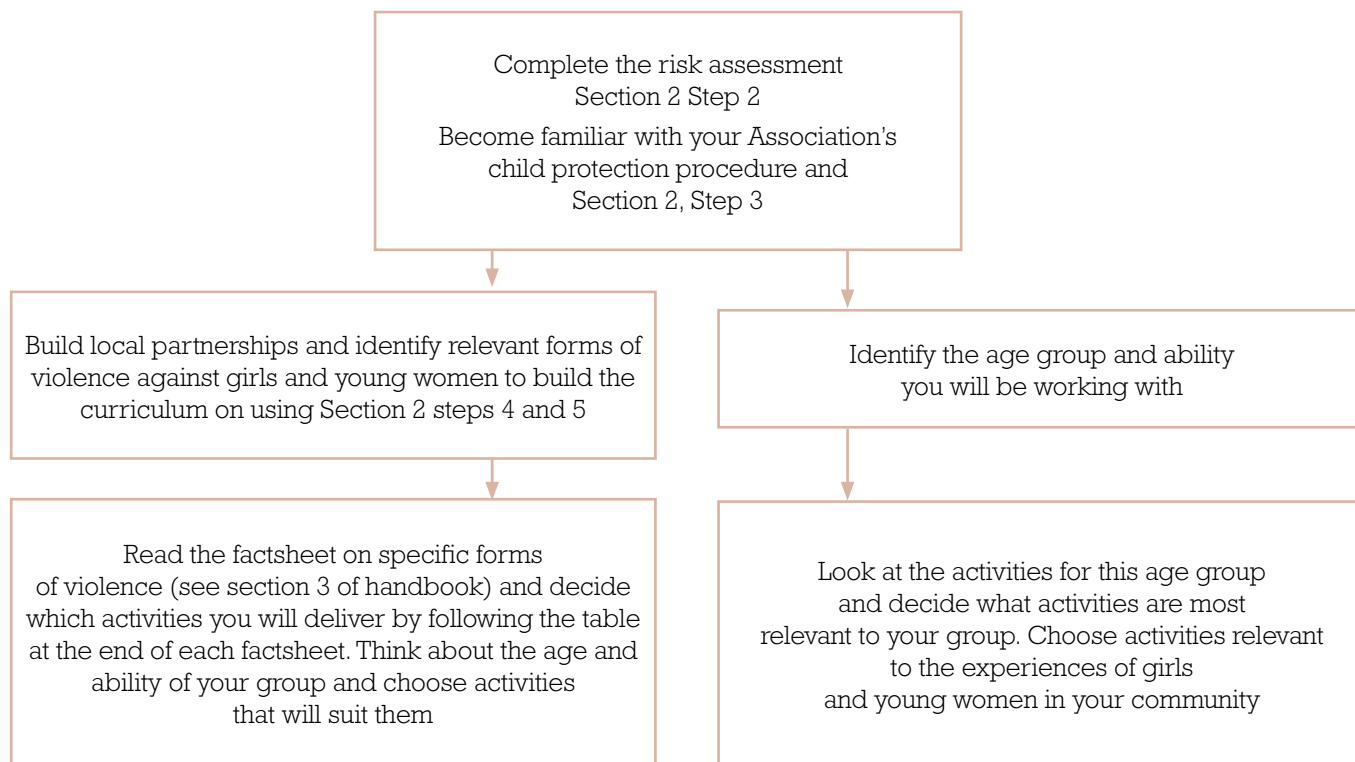
### 9

## BUILD YOUR CURRICULUM

The activity booklets contain activities for different ages on different topics and from different parts of the world. You can build a curriculum that is safe, relevant and interesting for your group.

### Selecting your activities

Choose activities that are relevant and appropriate for your group. Follow a six step process to select your activities:



### Your curriculum

The six sessions can either be delivered at group meetings over six weeks or more, or at one off events, or through a series of shorter camps/seminar events. Remember, you can intersperse the curriculum sessions with regular Girl Guiding/Girl Scouting activities. The content of this curriculum is intense and sensitive so you may want to break it up and take longer to deliver it. You may also find that some of the sessions take longer so you may want to spread a session over more than one group meeting.

Use the chart overleaf to help you plan your curriculum.

## SECTION TWO: PREPARATION

Section	Activity	Time allocated to session	When to Deliver
	<p><b>START</b> to develop a supportive space for children and young people; talk about gender equality and violence against girls and young women.</p>		<p>Deliver the start session before you plan the rest of the curriculum. It will give you guidance on what topics and issues to address in the programme.</p>
	<p><b>THINK</b> about what it is to be a girl or a boy. Understand gender inequality and discrimination and promote equality.</p>		
	<p><b>IDENTIFY</b> violence against women and girls. Understand forms of violence against women and girls particularly the forms of violence relevant in your own community.</p>		
	<p><b>SUPPORT</b> respectful relationships. Develop skills to form relationships and support friends.</p>		
	<p><b>SPEAK OUT</b> for girls' rights. Increase awareness of women's and girls' human rights.</p>		
	<p><b>TAKE ACTION</b> to stop the violence. Develop and run a campaign event or activity to raise awareness to stop violence against girls and young women. Join the global campaign to stop violence against women and girls.</p>		

## SECTION TWO: PREPARATION

# 10 EVALUATION (BEFORE AND AFTER)

It's great that you are delivering this important curriculum. But you must also understand and measure its impact on your participants and your community. To do this, you must gather information about the knowledge, awareness and attitudes of the participants before and after delivering the curriculum. By gathering this information before you deliver the curriculum, you can develop and deliver a relevant curriculum tailored to the needs of your group. Refer to the tools, Planning and Evaluating - for early and younger years (see page 78), and for middle and older years (see page 88) for more information on evaluation. These tools should be used both before and after you have delivered the curriculum. Once you have gathered the information using these tools, you can complete the online report set up by WAGGGS (see below for web links). WAGGGS will use this data to identify important global trends. Evaluating the impact of the Voices Against Violence curriculum is essential to understanding whether and how the work we are doing in the Girl Guiding and Girl Scouting Movement is contributing to stopping violence against girls and young women around the world. This data will provide us with evidence to roll the curriculum out more broadly so that more boys, girls, young women and young men can learn about their rights and how to claim them.

The data will remain anonymous.

Links to WAGGGS online evaluation reports:

Group leaders for early and younger years should complete this report:

<http://waggs.voices-against-violence-early-younger-years-leaders.sgizmo.com/s3/>

Group leaders for middle and older years should complete this report:

<http://waggs.voices-against-violence-middle-older-years-leaders.sgizmo.com/s3/>

The national coordinator of the Voices against Violence curriculum should complete this report:

<http://waggs.Voices-Against-Violence-MO.sgizmo.com/s3/>

If you would like a hard copy of the evaluation tool, please contact [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org)



# SECTION THREE:

## DEVELOP YOUR KNOWLEDGE

### IN THIS SECTION:

This section will support you in learning about gender equality and violence against girls and young women and in delivering this curriculum.

There are two introductions - to gender equality and to violence against girls and young women.

The factsheets then introduce you to key facts and statistics to build your knowledge on the key issues.

The guidance notes support you in delivering the curriculum.

The tools can be used for planning and evaluating the curriculum.

## SECTION THREE: DEVELOP YOUR KNOWLEDGE

### INTRODUCTIONS

- Introduction to Gender Equality
- Introduction to Violence against girls and young women

### FACTSHEETS

- FACTSHEET: Domestic violence and children
- FACTSHEET: Sexual harassment
- FACTSHEET: Sexual violence
- FACTSHEET: Dating violence
- FACTSHEET: Sexualisation of girls
- FACTSHEET: Female genital mutilation
- FACTSHEET: Early and forced marriage
- FACTSHEET: Violence against Women as a Human Rights Violation

### GUIDANCE

- GUIDANCE: Working with men and boys on ending violence against women and girls
- GUIDANCE: What to do if...
- GUIDANCE: Facilitation skills and methods
- GUIDANCE: Learning styles
- GUIDANCE: Engaging parents and carers

### TOOLS

- Planning and Evaluating – early and younger years
- Planning and Evaluating – middle and older years
- TOOLS: Engaging the community
- Glossary
- Appendix 1: WAGGGS' Child Protection Policy
- Appendix 2: Leader's Feedback on the Voices against Violence Curriculum



Talking with a child is an even bigger problem when dealing with 'sensitive issues'. Some subjects may embarrass us because of what they are about. Other topics intimidate us because of how little we know about them. Sometimes, our desire to protect a child's innocence makes us hesitate to raise some subjects or to answer a child's questions about them



Group leader from Malta

# INTRODUCTION TO GENDER EQUALITY

## SOME DEFINITIONS

### What do we mean by “sex” and “gender”?

It is important to understand exactly what is meant by the term “gender” and how it differs from the closely related term “sex”.

“**Sex**” refers to the biological and physiological characteristics that define male and female.<sup>14</sup>

“**Gender**” refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context.<sup>15</sup>

“**Male**” and “**female**” are sex categories, while “**masculine**” and “**feminine**” are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

Some examples of sex characteristics:

- Women menstruate while men do not
- Men have testicles while women do not
- Women have developed breasts that are usually capable of lactating, while men have not
- Men generally have a larger bone structure than women

Some examples of gender roles and stereotypes :

- In the United States (and most other countries), women earn significantly less money than men for similar work
- In most of the world, women do more housework than men
- In many parts of the world, transgender and transsexual people are denied equal access to employment, housing and public services because of their gender identity and expression.<sup>16</sup>

### What is gender equality?

**Gender equality refers to the enjoyment of equal rights, responsibilities and opportunities of girls, boys, men and women.** Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality is not a woman’s issue but should concern and fully engage men and boys as well as women and girls. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Equality between women and men is a human right.<sup>17</sup>

Gender inequality is defined as a disparity and imbalance in power, status, rights and opportunities between women and men, girls and boys. Gender is a socially constructed concept, and determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. This results in women and girls being discriminated against and prevented from enjoying their human rights.<sup>18</sup> Gender inequality and discrimination are root causes of violence against women and girls.

## FACTS

- Women bear a disproportionate burden of the world's poverty. Statistics indicate that women are more likely than men to be poor and at risk of hunger because of the discrimination they face in education, health care, employment and control of assets.<sup>19</sup>
- Only 1 in 5 of the world's parliamentarians are women.<sup>20</sup>
- In Mexico, women in paid employment devote an additional 33 hours to domestic chores per week, while men's weekly contribution is six hours.<sup>21</sup>
- Globally, women occupy only 25 per cent of senior management positions.<sup>22</sup>
- Worldwide, women are paid on average 18 per cent less than their male counterparts at work.<sup>23</sup>
- Zambia (2005) has the largest Gender Pay Gap with women being paid almost 46 per cent less than men, followed by South Korea (ROK) (2007) with women being paid 43 per cent less than men, and in Azerbaijan (2008) the figure is 37 per cent.<sup>24</sup>

“ Gender inequalities increase the risk of violence by men against women and inhibit the ability of those affected to seek protection ”

World Health Organization<sup>25</sup>

## How are gender inequality and violence against girls and young women linked?

Gender inequality is the root cause of violence against women and girls, and conversely, violence against women and girls further perpetuates inequalities between genders.

### The link between gender inequality and violence

- Men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals.
- Women and girls are less likely to realize that they are experiencing violence if they are used to being treated differently because they are female.

(Girlguiding UK)

The different roles and behaviours of females and males are shaped and reinforced by gender norms, stereotypes and expectations within society. Society defines appropriate behaviours for women and men which can create inequalities. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over women. These inequalities increase the risk of girls and young women experiencing violence and they can hinder their ability to remove themselves from abusive situations or seek support.

This is a complex concept, but you can start to see it in four different ways:

1. Gender roles, norms and expectations are socially constructed and can lead to the acceptance and justification of violence against women and girls. Often women and girls learn to accept and even expect violence in relationships, or do not recognize what they are experiencing as violence. In many communities, men and boys are expected to play the role of tough and violent males. This can lead to a social acceptance of violence. For example, a quarter or more people in a survey of 17 of countries (including Germany, South Africa and Serbia) thought that it is justifiable for a man to beat his wife.<sup>26</sup> Social norms that shape ideas of how men should behave, including those that encourage them to use violence, is one of the causes of violence against women and girls.
2. Gender inequality and discrimination against women and girls reinforce unequal power relations between women and men. When women and girls are given a low position in their relationships, communities and society their risk of experiencing violence is increased as boys and men may enforce their power over women through physical, sexual, emotional and economic violence. Gender inequality can also make it difficult for survivors to access the support they need as their movements may be restricted, they may not be listened to and their needs may not be met.
3. Children and young people are also pressurized to live up to gender norms, roles and expectations. They can be punished by their peers, communities and institutions when they do not conform. This increases their risk of violence as children and young people can be policed by their peers and communities. Women and girls often experience a violent backlash when they do not conform to traditional roles. Similar violence may be experienced by young men and boys who do not conform to established ideas about masculinity.
4. Gender inequality places heterosexual and homosexual relationships at opposite ends of a scale with heterosexual relationships seen as normal and superior. This can result in marginalization of, and violence against, lesbian, gay, bisexual and transgender people and communities.

**Most of the THINK section activities in the activity booklets are related to gender equality.**

“

Violence against women is deeply rooted in discrimination and inequality between men and women. Ending it requires investments in women's empowerment and gender equality, particularly in education, reproductive health and rights, and economic and political empowerment - all of which also have high payoffs for poverty reduction and development overall<sup>27</sup>

UN Women

”

# INTRODUCTION TO VIOLENCE AGAINST GIRLS AND YOUNG WOMEN

## DEFINITION

The UN Declaration on the Elimination of Violence Against Women defines violence against women as:

*Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following:*

*(a) 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;*

*(b) 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;*

*(c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.*

In other words, this means violence, in any form, that is specifically targeted towards women and girls.

Girls and young women we have spoken to define it as:

“Violence against girls and young woman is any type of violence whether physical, sexual or psychological that occurs to a girl. It can be anything from a threat to physically beating someone up because they are a girl or a woman.”

“Violence against girls and young women is any act which hurts a girl or young women that was committed due to their gender.”

## 10 KEY FACTS ABOUT VIOLENCE AGAINST GIRLS

Violence against girls and young women is a human rights abuse. Girls and young women experience violence in their schools, families, intimate relationships, places of work or worship, and in their local and on-line communities. Violence against girls and young women is a global problem that is not defined by national, socio-economic or racial lines.

1. **DOMESTIC VIOLENCE:** The proportion of women who have experienced physical or sexual violence, or both, by an intimate partner in their lifetime, ranges from 15% to 71%.<sup>28</sup>
2. **SEXUAL ABUSE:** Up to 1 in 5 girls and young women under the age of 15 experience sexual abuse, most often by a male family member (other than a father or stepfather).<sup>29</sup> About 150 million girls have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.<sup>30</sup>
3. **FORCED EARLY MARRIAGE:** One in three girls in developing countries (excluding China) are likely to be married before the age of 18 and one in nine girls will marry before their fifteenth birthday. In 2010, over 67 million women aged 20-24 had been married as girls. If such trends continue, 14.2 million girls will be married every year in the next decade. In addition to an increased risk of maternal death from pregnancy and childbirth, adolescent wives are also susceptible to violence, abuse and exploitation.<sup>31</sup>
4. **FEMALE GENITAL MUTILATION:** More than 140 million girls have experienced female genital mutilation.<sup>32</sup>
5. **SEXUAL EXPLOITATION:** Trafficking ensnares millions of women and girls in modern-day slavery. Women and girls represent 98 per cent of the estimated 4.5 million forced into sexual exploitation. <sup>33</sup>
6. **SEXUAL HARASSMENT:** In Malawi, 50 per cent of schoolgirls surveyed reported being touched in a sexual way without their consent by their teachers or classmates.<sup>34</sup> In the United States, 83 per cent of girls aged 12 to 16 have experienced some form of sexual harassment in public schools.<sup>35</sup>
7. **DISCRIMINATION:** Girls represent 59 per cent of the world's more than 130 million illiterate youth.<sup>36</sup>
8. **FEMALE INFANTICIDE:** At least 60 million girls around the world who would otherwise be expected to be alive are "missing".<sup>37</sup>
9. **DATING VIOLENCE:** In the UK, one in three girls (aged 13-17) have experienced sexual abuse from a partner, and one in four has experienced physical abuse from a partner.<sup>38</sup> In Canada a study of adolescents aged 15 to 19 found that 54 per cent of girls had experienced "sexual coercion" in a dating relationship.<sup>39</sup>
10. **HIV and AIDS:** Globally, young women aged 15-24, are most vulnerable to HIV with infection rates twice as high as in young men, and accounting for 22 per cent of all new HIV infections.<sup>40</sup>

## WHAT ARE THE CONSEQUENCES OF VIOLENCE AGAINST GIRLS AND YOUNG WOMEN?

Violence against women and girls can have serious physical, emotional, financial and social consequences, including:

- **Physical effects** include – injuries, headaches, back and abdominal pain, poor health, disability, disease and death.
- **Psychological effects** include – anxiety, low self-esteem, depression, sleep and mental health disorders, post-traumatic stress, social isolation, marginalization, increased sexual risk taking and suicide.
- **Sexual and reproductive effects** include – unintended pregnancy, sexually transmitted diseases, complications during pregnancy and delivery, an increased risk of miscarriage and maternal mortality. Violence and the threat of violence hampers women's ability to protect themselves from HIV infection and/or to assert healthy sexual decision making.<sup>41</sup>
- **Education effects** include – poor concentration, poor attendance and low grades at school, transferring or leaving school.
- **Economic effects** include – lost workdays, lower productivity and lower income.
- **National costs** include – increased spending on medical and social care, lower productivity, poverty.

“Left unchecked, sexual violence in schools has a negative impact on the educational and emotional needs of girls and acts as a barrier to attaining education... Rape and other forms of sexual violence place girls at risk of contracting the HIV/AIDS virus [which has in turn] taken its toll on the educational system and disrupted education... especially for girls<sup>42</sup>”

Human Rights Watch

## WHAT ARE THE CAUSES OF VIOLENCE AGAINST GIRLS AND YOUNG WOMEN?

There are no simple reasons why there is violence against girls and young women:

- **Gender inequality and discrimination** – is a cause and a consequence of violence against girls and young women. Girls and young women are not given equal power in their communities, relationships or societies which increases their risk of violence and limits their ability to seek support to stop it. At the same time violence against women and girls reinforces women's low status and the multiple disparities between the position of women and men in society.
- **Power and control** – violence against women and girls is a form of power and control over them.
- **Culture of acceptance** – that can justify or excuse the violence and ignore the experiences of girls and young women. Gender inequality diminishes society's response to violence.
- **Girls are invisible** – there is a culture of silence around violence against girls and young women and therefore little is known or understood about the violence they experience.
- **Weak laws** – lack of appropriate laws or lack of implementation of existing laws to stop violence against girls and young women. This can result in abusers going unpunished for their crimes.
- **Lack of awareness** – of what violence against girls and young women is and that it is an abuse of human rights. There is also a lack of awareness of existing laws and available services.
- **Limited support** – for girls and young women experiencing violence. Often available support services are not tailored adequately to a young person's needs. They may also be difficult to access (especially in rural and more remote areas). Some services require parental consent before they can work with a young person.
- **Sex sells** – businesses use sexual images of women and girls to encourage people to buy their products. This can lead to the objectification of women and girls.
- **Poverty** – increases the risk of girls and young women experiencing violence as it often limits choices and access to the means to protect and free themselves from violence.
- **Conflict and emergencies** – in these situations girls and young women are at a greater risk of violence. They may be displaced and separated from their support networks. There may be a lack of formal enforcement of laws and limited access to protective and support services. Sexual violence can also be used as a weapon of war placing girls and young women at high risk.
- **Harmful practices** – undermine the human rights and well-being of girls and young women. These include female genital mutilation and child, early or forced marriage. They are often passed as cultural or traditional practices but they are rooted in gender inequality and discrimination.



## ADDITIONAL RESOURCES

### **EU Review of Research on Factors at Play in Perpetration (2010)**

Carol Hagemann-White, Barbara Kavemann, Heinz Kindler, Thomas Meysen, Ralf Puchert  
[http://ec.europa.eu/justice/funding/daphne3/multi-level\\_interactive\\_model/bin/review\\_of\\_research.pdf](http://ec.europa.eu/justice/funding/daphne3/multi-level_interactive_model/bin/review_of_research.pdf)  
– contains useful information on risk and protective factors.

### **EVAW A Different World is Possible: A call for long-term and targeted action to prevent violence against women and girls (2011)** End Violence against Women Coalition

[http://www.endviolenceagainstwomen.org.uk/data/files/resources/19/a\\_different\\_world\\_is\\_possible\\_report\\_email\\_version.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/19/a_different_world_is_possible_report_email_version.pdf)

### **The UN Secretary-General's in-depth study on all forms of violence against women (2006)**

<http://www.un.org/womenwatch/daw/vaw/SGstudyvaw.htm>

### **Gender matters: A manual on addressing gender-based violence affecting young people (2007)**

Dennis van der Veur, Karolina Vrethem, Gavan Titley [http://eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pdf](http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf)

### **It's all one curriculum (2009)**

IPPF [http://www.ippfwhr.org/en/allonecurriculum\\_en](http://www.ippfwhr.org/en/allonecurriculum_en)

### **Doorways training manuals On School-Related Gender-Based Violence Prevention and Response (2009)**

USAID [http://www.ungei.org/resources/files/Doorways\\_III\\_Teachers\\_Manual.pdf](http://www.ungei.org/resources/files/Doorways_III_Teachers_Manual.pdf)

### **A Young People's Toolkit on Issues Connected To Gender-Based Violence: Raising Awareness on Roles & Responsibilities in Relationships (2010)**

Cambodia Ministry of Women [www.giz.de/.../gtz2010-en-toolkit-gbv-kambodscha-introduction.pdf](http://www.giz.de/.../gtz2010-en-toolkit-gbv-kambodscha-introduction.pdf)

### **White Ribbon Campaign: In A Box: Promoting Healthy Equal Relationships, A guide book for teachers and community leaders for Ontario youth ages 11 to 14 (2007)**

<http://youthrive.ca/sites/youthrive.ca/files/resources/ciabeng.pdf>

### **Our right to be protected from violence: Activities for Learning and Taking Action for Children and Young People UNICEF**

<http://www.unicef.org/violencestudy/pdf/Our%20Right%20to%20be%20Protected%20from%20Violence.pdf>

### **Empowering young women to change: a training manual (2006)**

YWCA <http://www.worldywca.org/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

### **The Program H Manual (2002), Promundo**

The Program H manual includes approximately 70 group activities for young men (ages 15 to 24) on gender, sexuality, reproductive health, fatherhood and care-giving, violence prevention, emotional health, drug use, and preventing and living with HIV and AIDS.  
<http://www.promundo.org.br/en/activities/activities-posts/program-h-manuals-download/>

## ADDITIONAL RESOURCES TO BUILD YOUR KNOWLEDGE AND UNDERSTANDING

### **Elimination of all forms of discrimination and violence against the girl child: Report of the Expert Group Meeting (2006)**

The Division for the Advancement of Women in collaboration with UNICEF  
[http://www.un.org/womenwatch/daw/egm/elim-disc-viol-girlchild/EGM%20Report\\_FINAL.pdf](http://www.un.org/womenwatch/daw/egm/elim-disc-viol-girlchild/EGM%20Report_FINAL.pdf)

### **Violence prevention the evidence (2010), World Health Organization**

[http://www.who.int/violence\\_injury\\_prevention/violence/4th\\_milestones\\_meeting/publications/en/index.html](http://www.who.int/violence_injury_prevention/violence/4th_milestones_meeting/publications/en/index.html)

### **WHO Multi-country Study on Women's Health and Domestic Violence against Women Initial results on prevalence, health outcomes and women's responses (2005), World Health Organization**

[http://www.who.int/gender/violence/who\\_multicountry\\_study/en/](http://www.who.int/gender/violence/who_multicountry_study/en/)

### **WHO Factsheets:**

<http://www.who.int/mediacentre/factsheets/en/>

# FACTSHEETS ON FORMS OF VIOLENCE AGAINST GIRLS AND YOUNG WOMEN



These provide a short definition, statistics and causes and consequences of different forms of violence against girls and young women. There are links to further resources, and at the end of each factsheet, there is a list of the activities that you can use in the age activity booklets to work on this form of violence.

- 1. Domestic violence and children**
- 2. Sexual harassment**
- 3. Sexual violence**
- 4. Dating violence**
- 5. Sexualisation of girls**
- 6. Female genital mutilation**
- 7. Early and forced marriage**
- 8. Violence against Women and Girls as a Human Rights Violation**



# FACTSHEET: DOMESTIC VIOLENCE AND CHILDREN



## DEFINITION

“ Domestic violence is “behaviours that may result in physical, sexual and emotional/psychological attacks, as well as economic or financial coercion or abuse used by one intimate partner against another, parents against their children, or children and adolescents against their parents. The purpose of domestic violence is to establish and exert power and control over another.”<sup>43</sup>

Violence against the Child Report, United Nations

Although women can be violent toward men in relationships, and violence exists in same-sex partnerships, the largest burden of intimate partner violence/domestic violence is inflicted by men against their female partners.

Many children and young people are exposed to domestic violence – because they experience such attacks directly or because they witness it happening to someone else in their family.

## FACTS

- In some countries, up to 70 per cent of women face physical and/or sexual violence in their lifetime at the hands of their husbands/partners, according to available country data. Most of this violence takes place in intimate relationships, with many women reporting their intimate partners as the abusers.<sup>44</sup>
- In the UK at least 750,000 children a year witness domestic violence.<sup>45</sup>

Violence against women is most commonly in the form of intimate partner/family-related violence.

## What are the causes of domestic violence?

There are no simple answers as to why domestic violence happens. Here are some reasons:

- **Gender inequality and discrimination** – Men and boys are less likely to respect women and girls if they do not view them as equals. They may believe that it is acceptable to harm a girl or woman. This can increase women and girls risk to violence and decrease their ability to report and seek support to stop it.
- **Power and control** – Domestic violence is a form of power and control over women and children.
- **Invisible children** – Domestic violence may go unreported and may be inadequately dealt with even in instances where children disclose that they are living with domestic violence. They may not be listened to or believed and and/or may not be provided with appropriate or adequate support if they do speak out.
- **Culture of acceptance** – People can excuse, ignore, justify and encourage domestic violence. For example, it may be socially accepted that husbands should control their wives, and therefore domestic violence becomes normalized and accepted as a part of life.
- **Private matter** – As domestic violence happens behind closed doors it is often not considered a crime but a family or private issue and therefore not an issue of public interest or concern. Communities may choose to ignore it and law enforcement agencies such as the police may be reluctant to get involved even if violence is reported.
- **Weak laws** – Inadequately or insufficiently implemented laws or the lack of appropriate laws to stop domestic violence. This can result in abusers going unpunished for their crimes.
- **Lack of protection** – children and young people at risk may not have access to services and protection.

## What are the consequences of domestic violence to children?

- Children can be **physically, sexually and emotionally harmed** by domestic violence.
- Domestic violence can affect children's long-term physical and emotional development. Infants and small children who are exposed to violence in the home experience added emotional stress that can harm the development of their brains and impair cognitive and sensory growth. At an early age, a child's brain is becoming 'hard-wired' for later physical and emotional functioning. Exposure to domestic violence threatens that development.<sup>46</sup>
- Children can have **long-term mental health problems** like eating disorders or depression.
- Domestic violence can lead to children being unable to concentrate at school which can lead to lower grades or **dropping out altogether**.
- Domestic violence in the home can **increase children's risk-taking activity** such as taking drugs and/or engaging in risky sexual behaviour.
- Children and young people may learn that domestic violence is a 'normal' part of a relationship which may lead to them being more likely to be affected by violence as adults – either as victims or abusers.
- Domestic violence can also impact on children's and young people's ability to form respectful relationships with their peers. Children may suffer **isolation**; they may become withdrawn and unable to make friends easily due to social discomfort or confusion over what is acceptable.

## ADDITIONAL RESOURCES

### **Gender matters: A manual on addressing gender-based violence affecting young people (2007)**

Council of Europe [http://eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pc](http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pc)

### **It's all one curriculum (2009)**

International Planned Parenthood Federation

This is a global activity pack that connects gender-based violence, HIV and sexuality education

[http://www.ippfwhr.org/en/allonecurriculum\\_en](http://www.ippfwhr.org/en/allonecurriculum_en)

### **Doorways training manuals On School-Related Gender-Based Violence Prevention and Response (2009) USAID**

This is a global education pack with information and activities for students and teachers.

[http://www.ungei.org/resources/files/Doorways\\_III\\_Teachers\\_Manual.pdf](http://www.ungei.org/resources/files/Doorways_III_Teachers_Manual.pdf)

### **A Young People's Toolkit On Issues Connected To Gender-Based Violence: Raising Awareness on Roles & Responsibilities in Relationships (2010)**

This is a Cambodian education resource and is full of information and activities that you could use with your group.

[www.giz.de/.../gtz2010-en-toolkit-gbv-kambodscha-introduction.pdf](http://www.giz.de/.../gtz2010-en-toolkit-gbv-kambodscha-introduction.pdf)



## Activities

Below is a selection of activities that feature in the activity booklets that look at domestic violence and children. You may need to adapt the activities to draw out messages relevant to your context and to make them appropriate to your group. Many of the other activities in the booklets can also be adapted to address domestic violence.

Section	Activity	Description	Age
	Helping hand	The group discusses support networks so children know where to access support if they need to.	<b>EARLY</b>
	Secrets can be shared	Discussion and drama help the group to understand the difference between friendly and scary secrets.	<b>YOUNG</b>
	Survivor Story	The group learns about the story of a survivor and the support services available to women experiencing violence. The survivor's story can be presented as a case study or through an organization working with survivors.	<b>MIDDLE</b>
	Agony Aunt	The group learns how to support people they know are experiencing violence.	<b>MIDDLE</b>
	Child rights	Colour in child rights images to understand that all children have the right to live free from violence and from the fear of violence.	<b>EARLY</b>
	Poster campaign	Participants create a poster against domestic violence.	<b>YOUNG</b>
	Local activists	Invite guests who are actively campaigning to stop domestic violence.	<b>MIDDLE</b>
	It's the law	With the help of a guest speaker, the group develops legal cases and scenarios around incidents of violence.	<b>OLDER</b>
	CEDAW	The group explores the UN's Convention that addresses violence against women and discusses recommendations they can make to their governments.	<b>OLDER</b>
	National Action Plan	During this session groups work on presentations on violence against girls that could be delivered to government representatives.	<b>OLDER</b>
	Develop a community campaign	Develop and run a community campaign to raise awareness to stop domestic violence.	<b>ALL</b>

# FACTSHEET: SEXUAL HARASSMENT



## DEFINITION

Sexual harassment is an “unwanted and unwelcome sexual behaviour that interferes with your life. Sexual harassment is not behaviour that you like or want and can include for example unwanted kissing, touching, flirting and stalking.”<sup>47</sup> It can take the form of unwelcome sexual advances, requests for sexual favours, or other verbal or physical harassment of a sexual nature. Sexual harassment can be verbal (remarks about figure/look, sexual jokes or advances), non-verbal (staring and whistling), physical (from unsolicited physical contact to assault/rape) and digital (sexting, on-line sexual advances and comments).

Sexual harassment can occur between peers and between people that know each other. In some societies, unwelcome sexual advances may be so normalized that sexually harassing peers may not even be recognized as abusive and so even when someone speaks out, they are reprimanded or ignored.

Sexual harassment can also be perpetrated by strangers in public spaces such as on transportation systems, in parks and on the streets. Sexual harassment can be perpetrated by people in positions of authority which increases the vulnerability of the person experiencing such harassment. It can take place in the workplace as well as in schools, often by teachers to students.

Children and young people can also experience broader sexist, transphobic or homophobic harassment and bullying for not conforming to rigid gender stereotypes, norms and expectations. Children and young people may be policed by their peers and sometimes by adults to fit into rigid gender expectations and are often punished for not playing their part - for example a boy can be bullied for wishing to play with girls in the playground. This can be traumatic for children and creates a pressure to fit in and at the same time it prevents them from being the person they want to be.

## FACTS

- Between 40 and 50 per cent of women in European Union countries experience unwanted sexual advances, physical contact or other forms of sexual harassment at work.<sup>48</sup>
- In the United States, 83 percent of girls aged 12 to 16 have experienced some form of sexual harassment in public schools.<sup>49</sup>
- In Malawi, 50 per cent of schoolgirls surveyed reported being touched in a sexual way by their teachers or classmates and without their consent.<sup>50</sup>
- Small surveys in Asia-Pacific countries indicate that 30 to 40 per cent of women workers reported some form of harassment (verbal, physical or sexual).<sup>51</sup>



Sexual harassment has become normalized as its public performance is tolerated, even expected, and allowed to flourish. A school culture has been created that gives, in effect, permission to proceed, potentially turning schools into practice fields and training grounds for dating/domestic violence and other forms of interpersonal gender violence<sup>52</sup>

Nan Stein, senior research scientist,  
Wellesley Centre for Women (WCW)



## What are the causes of sexual harassment?

There are no simple answers as to why sexual harassment happens. Here are some reasons:

- **Position of girls in society** – As a result of gender inequality and discrimination, girls and young women are not given equal power in their communities. It becomes acceptable for them to experience sexual harassment and other forms of violence.
- **Power and control** – Sexual harassment is a form of power and control over women and girls.
- **Girls seen as objects** – Girls' and young women's bodies are seen as sexual objects to be commented upon and touched.
- **Culture of acceptance** – Sexual harassment is not challenged and becomes a 'normal' part of everyday life for children and young people.
- **Weak laws** – Laws may not be put into practice to stop sexual harassment. This can result in abusers not being punished for their crimes. If there are laws to stop sexual harassment of girls, they may not be known or enforced.

## What are the consequences of sexual harassment?

- Sexual harassment **harms children and young people** and can have serious physical, sexual and emotional/psychological effects, such as isolation, inability to eat or sleep or being withdrawn.
- Girls and young women who experience sexual harassment in or on the way to and from school may be scared to go to school. This can result in **low grades or leaving education**.
- Girls and young women do not feel safe in public spaces or at work. This may **reduce their mobility and ability to actively participate in society**.
- If sexual harassment is not challenged, it reinforces the belief that girls and women should have a low position in society. This could **lead to other forms of violence** against girls and young women.

## ADDITIONAL RESOURCES

### **A qualitative study of children, young people and sexting (2012)**

A report prepared for the NSPCC, Jessica Ringrose (Institute of Education, London) Rosalind Gill (King's College, London) Sonia Livingstone (London School of Economics) Laura Harvey (Open University) [http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/sexting-research-report\\_wdf89269.pdf](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/sexting-research-report_wdf89269.pdf)

### **Hostile hallways: bullying, teasing and sexual harassment in schools (2001)**

American Association of University Women, <http://www.aauw.org/learn/research/upload/hostilehallways.pdf>

### **Flirting or hurting? A teacher's guide to sexual harassment in schools (1993)**

Wellesley College Center for Research on Women [www.wgby.org](http://www.wgby.org)












## Activities

Below is a list of activities available in the activity workbooks that look at sexual harassment. Some of them look at broader harassment and bullying. For these you may need to make some small adaptations to the activities to draw out the messages on sexual harassment relevant to your context. Many of the other activities in the booklets can also be adapted to address sexual harassment:

Section	Activity	Description	Age
	Puppet	Participants make puppets to think about gender stereotypes and how children can be bullied if they do not conform to gender norms, roles and expectations.	<b>EARLY</b>
	Dolls	By playing with dolls, participants think about gender stereotypes and how children can be bullied if they do not conform to gender norms, roles and expectations.	<b>EARLY</b>
	Play rules	By talking about gender roles and rules of play participants think about gender stereotypes and how children can be bullied if they do not conform to gender norms, roles and expectations.	<b>YOUNG</b>
	Life in a box	Participants think about messages conveyed about how to be a 'real' girl or a 'real' boy and about gender stereotypes and how children can be bullied if they do not conform to gender norms, roles and expectations.	<b>MIDDLE</b>
	Representing me	By looking at magazines and newspapers, groups explore how females are represented in the media and how they can be bullied if they do not fit this image.	<b>OLDER</b>
	Say no	This session looks at acceptable and unacceptable touch.	<b>EARLY</b>
	Keep your cool	The group learns ways to stay calm under pressure.	<b>YOUNG</b>
	My space	This session looks at boundaries and acceptable and unacceptable touch. It helps participants identify their own boundaries and how to avoid or protect themselves against sexual harassment.	<b>YOUNG</b>
	Mapping safety	Participants use maps to discuss safe areas and talk about sexual harassment in the community.	<b>MIDDLE</b>
	Sexual harassment	This session helps participants define sexual harassment.	<b>MIDDLE</b>
	Helping hand	Participants identify sources of support for those experiencing sexual harassment.	<b>EARLY</b>
	Friendship bracelet	By making a friendship bracelet participants identify what they want from friendships and how they can support each other.	<b>YOUNG</b>
	Agony aunt	Participants consider case studies about sexual harassment and how they can support their friends.	<b>MIDDLE</b>
	Ways of communicating	Participants develop their communication skills.	<b>MIDDLE</b>

Section	Activity	Description	Age
	Thanks for listening	Participants develop active listening skills so they can listen to and help those experiencing problems.	<b>OLDER</b>
	Intervene	Through practicing role plays participants think about how to safely intervene when they see incidents of sexual harassment.	<b>OLDER</b>
	Are you OK?	Participants identify different emotions and speak out about how they are feeling. Participants think about speaking out if someone has sexually harassed them.	<b>EARLY</b>
	Say no	This session helps participants to say no to sexual harassment.	<b>YOUNG</b>
	Self-protect	Participants look at risk and protective factors of sexual harassment.	<b>MIDDLE</b>
	Global inequality	Participants look at worldwide risk factors for forms of violence, including sexual harassment.	<b>MIDDLE</b>
	CEDAW	The group explores UN Conventions that address violence against girls and young women and discusses recommendations it can make to governments.	<b>OLDER</b>
	National Action Plan	The group works on presentations that they could deliver to government representatives on violence against girls.	<b>OLDER</b>
	It's the law	With the help of a guest speaker, the group develops legal cases and scenarios on incidents of violence.	<b>OLDER</b>
	Develop a community campaign	The group develops and runs a community campaign to stop sexual harassment.	<b>ALL</b>



# FACTSHEET: SEXUAL VIOLENCE



## DEFINITION

Sexual violence “is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object”<sup>53</sup>

Girls and young women may be physically, emotionally or otherwise forced into sexual acts, including sexual comments, viewing images, touching, oral sex or intercourse. Sexual violence hinges on the concept of consent - an adult must be able to give a free and informed “yes” to sexual behaviour and be able to say “no”. If they do not give consent or can’t say no then it is considered sexual violence. Depending on the laws of the country, children of certain ages can never give consent.

Girls and young women can also be forced into sexual activity through fear and the feeling that they have no freedom of choice. Girls may be threatened, humiliated, bribed or coerced into performing sexual acts in return for things like food, accommodation, drugs, money, gifts, school grades, status or affection. It may also start through the use of digital technology, for example through being persuaded to post sexual images on the internet.

Sexual violence can occur within a family or a relationship or in a situation where the abuser has some form of power over the girl or young woman. Sexual violence may also occur as a result of trafficking across national and international borders for the purposes of sexual exploitation.

## FACTS

- An estimated 150 million girls under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.<sup>55</sup>
- Available data suggests that about 1 in 5 children in Europe are victims of some form of sexual violence. It is estimated that in 70 to 85 per cent of cases, the abuser is somebody the child knows and trusts.<sup>56</sup>
- Conservative estimates suggest that 20,000 to 50,000 women were raped during the 1992-1995 war in Bosnia and Herzegovina, and approximately 250,000 to 500,000 women and girls were targeted in the 1994 Rwandan genocide. In eastern Democratic Republic of Congo, at least 200,000 cases of sexual violence, mostly involving women and girls, have been documented since 1996; the actual numbers are believed to be far higher.<sup>57</sup>
- National Violence Against Children Surveys show that among women aged 18-24 years, nearly 38 per cent in Swaziland, 27 per cent in Tanzania and 32 per cent in Zimbabwe reported experiencing some form of sexual violence before the age of 18.<sup>58</sup>
- The experiences of forced first sex among adolescent girls younger than 15 years ranges between 11 per cent and 48 per cent globally.<sup>59</sup>
- In surveys in four countries, nearly one in four young women reported that their first sexual intercourse was forced.<sup>60</sup>

“To achieve lasting change, it is important to enact legislation and develop policies that protect women; address discrimination against women and promote gender equality; and help to move towards more peaceful cultural norms.”<sup>54</sup>

World Health Organization

**AN ESTIMATED  
150 MILLION  
GIRLS UNDER  
18 HAVE  
EXPERIENCED  
SEXUAL  
VIOLENCE**



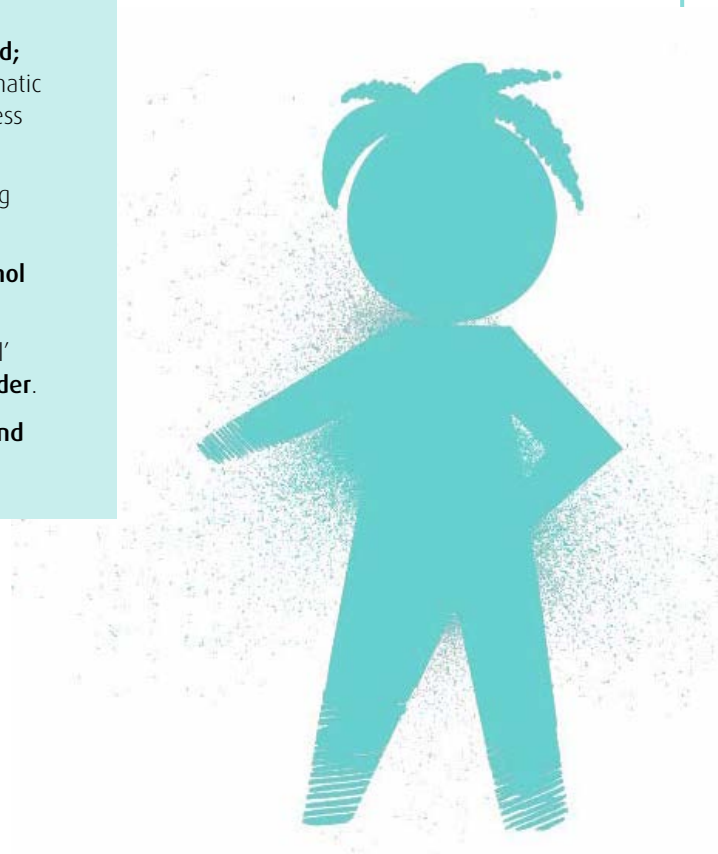
## What are the causes of sexual violence?

There are no simple answers to why sexual violence happens. Here are some reasons:

- **Low position of girls** – Gender inequality and discrimination are both a cause and a consequence of girls and young women experiencing sexual violence.
- **Power and control** – sexual violence is a form of power and control over women and girls.
- **Lack of support** – Few or no support services may be available for girls and young women experiencing sexual violence. If available, they may not be tailored to adequately respond to girls and young women’s needs. They may also be difficult to access (especially in rural and more remote areas).
- **Weak laws** – There may be weak or non-existent laws on sexual violence. If there are laws they may not be adequately or sufficiently implemented and the abuser can go unpunished. Women and girls may not be aware of legislation which protects them from violence.
- **Culture of acceptance** – That can justify or excuse the violence and ignore the experiences of girls and young women. Harmful masculine stereotypes may also lead men and boys to conform/adhere to rigid views about gender roles and masculinity, such as believing that men need sex more than women, or that they are entitled to have sex with a woman and the woman’s consent does not matter.
- **Conflict, disaster or emergency situations** – Sexual violence can also be used as a weapon of war both opportunistically and systematically, placing girls and young women at high risk.

## What are the consequences of sexual violence?

- Girls and young women may **experience pain and harm** to their health from sexual violence. Sexual violence can lead to **unwanted pregnancy and sexually transmitted infections (STIs) like HIV/AIDS**.
- Sexual violence **can lead to girls and young women feeling violated; this can lead to mental health issues** such as depression, post-traumatic stress disorder, sleep difficulties, eating disorders, and emotional distress and suicide attempts.
- Sexual violence limits the life opportunities available to girls and young women.
- Sexual violence can **increase risk-taking activity like drug and alcohol abuse** and engaging in risky sexual behaviour.
- Children and young people may learn that sexual violence is a ‘normal’ part of a relationship and it can lead to more **violence as they get older**.
- Girls and young women may **suffer isolation, stop school or work and not participate in society**.



## ADDITIONAL RESOURCES

**Stop Rape now** – A UN website on stopping rape in conflict. It has testimonies and advocacy materials that you can use with your group.

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

**The underwear rule** – An EU resource for parents to explain to children where others should not try to touch them, how to react and where to seek help. Use the information, the film and the book with your group to expand information on good touch and bad touch.

[http://www.underwearrule.org/Default\\_en.asp](http://www.underwearrule.org/Default_en.asp)

**WHO Factsheet on violence against women**

<http://www.who.int/mediacentre/factsheets/fs239/en/index.html>

**Factsheet on Youth, Violence, Alcohol and Nightlife (2008)**

Global Campaign for Violence Prevention and World Health Organization  
[www.cph.org.uk/showPublication.aspx?pubid=326](http://www.cph.org.uk/showPublication.aspx?pubid=326)

**My dangerous lover boy** – A UK short film on internal trafficking of young women into the sex trade. The film is in the form of a music video about a young women's experience of sexual exploitation. There is also an education resource called 'Love or lies' available.

<http://www.mydangerousloverboy.com/>

**Lilya 4-Ever** – This film shows the story of a young woman trafficked into sexual exploitation in Europe. You can use it to talk about the experiences of young women when they are groomed into sexual exploitation by their partners. Watch the trailer here

<http://www.youtube.com/watch?v=LUHHSPP7XRM&feature=related>

**Rising sexual exploitation in Philippines** – This is a short news report on sexual exploitation in the Philippines. It contains a testimony from a young woman who was forced into sex work by a member of her family. Use with your group to explore the experiences of young women.

<http://www.youtube.com/watch?v=nCwe0ZKtXCA>

**Very Young Girls** – A documentary following young women at the New York GEMS (Girls' Education and Mentoring Services) which is a prostitution recovery support service. It looks at the reasons the young women and girls ended up in prostitution, their relationships with the men who exploit them, the help they receive from GEM and their hopes for the future. Use the short trailer in sessions

<http://www.youtube.com/watch?v=7fX6EaHuRCg>

**Analysis of the situation of sexual exploitation of children in the Eastern and Southern Africa region**, UNICEF

<http://www.unicef.org/events/yokohama/csec-east-southern-africa-draft.html>

**Stolen Smiles** – A summary report on the physical and psychological health consequences of women and adolescents trafficked in Europe (European Commission)

<http://www.vawpreventionscotland.org.uk/resources/research-and-reports/stolen-smiles-summaryreport-physical-and-psychological-health-conseq>



## Activities

Below is a list of activities that are available in the activity booklets and that look at sexual violence. You may need to adapt the activities to draw out the messages on sexual violence and to make them appropriate to your group and context. Many of the other activities in the booklets can also be adapted to address sexual violence:

Section	Activity	Description	Age
	Puppet	Participants make a puppet and talk about the ways that girl and boys play together, and talk about inappropriate touching.	<b>EARLY</b>
	Violence in the news	Participants look at media stories about sexual violence and explore the representation of young women and relationships. Participants create a respectful relationship news story and talk about consent and the dangers of sexual violence.	<b>MIDDLE</b>
	Lyrics and love	The group explores music and what it says about violence, young women and equality. The group looks at how it represents sexual consent.	<b>OLDER</b>
	My space	The group identifies boundaries and private areas of the body and how to say stop when someone tries to touch you.	<b>YOUNG</b>
	Mapping safety	Participants analyze their local community using maps to discuss safe areas; they discuss the fear of sexual violence in the community.	<b>MIDDLE</b>
	Global myths on violence	Groups discuss myths and attitudes surrounding violence against girls.	<b>MIDDLE</b>
	Warning signs	Through hanging warning signs on a washing line participants will identify what to look out for in a relationship and will define their own idea of respectful and abusive behaviour. This can include warning signs of sexual violence.	<b>MIDDLE</b>
	Where is your line?	Groups discuss sexual relationships and consent.	<b>OLDER</b>
	Multiple forms of violence	The group practices safe intervention methods in incidents of violence against girls and young women.	<b>OLDER</b>
	Let's learn about sex and relationships	The group explores the impact of pornography on young people and their relationships. You can talk about the pornography industry as contributing to the sexual objectification of young women and girls.	<b>OLDER</b>
	Sexual Exploitation	Using scenarios and drama the group develops legal cases and scenarios on incidents of violence. The group focuses on sexual violence.	<b>OLDER</b>
	Ways of communicating	Groups develop communication skills and ways to negotiate free and informed consent.	<b>MIDDLE</b>
	Intervene	The group can work on presentations on how to stop violence that can be delivered to government representatives.	<b>OLDER</b>
	Thanks for listening	The group develops and runs a community campaign to raise awareness to stop violence.	<b>ALL</b>
	CEDAW	The group explores UN Conventions which address violence against women and girls and discusses recommendations which can be made to the government.	<b>OLDER</b>



# FACTSHEET: DATING VIOLENCE



## DEFINITION

**Dating abuse** or **dating violence** is defined as the perpetration or threat of an act of violence within the context of dating or courtship against a current or former partner. It can also be when one partner tries to maintain power and control over the other through abuse/violence. This abuse/violence can take a number of forms: sexual assault, sexual harassment, threats, physical violence, verbal, mental, or emotional abuse, social sabotage, and stalking. It can include psychological abuse, emotional blackmail, sexual abuse, physical abuse and psychological manipulation.

“ There is insufficient support to help young people deal with violence in relationships... Practitioners working with young people need to be more alert to issues such as teen relationship abuse, and be able to discuss these issues sensitively. There is a strong case for developing more peer advice or support, since many young people are more comfortable discussing these issues with peers than with adults<sup>61</sup> ”

National Society for the Prevention of Cruelty to Children

## FACTS

- In the UK, one in three girls (aged 13-17) has experienced sexual abuse from a partner, and one in four has experienced physical abuse from a partner.<sup>62</sup>

IN THE UK  
1 IN 3 YOUNG  
WOMEN HAS  
EXPERIENCED  
SEXUAL ABUSE  
FROM A  
PARTNER



## What are the causes of intimate relationship abuse or dating violence?

There are no simple answers as to why relationship abuse or dating violence happens. Here are some reasons:

- **Low position of women and girls** – This is due to gender inequality and discrimination. Women and girls may have unequal power in relationships and may be controlled through physical, sexual, emotional and financial violence.
- **Invisible girls** – The extent of girls' and young women's experiences of relationship abuse are not widely known. There is therefore a lack of understanding of their experiences and needs.
- **Culture of acceptance** – People can excuse, justify, ignore or even encourage relationship abuse. Harmful attitudes like the view that a boy must control a girl may result in the acceptance of relationship abuse.
- **Lack of support** – There are often no or very few organizations that help and support girls and young women who experience dating violence.
- **Weak laws** – There may be weak or non-existent laws that protect girls from dating violence. There may be laws but men and women may not know about them or they may not be adequately or sufficiently implemented, resulting in abusers going unpunished.
- **Lack of protection** – Girls and young women at risk may not have access to the right services and protection they need.



## What are the consequences of dating violence?

- Girls and young women may experience physical **injury and harm** to their health from dating violence.
- Dating violence may result in girls and young women not being able to negotiate the terms of their sexual activity or contraceptive use. This can lead to unwanted pregnancy and sexually transmitted infections (STIs) like HIV/AIDS.
- Dating violence can lead to **mental health issues such as depression, post-traumatic stress disorder, sleep difficulties, eating disorders**, and **emotional problems and suicide attempts**.
- Dating violence can increase **risk-taking behaviour among young people like drug and alcohol abuse** or engaging in risky sexual behaviour.
- Children and young people may learn that abuse is a 'normal' part of a relationship and this can lead to **experiencing more violence** as they get older.
- Girls and young women may **suffer isolation, drop out of school or work** and not participate in society.

## ADDITIONAL RESOURCES

**Expect Respect** – SafePlace’s Expect Respect Program engages young people and adults in building healthy teen relationships and preventing dating and sexual violence. Use the Expect Respect pack to deliver a comprehensive programme on stopping dating violence.

<http://www.safeplace.org/page.aspx?pid=376>

**Love is Respect** – A USA website to engage, educate and empower youth and young adults to prevent and end abusive relationships. Use the quiz on relationships in your sessions.

<http://www.loveisrespect.org/dating-basics/dating-basics>

















**This is Abuse** – A UK website for young people to learn about dating violence which includes information, myths and realities, short films and a message board. Use the films in your sessions to help young people to identify dating violence.

<http://thisisabuse.direct.gov.uk/>



## Activities

Below is a list of activities that are available in the activity booklets and that look at dating violence. You may need to adapt the activities to draw out the messages on dating violence suitable to your group and context. Many other activities in the booklets can also be adapted to address dating violence:

Section	Activity	Description	Age
	Violence in the news	Participants act as journalists to analyze newspapers and the portrayal of relationships and violence in the media.	<b>MIDDLE</b>
	Lyrics and love	Participants explore music and what it says about violence, young women and equality. Participants look at how music represents dating relationships and create a song about the sort of relationship they want.	<b>OLDER</b>
	Equality in the home?	The group looks at the roles of young men and women in the home and discusses equality and what participants might like in their home of the future.	<b>OLDER</b>
	My space	Through active games, the group learns how to speak out when they become uncomfortable in a situation.	<b>YOUNG</b>
	Keep Your Cool	The group learns ways to stay calm under pressure.	<b>YOUNG</b>
	Warning Signs	Looking at images groups discuss the signs of healthy and unhealthy relationships.	<b>MIDDLE</b>
	Global myths on violence	The group discusses myths and attitudes surrounding violence against girls.	<b>MIDDLE</b>
	Multiple forms of violence	The group discusses forms of violence against girls and young women.	<b>OLDER</b>
	Secrets can be shared	Discussion and drama help the group to understand the difference between healthy and unhealthy secrets.	<b>YOUNG</b>
	Survivor Story	The group learns about the story of a survivor and the support services available to women experiencing violence. The survivor's story can be presented as a case study or through a presentation from an organization working with survivors.	<b>MIDDLE</b>
	Agony Aunt	By discussing different scenarios, the group learns how to support people they know who are experiencing violence.	<b>MIDDLE</b>
	Ways of communicating	Participants develop their communication skills.	<b>MIDDLE</b>
	Intervene	Using drama and scenarios, the group practices safe intervention methods for incidents of violence and discrimination.	<b>OLDER</b>
	CEDAW	The group explores the Convention on the Elimination of Discrimination against Women and it discusses recommendations that can be made to the government.	<b>OLDER</b>
	National Action Plan	Groups work on presentations that they can deliver to government representatives on violence against girls.	<b>OLDER</b>
	Develop a community campaign	The group develops and runs a community campaign to raise awareness and to change attitudes to stop dating violence.	<b>ALL</b>

# FACTSHEET: SEXUALISATION OF GIRLS AND YOUNG WOMEN



## DEFINITION

Sexualisation is defined as approaching or perceiving a person as an object for sexual use and disregarding the person's dignity and personality traits. The sexualisation of children involves the imposition of the sexuality of adult persons on girls and boys, who are emotionally, psychologically and physically unprepared for this at their particular stage of development.<sup>63</sup> This can result in children becoming sexually aware prematurely and identifying themselves as sexual objects. This is often due to the overload of sexual images and words that fill the lives of people, especially in the western world. Sexualisation promotes the normalization of negative gender roles, stereotypes and expectations and harmful attitudes and behaviours that can lead to an increased risk of violence for girls and young women.

It is important to remember that the other end of the spectrum is equally true whereby in some instances images are used to repress a woman's sexuality. For example, in some places, the normative good woman is presented as someone who has no sexual desire or the sexuality of specific groups of women, such as disabled women, may be particularly repressed. When women fail to conform to these prescribed attitudes and stereotypes they can experience a violent backlash.

## FACTS

- A 2008 study by Girlguiding UK and the Mental Health Foundation<sup>64</sup> found that premature sexualisation and pressure to grow up too quickly are two "key influences" in the anxiety felt by girls.
- A study into popular pornography films released in 2005 in the USA found that 89.9 per cent of the scenes included either verbal or physical aggression and that 94.4 per cent of the aggressive acts were targeted at women.<sup>65</sup>
- In an EU study of 25,000 young people in 25 countries, 23 per cent had seen sexual images (including on websites, television or videos/DVDs, magazines or books). 14 per cent had seen sexual images on websites and 15 per cent had seen or received sexual messages.<sup>66</sup>
- In a UK survey, three in 10 pupils say they learn about sex from pornography.<sup>67</sup>

“Concerns about the sexualisation of children and young people are not a modern phenomenon, however these are increasing along with an increase in the different types of technology that are available to young people such as the internet and mobile phones<sup>68</sup>”

K Marvin

## What are the causes of sexualisation?

- **Sex sells** – Businesses use sexual images to encourage people to buy their products. Often women and girls are positioned in half naked, sexy poses or their body may even become the product. This can lead to the objectification of women and girls, where they are seen as objects of sexual pleasure and gratification and their value measured only in relation to how they please others.
- **Childhood is invisible** - children are expected to be adults. Girls' wants and needs are ignored as they are sold clothing and toys that show adult (and often male) desires. For example toys can portray women as sexual objects or as weaker and submissive to men. Clothing too can be adult, for example padded bras for young children.
- **Pornography shows violence** – Pornography is widely available. It is in music videos and magazines aimed at young men. It too often objectifies women and portrays violence as a normal part of sexual intercourse. It is a common way for young people to learn about sex and relationships.
- **New technologies** – Mobile phones and social network sites encourage people to post and spread images of themselves or others. Children and young people are pressurized to present particular images of themselves.
- **Culture of acceptance** – There is a silence around sexualisation and little understanding of its impact on children and young people.

## What are the consequences of sexualisation?

A recent UK Government report found that “sexualisation lowers important barriers to child sexual abuse, and undermines healthy relationships, increasing the likelihood of violence against women and girls.”<sup>69</sup> Other costs and consequences include:

- Sexualisation creates a **culture that does not value girls and young women**. “A person is sexually objectified - that is, made into a thing for others’ sexual use, rather than seen as a person with the capacity for independent action and decision making.”<sup>70</sup>
- Children may be encouraged to have sex early and engage in risky sexual behaviour, increasing their risk of unwanted pregnancies and of contracting **STIs like HIV/AIDS**.
- Children may **accept violence** in their relationships as they normalize the portrayal of women and girls as sexual objects and violence as a normal part of sexual relationships through for example watching pornography.
- Girls and young women may be **sexually harassed** by boys and young men spreading sexual images of them.
- **Low self-confidence** can result from girls and young women measuring themselves against unrealistic images of women. Girls and young women can have a **negative body image** of themselves as they try to live up to the images of the sexy women that they see. This can lead to eating problems like anorexia and bulimia.
- Girls and young women can **grow up quickly** and miss out on their childhood.
- Girls and young women may think that their physical appearance is more important than their **education and their employment**.

## ADDITIONAL RESOURCES

### EU Kids online

<http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20%282009-11%29/EUKidsOnlineIIReports/Final%20report.pdf>

**Killing us softly 4: Advertising’s image of women** – A short film of a lecture by Jean Kilbourne that shows the sexualisation of women and girls. You can use it to talk about the representation of women and girls and sexualisation.

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=241>

**Sexy Inc: Our Children Under Influence** – A documentary by Sophie Bissonnette about the hypersexualization of our society and its effects on young people.

[http://www.nfb.ca/film/sexy\\_inc/related\\_films](http://www.nfb.ca/film/sexy_inc/related_films)

**Makers** – A documentary that explains the sexualisation of young women.

You can use this with middle and older years to look at sexualisation.

<http://www.makers.com/jean-kilbourne>

**American Psychological Association task force on the sexualisation of girls** –

learn more about sexualisation.

<http://www.apa.org/pi/women/programs/girls/report.aspx>



## Activities

Below is a list of activities that are available in the activity booklets and that look at sexualisation. You may need to adapt the activities to draw out the messages on sexualisation and to make them appropriate to your group and context. Many of the other activities in the booklets can be adapted to address sexual violence:

Section	Activity	Description	Age
	Puppet	Participants make puppets and think about gender stereotypes, attitudes and behaviours.	<b>EARLY</b>
	What do you want to be?	The group uses play to think and talk about the media's messages on gender stereotypes, sex and relationships.	<b>YOUNG</b>
	Violence in the news	Participants act as journalists to analyze newspapers and the portrayal of relationships and violence in the media.	<b>MIDDLE</b>
	Representing me	By looking at magazines and newspapers, the group explores how females are represented in the media	<b>OLDER</b>
	Say no	The group looks at acceptable and unacceptable touch. You can link to sexualisation by talking about the messages about touch that are given by the media.	<b>EARLY</b>
	My space	The group looks at boundaries and acceptable and unacceptable touch. Participants identify their own boundaries.	<b>YOUNG</b>
	Sexual harassment	This session helps participants to define sexual harassment and the relationship with sexualisation of girls and young women.	<b>MIDDLE</b>
	Lets learn about sex and relationships	Participants talk about where they learn about sex and relationships and the impact of pornography and sexualisation on the way that they understand sex and relationships.	<b>OLDER</b>
	Where is your line?	Participants talk about sexual consent and how to negotiate their own free and informed consent.	<b>OLDER</b>
	Helping hand	This session identifies sources of support for participants.	<b>EARLY</b>
	Friendship bracelet	By making a friendship bracelet participants identify what they want from friendships.	<b>YOUNG</b>
	Agony aunt	This session helps participants think about case studies of sexual harassment and how they can support themselves or their friends.	<b>MIDDLE</b>
	Intervene	Participants use role play to think about how to safely intervene in different scenarios of sexual harassment or sexual violence.	<b>OLDER</b>
	No to violence	This session helps participants say no to sexual harassment.	<b>YOUNG</b>
	CEDAW	The group explores the Convention on the Elimination of Discrimination against Women and how it addresses violence.	<b>OLDER</b>
	National Action Plan	During this session groups work on presentations on violence against girls that can be delivered to local and national government representatives.	<b>OLDER</b>

# FACTSHEET: FEMALE GENITAL MUTILATION/CUTTING (FGM)



## DEFINITION

Female genital mutilation is also known as female genital cutting. It is defined by the World Health Organization (WHO) as “all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.”<sup>71</sup> FGM is recognized internationally as a violation of the human rights of girls and women.

## FACTS

- Approximately 100-140 million girls and women in the world have experienced female genital mutilation/cutting
- More than 3 million girls in Africa annually are at risk of the practice.<sup>72</sup>

“Female genital cutting is an abuse of human, women’s and child rights. It contravenes a girl’s right to a whole body. It happens to girls without their permission and often against their will. It increases and perpetuates gender inequality<sup>73</sup>”

Orchid Project

## What are the causes of FGM?

There are no simple answers to why FGM takes place. Here are some reasons:

- **Position of girls in society** – It reflects deep-rooted gender inequality, and constitutes an extreme form of discrimination against women. FGM is a result of social norms which consider this act a necessary part of raising a girl properly, a way to make girls ‘clean’ and ‘beautiful’ and to prepare her for adulthood and marriage.
- **Control and power** – Fear of female sexuality is often pervasive and FGM tends to be a way to control and diminish female sexuality and sexual experience. FGM is often motivated by beliefs about what is considered proper sexual behaviour, linking procedures to premarital virginity and marital fidelity. FGM is in many communities also believed to reduce a woman’s libido and therefore believed to help her resist “illicit” sexual acts that may harm the family honour.
- **Culture of acceptance** – In some communities FGM has become a social convention. The social pressure to conform to what others do and have been doing is a strong motivation to perpetuate the practice. FGM may also be associated with religious beliefs although no religious scriptures require it.
- **Weak laws** – Laws may not be adequately or sufficiently implemented to stop FGM. This can result in abusers going unpunished for their crimes. In some cases there may be no national legislation prohibiting FGM.
- **Limited support** – There may be no or limited support to help girls and young women escape this practice and protect those that stand against it. It is not just men who condone this practice. There are also women who even advocate for the practice.

## What are the consequences of FGM?

- Girls and young women will experience **blood loss and severe pain** from the experience of FGM.
- FGM **harms the long-term health** of girls and young women. It involves removing and harming healthy and normal parts of their vagina. It can harm the way that women’s and girls’ bodies work and cause urine infections, fistula, infertility, problems during childbirth, increased risk of HIV/AIDS infection and even death.
- This practice can have an emotional impact on the girls and young women and can leave them feeling scared, embarrassed and distressed.
- FGM can **stop sexual enjoyment** for young women.
- The practice of FGM **controls girls and young women**. It reinforces their lower position in society and gives others power over them and their bodies.
- FGM can limit the life choices of girls and young women.

## ADDITIONAL RESOURCES

**Eliminating Female genital mutilation: An interagency statement (2008)**, UN agencies  
[http://whqlibdoc.who.int/publications/2008/9789241596442\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596442_eng.pdf)

**WHO factsheet on FGM**


<http://www.who.int/mediacentre/factsheets/fs241/en/index.html>





## Activities

Below is a list of activities that are available in the activity booklets and that look at FGM. You may need to adapt these activities to draw out the messages on FGM relevant for your group and context. Many other activities in the activity booklets can also be adapted to address FGM:

Section	Activity	Description	Age
	Puppet	Participants make puppets of girls and boys and can talk about what physical expectations are placed upon boys and girls.	<b>EARLY</b>
	Family rules	Leaders can adapt this activity to talk about FGM by adding in an additional question for the guest. Leaders must ensure that the guest shares their views on FGM and is happy to talk about it.	<b>YOUNG</b>
	Life in a box	Participants can think about the gender expectations placed upon the physical body of a girl and a boy and they can look at FGM in this context.	<b>MIDDLE</b>
	FGM	Guest speakers can facilitate discussion on FGM within the group.	<b>YOUNG</b>
	FGM	The group can have a discussion on FGM and its link to gender inequality.	<b>MIDDLE</b>
	Global myths on violence	The group discusses myths and attitudes surrounding violence against girls.	<b>MIDDLE</b>
	Multiple forms of violence	The group learns about forms of violence against girls and young women.	<b>OLDER</b>
	Services story	A guest from a local group that works to stop FGM can talk about how they support girls and young women.	<b>YOUNG</b>
	Agony Aunt	By discussing different scenarios, groups can learn how to support people they know who are experiencing violence.	<b>MIDDLE</b>
	Survivors story	Leaders can invite a guest to talk about experiences of girls who have escaped the practice or about women who have undergone FGM and who are now actively campaigning against the practice.	<b>MIDDLE</b>
	Poster campaign	Participants can create a poster against FGM.	<b>YOUNG</b>
	Local activists	Leaders can invite guests who are actively campaigning to stop FGM.	<b>MIDDLE</b>
	CEDAW	The group can explore the Convention on the Elimination of Discrimination against Women and participants will discuss recommendations they can make to their governments.	<b>OLDER</b>
	It's the law	With the help of a guest speaker, the group can develop legal cases and scenarios for incidents of violence.	<b>OLDER</b>
	National Action Plan	During this session groups work on presentations on violence against girls and young women that can be delivered to government representatives. Remember to work with local allies.	<b>OLDER</b>

# FACTSHEET: EARLY AND FORCED MARRIAGE



## DEFINITION

Early/ forced marriage is a formal marriage that takes place without the free or informed consent of either the girl or boy or young woman or young man. All child marriages are considered early and forced marriages as children (often defined as being under the age of 18) cannot legally consent to marriage. Although the practice also affects boys, girls are disproportionately affected.

Informal unions are also common in some communities, where girls are forced to live with a partner as if married before the age of 18. Cohabitation creates similar human rights concerns as early and forced marriage but the informal nature of these unions often means girls are even more unprotected by any existing legal framework.

“ It is also a truly international problem occurring across the world and often involving people in different countries being forced into marriage with one another<sup>79</sup>”

Plan UK

## FACTS

- More than 60 million girls worldwide are child brides, married before the age of 18.
- Trends show that one in three girls in developing countries (excluding China) are likely to be married before the age of 18 and one in nine girls will marry before their fifteenth birthday. In 2010, over 67 million women aged 20-24 had been married as girls. If such trends continue, 14.2 million girls will be married every year in the next decade.<sup>74</sup>
- Violence and abuse characterize married life for many of these girls.<sup>75</sup>
- One girl every three seconds is forced to marry.<sup>76</sup>
- Nearly half of all women ages 20 to 24 in South Central Asia and Western Africa were married by age 18, putting them at a higher risk for early pregnancy and maternal disability and death, and limiting their access to education and employment.<sup>77</sup>
- Nearly 16 million teenage girls aged 15-19 in developing countries give birth every year. In nine out of ten cases, the mother is already married. Preventing child marriage would significantly help to reduce early pregnancy, and the associated maternal death or disability. Girls would also face a reduced risk of HIV infection.<sup>78</sup>

**EARLY AND  
FORCED  
MARRIAGE  
HAPPENS  
AROUND THE  
WORLD**



## What are the causes of early and forced marriage?

There are no simple answers as to why early and forced marriage happens but here are some reasons:

- **Position of girls in society** – Early and forced marriage is inextricably linked to gender inequality. At the heart of the issue are the social norms that discriminate against women and girls and place greater value on rights and opportunities for boys and men. The view that girls are an economic burden or a commodity to be traded fuels this harmful practice. The practice of child marriage also further perpetuates the unrelenting cycle of gender inequality. It denies a girl her childhood, disrupts her education, limits her opportunities, increases her risk of violence and abuse and jeopardizes her health.
- **Poverty** – Girls may be regarded as a cost to a family with little or no money. They are forced to marry to save the family money and in some communities families earn money through a dowry.
- **Harmful practices** – Social pressures within a community can lead families to marry off young children. For example, some cultures believe marrying girls before they reach puberty will bring blessings on families. Some societies believe that early marriage will protect young girls from sexual attacks and violence and see it as a way to ensure that their daughter will not become pregnant out of wedlock and bring dishonour to the family.
- **Lack of laws** – There may be weak laws or no laws. If there are laws they may not be known about or implemented.
- **Conflicts, disasters and emergencies** – Disasters and emergencies may result in families resorting to marrying girls early as a protection against both real and perceived risks, because they believe they have no alternatives.
- **Lack of support** – There may be no or limited support to help girls and young women escape child marriage. Married girls are often overlooked by policies, programmes and services.

## What are the consequences of early and forced marriage?

- Early and forced marriage is a **violation of human rights** that adversely affects the child and society as a whole. It denies a girl of her childhood, disrupts her education, limits her opportunities, increases her risk of violence and abuse and jeopardizes her health.
- Girls and young women often leave school when they marry because of domestic burdens, childbearing, and because of social norms that view marriage and schooling as incompatible. This not only **denies girls the right to education** but also results in fewer opportunities and options for girls. The lack of education is not only harmful for girls, but has wide-reaching repercussions for their children and their communities.
- Early and forced marriage often results in very **direct forms of physical, sexual and emotional violence**. Girls who marry young often lack status and power in relation to their husbands and in-laws, resulting in increased risks to violence and abuse. Women who marry early are more likely to be beaten or threatened, and are more likely to believe that a husband is sometimes justified in beating his wife. This is especially true when there is a big age gap between the child bride and her spouse.
- For many girls, marriage also marks a **violent and abrupt initiation into sexual relations**, often with a husband many years older. Unable to negotiate the terms of their sexual encounters, child brides are not able to abstain from sex or insist on condom use, resulting in sexual abuse and serious health risks such as premature pregnancy, sexually transmitted infections including, increasingly, HIV/AIDS. Many child brides die in childbirth as they may have **limited access to healthcare** and their body is not physically ready for giving birth.
- The **social isolation** that results from early and forced marriage often leads to child brides having little or no opportunity to leave abusive partners and secure social and legal support. Separation from family and friends, lack of freedom to interact with peers or participate in community activities leaves them with little or no recourse to seek protection or to play an active role in society.

## ADDITIONAL RESOURCES

**Take the vow** – PLAN website information on forced marriage with a short video you could use with your group.  
<http://www.plan-uk.org/early-and-forced-marriage/>

## Activities

Below is a list of activities that are available in the activity booklets and that look at early and forced marriage. You may need to adapt the activities to draw out the messages on early and forced marriage relevant to your group and context. Many other activities in the booklets can also be adapted to address early and force marriage:

Section	Activity	Description	Age
	Housework	Participants think about the gender expectations within the home. They can consider if there are expectations on when and who to marry.	<b>EARLY</b>
	What do you want to be?	Participants can talk about the rules of girls and boys playing together and link this to community rules on marriage.	<b>YOUNG</b>
	Family rule	The group thinks about how family life can shape opportunities for boys and girls.	<b>YOUNG</b>
	Equality in the home?	Participants think about the sort of relationship that they might want.	<b>OLDER</b>
	Why did she not just leave?	Using stories groups discuss different scenarios and the impact of early and forced marriage on girls and young women.	<b>OLDER</b>
	Multiple forms of violence	The group learns about forms of violence against girls and young women.	<b>OLDER</b>
	Agony Aunt	By discussing different scenarios, groups can learn how to support people they know who are experiencing violence.	<b>MIDDLE</b>
	Girls' rights	Participants learn about early and forced marriage as a human rights abuse.	<b>YOUNG</b>
	Poster campaign	The group can develop a poster to stop early and forced marriage.	<b>MIDDLE</b>
	It's the law	With the help of a guest speaker, the group can develop legal cases and scenarios for incidents of violence.	<b>OLDER</b>
	CEDAW	The group can use this session to explore the Convention on the Elimination of Discrimination against Women and discuss recommendations that can be made to the government.	<b>OLDER</b>
	National Action Plan	During this session groups work on presentations on violence against girls that can be delivered to government representatives.	<b>OLDER</b>
	Develop a community campaign	The group can develop and run a community campaign to raise awareness to stop early and forced marriage.	<b>ALL</b>

# FACTSHEET:

## VIOLENCE AGAINST WOMEN AND GIRLS AS A HUMAN RIGHTS VIOLATION



Violence against girls and young women is a human rights abuse. States around the world have signed up to a number of different international declarations and conventions that provide a legal and policy framework to ensure the rights of young women and girls.

Of particular relevance to ending violence against girls and women are the following five important UN agreements: the Universal Declaration of Human Rights, the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the UN Convention on the Rights of the Child (CRC), the Declaration on the Elimination of Violence against Women and the Beijing platform for action. CEDAW focuses on the rights of girls and women and the CRC focuses on the rights of children under 18 years of age. The Declaration on the Elimination of Violence against Women is the first document to clearly outline violence against women as a human rights abuse. The Beijing platform for action focuses on twelve areas of action to end discrimination against women and girls, including one area which focuses on ending violence against women and girls.

### Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

On 10th December 1948 the new United Nations agreed the Universal Declaration of Human Rights. This was a document which came out of the end of World War II with a commitment to freedom, justice and peace in the world. The Declaration outlined the basic civil, political, economic, social and cultural rights of all human beings. It paved the way for international human rights law and it recognized the rights of all humans to equality and respect.

“All human beings are born free and equal in dignity and rights”

(Article 1)

### CEDAW - Convention on the Elimination of Discrimination Against Women

<http://www.un.org/womenwatch/daw/cedaw/>

CEDAW was adopted by the UN in 1979 and came into force in 1981. It has been ratified (legally signed up to) by all States except the United States, Sudan, Somalia, Iran, North Korea and two Pacific Island nations Palau and Tonga.

The Convention is an international bill of women's rights that defines all forms of discrimination against women and girls in political, cultural, family life, economic, and social arenas. Importantly it situates women's rights within human rights and calls for equality between men and women. It outlines an agenda for national action to end all forms of discrimination against women, requiring States to take "all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men" (article 3).

In this respect States which have signed to this international treaty are obligated to undertake all measures necessary to protect and maintain women's human rights and end all forms of discrimination against them. States report to the CEDAW Committee every four years on their progress towards achieving their treaty obligations.

The CEDAW Committee also makes General Recommendations based on its analysis of progress. Although the original Convention did not explicitly mention violence against women and girls, two General Recommendations (12 and 19), clarified that the definition of discrimination in the Convention includes violence against women. General Recommendation 19 specifically recognizes violence against women and girls as a form of discrimination against women. It mentions the prevention of violence against women and girls calling for "preventive measures, including public information and education programmes to change attitudes concerning the roles and status of men and women."<sup>80</sup> The CEDAW Committee also recommended the provision of support services for victims of violence or those who are at risk of violence.

## UN Convention on the Rights of the Child (CRC)

<http://www2.ohchr.org/english/law/crc.htm>

In 1989 the UN adopted the Convention on the Rights of the Child. 193 nations have now signed up to the convention. Only the USA and Somalia have not signed up. Child rights apply to all children wherever they live, whatever their culture, religion or language. They specify that all children have the right to life and good health and education; to be protected from violence; sexual abuse and neglect and to end discrimination.

### Convention on the Rights of the Child and the Convention on the Elimination of Discrimination Against Women - shared principles

Using the CEDAW and the CRC together can be helpful when looking at girls and women at all stages of their lives. Both conventions:

- can be applied to the particular needs of girls and women as members of society that are particularly discriminated against
- Recognize the important role of the family within society
- Attach particular importance to health, including sexual and reproductive health
- Stress the right to education
- Call for the eradication of gender-based abuse and neglect and of harmful practices
- Seek to empower women and children through participatory rights.<sup>81</sup>

## UN Declaration on the Elimination of Violence Against Women

[http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/48/104](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/48/104)

In 1993 the UN adopted the Declaration on the Elimination of Violence Against Women. This landmark Declaration was the first document to clearly outline violence against women as a human rights abuse. It brought the issue to the forefront of international and national law, policy and practice. As a result of the Declaration a UN Special Rapporteur was appointed to investigate the situation of violence against women around the world, including its causes and consequences.

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

It also states that violence against women and girls is both a cause and consequence of inequality between men and women, girls and boys.

*“Recognizing that violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.”<sup>82</sup>*

## Beijing Declaration and the Beijing platform for action

<http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>

At the 1995 World Conference on Women in Beijing a declaration and action plan were adopted and ratified by 189 States. The Beijing declaration states that women's rights are human rights and it highlights the importance of women's empowerment and participation.

The Beijing Platform for Action provides a plan to stop discrimination and empower women. There are twelve critical areas of concern, one of which is violence against women. The document is not legally binding but can be used to lobby governments to take action.

*“Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace; women's rights are human rights.”<sup>83</sup>*





## Sexual and reproductive rights

Sexual and reproductive rights are of critical importance to advancing women's empowerment and gender equality and in ending violence against women and girls.

Sexual rights concern people's sexuality, sexual orientation, gender identity, sexual behaviours and sexual health. Reproductive rights concern their fertility, reproduction, reproductive health, and parenthood. There is some overlap between these sets of rights. Reproductive rights have been universally recognized as a human right at the **International Conference on Population and Development (ICPD)** held in Cairo in 1994 and its outcome document was signed by 179 countries. This has also been further elaborated at its review conferences and in the respective outcomes documents. (<http://www.un.org/popin/icpd/conference/offeng/poa.html>). ICPD recognized gender equality and the empowerment of women as a global priority. It recognized the link between health and rights, and between violence against women and girls and reproductive rights, highlighting for example the health consequences of domestic violence on women and girls. It called governments to provide every woman with sexual and reproductive health services.

The programme of action reinforced the understanding of women's rights as human rights by advocating for a focus on the needs and experiences of women, including their sexual and reproductive rights. It also situated women's rights not only as a human rights issue but also as a way of ending poverty and achieving sustainable development.

*"Advancing gender equality and equity and the empowerment of women, and the elimination of all kinds of violence against women, and ensuring women's ability to control their own fertility, are cornerstones of population and development-related programmes. The human rights of women and the girl child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in civil, cultural, economic, political and social life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex, are priority objectives of the international community."*<sup>84</sup>

For the first time, the General Assembly Resolution (RES/67/144) on the intensification of efforts to eliminate all forms of violence against women included reference to sexual and reproductive health and reproductive rights as did the agreed conclusions of the Commission on the Status of Women at its 57th Session, the priority theme for which was on the elimination and prevention of all forms of violence against women and girls.

Sexual rights are not explicitly recognized as a universal human right in any United Nations agreement or convention but there have been some attempts to have these recognized. The working definition of sexual rights has been provided by the World Health Organization at [http://www.who.int/reproductivehealth/topics/gender\\_rights/sexual\\_health/en/](http://www.who.int/reproductivehealth/topics/gender_rights/sexual_health/en/) although this is not the official WHO position and should not be quoted as such.





# GUIDANCE:

## WORKING WITH MEN AND BOYS ON ENDING VIOLENCE AGAINST WOMEN AND GIRLS

Men and boys are integral to advancing gender equality and ending violence against girls and young women. A growing body of evidence demonstrates that interventions that work with men and boys can help change the factors associated with men's use of violence against women. As such, it is essential to make boys and men part of the conversation and to mobilize them as allies towards ending violence against women and girls.

There are many groups of men across the world who successfully work together to promote the engagement of men and boys in achieving gender equality and reducing violence. The White Ribbon Campaign for example is an international men-led campaign working to end violence against women. It seeks to engage men as part of the solution.

“ Violence against women is a ‘men's issue’ because it is men's wives, mothers, sisters, daughters, and friends whose lives are limited by violence and abuse. It's a men's issue because, as community leaders and decision-makers, men can play a key role in helping stop violence against women. It's a men's issue because men can speak out and step in when male friends and relatives insult or attack women. And it's a men's issue because a minority of men treat women and girls with contempt and violence, and it is up to the majority of men to help create a culture in which this is unacceptable. ”

Michael Flood, Activist

### How this curriculum involves boys and young men

It is important to involve boys and young men in the campaign to stop violence against girls and young women. It is especially important to note that most men and boys are not violent and that gender norms, attitudes and behaviours can also be harmful to men. As such every effort should be made to ensure the boys and young men that you work with are not blamed or placed in the role of abusers but rather that they are given the space and time to challenge and question harmful notions and expectations of masculinity.

Throughout the curriculum there is information and guidance on how to include boys and young men in the programme. Each activity within the curriculum explores an element of this approach:

**SAFE CONVERSATIONS:** Create safe spaces for boys and young men to discuss gender inequality and violence against women and girls.

Boys and young men may not know about or understand violence against women and girls. For example, in Spain, research showed that only 1.2 per cent of men were aware that violence against women and girls was a serious problem.<sup>85</sup>

Boys and young men may also feel intimidated, especially when confronted with sensitive issues that they may feel uncomfortable with. Leaders for example report that boys may ‘mess about’ when they feel frightened or ill at ease in a group where the focus is on listening and talking and expressing feelings. However most boys and young men do want to know and learn about preventing violence against women and girls. Here are some tips for creating safe conversations with boys and young men:

- consult with boys and young men beforehand and find out what they want to know - use their feedback to shape the content and delivery of the session
- make sure that they are involved in developing ground rules and insist firmly but kindly that the rules must be kept by everybody
- keep the activities short and initially task focused. As their confidence develops boys may be more willing to talk about feelings and relationships
- make sure that the girls do not tease and make the boys look foolish
- challenge any sexism or homophobia within the sessions
- make sure you engage with boys as allies in working with you on violence against girls and young women
- avoid the need for personal examples and use third person and distancing techniques. For instance, *what are the options and the different things a boy or girl could do in a situation where ...*
- check that the materials and any images you use present a broad view of masculinity.

**MALE CHAMPIONS:** Boys and young men are critical allies to raise awareness to stop violence and should be involved in developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity. Girls as well as boys benefit from men who act as positive role models and who:

- acknowledge that violence is also an issue that concerns men and boys
- challenge violence against women and girls by intervening safely and offering support to girls and women
- are involved in campaigns and prevention work
- boycott and resist sexist, homophobic and violent behaviour and activities such as inappropriate jokes and pornographic media

Invite men to co-facilitate or contribute to a session or help to design and run a campaign. You can also work collaboratively with local boys' or young men's groups and their leaders. Identify male community leaders who are appropriate role models.

**RESPONSIBLE MEN:** Do not accept violent acts, language or behaviour in the group. Within sessions set clear boundaries for acceptable and unacceptable behaviour. Do this initially in agreement with the whole group when you set the code of conduct.

It is important for boys and young men to learn about and understand the legal and human rights framework that underpins women's rights and the elimination of violence against women and for them to recognize their role and responsibility in promoting these rights. Work with boys and young men to establish positive actions to promote gender equality and prevent violence. The White Ribbon Campaign which initially started in Canada and currently operates in over 55 countries offers the following steps for boys and young men:

- Listen to women...learn from women.
- Learn about the problem.
- Learn why some men are violent.
- Support White Ribbon or other events that promote men and boys' engagement in advancing women's rights and ending violence against women and girls.
- Challenge sexist language and jokes that degrade women.
- Learn to identify and oppose sexual harassment and violence in the workplace, school and family.
- Support local women's programmes and organizations.
- Examine how one's own behaviour might contribute to the problem.
- Work towards long-term solutions.<sup>86</sup>

As a leader you will need to maintain a safe environment which is helpful to boys' as well as to girls' learning. Remember never put yourself or others in danger, and always have another adult with you or nearby.

## **TRANSFORM MASCULINITIES (the expectations of being a boy or a man):**

It is important that boys and men are given opportunities to talk about gender and masculinities and are provided with positive and respectful images and role models which shift their ideas of masculinity.

Boys learn about masculinity and the expectations of men's roles, attitudes and behaviours from men in their family and their male friends. This can be a positive or a negative experience. A negative experience offers only a very narrow view of masculinity. Other influences such as the media for example often perpetuate the false view that men are either strong and heroic or weak and hopeless. In reality there are and should be many different ways of being a man and expressing masculinity. Gender is a sliding scale and not a rigid framework. Sessions in this curriculum explore what and how gender norms, roles and expectations are socially constructed. Members are encouraged to think about what it means to be 'me' and to find their own ways of being.

Harmful gender norms and values and gender inequality can also affect boys and men. They too can be trapped into conforming to negative masculine stereotypes that do not reflect their real thoughts and feelings.

It is therefore important that young men and boys are given opportunities to question the roles, expectations and stereotypes that they face. Make sure that ideas and comments come from boys and young men themselves and that you are not 'telling them what to be or do'.

**ASK MEN:** This curriculum must meet the needs of boys and young men in your group; it is important that you consult with them and involve them in decisions about what sessions to deliver or what campaign actions to run. It is also important for young men and boys to be encouraged to suggest ideas on how to communicate and engage other young men and boys.

Listen to young men's needs and experiences. All boys and young men are different and come from diverse backgrounds, ages, sexualities, socio-economic groups, countries and cultures. Men may have different experiences at different times. For example, a man may feel powerful in his home in relation to his wife, but may feel oppressed and powerless at work.<sup>87</sup> Make sure that you create opportunities for boys and young men to talk about their experiences and to discuss the pressures they may feel. They must feel safe and be given the time and space to challenge traditional notions of masculinity and to reflect on questions about their own gender identity and sexuality.

Boys and young men may experience or witness violence in their own lives. There is often an even greater silence surrounding the experiences of boys and young men and they may find it hard to ask for help and support. Make sure you create a comfortable and safe environment for boys and young men to talk about their experiences if they wish to and make yourself available before and after sessions in case they want to talk to you privately. If any boy or young man in your group discloses an experience of violence make sure to follow your local child protection policy and procedure and the advice provided in Section 2 of this handbook.

## MORE INFORMATION AND RESOURCES

### **The AIM Framework Addressing and Involving Men and Boys to Promote Gender Equality and End Gender Discrimination and Violence (Michael Kaufman)**

Available in English and French.

### **The Role of Men and Boys in Achieving Gender Equality.**

Report of the Expert Group Meeting organized by the United Nations Division for the Advancement of Women in collaboration with ILO and UNAIDS, 21-24 October 2003, Brasilia, Brazil. Available in English.

### **The Men's Bibliography (compiled by Michael Flood).**

This is an extensive virtual library on men, masculinities, gender, and sexualities. Available in English.

### **Masculinidades y Equidad de Género/Masculinities and Gender Equality.**

This is an extensive virtual library of resources in Spanish.

### **For more resources on working with men and boys, visit:**

<http://www.whiteribbon.ca/>

<http://goodmenproject.com/>

10 things that men can do to prevent gender violence

<http://www.jacksonkatz.com/wmcd.html>

<http://www.promundo.org.br/en/about-us/introduction/>

[www.michaelkaufman.com/](http://www.michaelkaufman.com/)

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

<http://manupcampaign.org/>

Engaging Boys and Young Men in the Prevention of Sexual Violence: A systematic and global review of evaluated interventions | 2011

<http://www.svri.org/menandboys.pdf>

<http://www.menengage.org/> is a global network of men's organizations

# GUIDANCE: WHAT TO DO IF...

You may face some challenges whilst delivering this curriculum. Here are a number of tips on how to deal with some of the most common ones:

## **Other leaders are apprehensive about doing the badge:**

Involve leaders in preparing the curriculum, and make sure they know what they are undertaking. Give them opportunities to talk through their concerns in a safe and supportive space with another leader or a trainer. Make sure everyone is prepared and has discussed what the risks are, and how you will deal with any issues that arise – for example disclosures. All leaders should receive training to deliver this curriculum. Ensure that leaders can access support from another leader if they want to talk about anything.

## **Parents and carers are worried:**

Involve parents and carers in the planning process and keep them informed about what you're doing (you can find a letter template in the guidance documents). Listen to their concerns and be flexible. You might be surprised by their reaction! Give parents and carers the opportunity to withdraw their children from the sessions if they want to. Ask parents and carers to get involved in the sessions; you could ask them to be interviewed or to be an audience for drama or art productions. Always keep participants and their carers/parents involved.

## **A participant says something inappropriate:**

Gently challenge anything said that is inappropriate or that shows misunderstanding. Do not accept sexist or harmful language or comments. Check in with participants after each session to see how they are feeling. Be aware that if a participant gets upset, becomes defensive or aggressive during sessions it may be a sign that the participant is experiencing or perpetrating violence. Remember to follow your association's child protection policy and procedure if you have any concerns.

You could separate the unit into older and younger groups to keep conversations within age groups. Always refer back to the group code of conduct that you wrote in the start session and if necessary spend some time going back over this.

## **Participants don't want to talk about something:**

Involve them in the planning process so they have control over what they do. Give girls freedom to leave an activity if they want to. Provide an alternative activity with a leader available for those taking time out. Ensure that you check in with participants after the session if they leave as they may want your support. Do not pressurize participants to talk if they do not want to, it is up to them.

Provide alternative opportunities for participants to talk. For example they might feel more comfortable talking to another leader.

## **You don't know the answer to a participant's question:**

Tell them you'll come back to them. You're not expected to be an expert – but don't forget to find out the answer! Why not ask an expert to come and visit your group?

## **A leader does not think that it is their role to stop violence:**

Some leaders may think that violence against women and girls is a cultural or private matter. Be clear that culture, tradition, religion and beliefs are never an excuse for violence. Statistically, gender-based violence is perpetrated more often by someone known to the person experiencing violence. Just because it is happening in private does not mean it is acceptable. Regardless of the context of violence, it is always an abuse of human rights and always wrong. For all girls and women to enjoy their full human rights, violence must be eliminated in all spheres of life. Remind leaders that Girl Guides and Girl Scouts are in a unique position to address this issue. Girl Guiding and Girl Scouting reaches out to millions of girls and young women, many of whom may be affected by violence. Girl Guides and Girl Scouts have the opportunity to learn about issues in safe and supportive environment.

## **Leaders think that violence against women and girls is not a problem in their country:**

Violence against girls happens in every country. Sometimes it is not reported; victims may keep silent because of fear, embarrassment or shame. In other cases poor legislation and support services mean that cases are not recorded. Violence has a culture of silence surrounding it. So even if you think that it is not happening in your country, it is very possible that it is happening in a house at the end of your road or at a school in your neighbourhood.

Use local statistics and ask local support services and women's organizations to come and talk to the leaders to develop their understanding of violence against women and girls in your area. Involve participants in your group and ask them if they think it is an important issue. It may help to talk about relationships in general and then to focus in on violence against women and girls.

## **Someone asks why we're focusing on girls only?**

Boys do experience gender-based violence; they can be in an abusive relationship, experience domestic violence, be sexually harassed, bullied because of their sexuality, forced to marry, be sexually exploited, raped or sexually abused, socialized to bully, or have negative notions of masculinity. But this campaign focuses on violence against women and girls because girls and women experience more violence and abuse than boys. It disproportionately impacts on women and girls.

The active participation of boys and men is essential to end violence against women and girls. Boys and girls, women and men must work in partnership to protect women's and girl's rights and prevent and eliminate violence against women and girls. The curriculum therefore encourages the active engagement of boys.

## **Someone believes that same-sex relationships are wrong:**

Homophobia is the fear and the taboo around sexuality. There are many people in the world who have same sex relationships. Relationships between two consenting people is a human right. In some countries homosexuality is illegal but this is an abuse of their human rights.

## **Someone believes that harmful practices such as early and forced marriage or female genital mutilation/ cutting are acceptable traditions:**

Female genital mutilation and early and forced marriage are forms of violence against women and girls; they are an abuse of human rights. There may be some resistance to you challenging these harmful practices in your local communities so it will need to be handled sensitively and carefully. It will require time and patience to bring the community with you. Identify community allies, such as traditional, cultural and religious leaders, and refer to international human rights treaties.

*With thanks to Girlguiding UK for some of the content of this section.*

# GUIDANCE:

## FACILITATION SKILLS & METHODS

### Listening

As a facilitator you will need to tailor the activities and curriculum to the needs of individuals and the group as a whole. The best way to do this is through good and effective listening that enables you to:

- Build trust
- Hear what individuals are saying
- Clarify if needed – with the words of the learner(s) or your own
- Pick up signals, both verbal and nonverbal from participants
- Demonstrate your involvement e.g. with a nod, eye contact
- Reflect back or summarize and confirm messages
- Refer back to agreements that have already been made
- Empathize – body language, voice, tone, etc
- Regularly check group engagement and look for signs of loss of interest
- Use objections in a positive manner <sup>88</sup>

In addition if you are working with boys and girls you will need to develop a style that meets all participants' needs.

### Discussing

It is important to use activities which encourage discussion so that children and young people can think through the issue and work through their own response. This increases what is learned and remembered. It also helps them to practise effective communication skills. When facilitating a discussion it is important to allow time. In the activities there are often a number of discussion points. Do not feel like you have to discuss them all. The aim is to have a lively and interesting discussion and not to tick off all the points.

Here is a list of different forms of questioning that can be used in constructive discussion:

- Open questions – aim to increase discussion: use what, when, where, how; turn 'why' into 'what' and 'how' questions to increase focus; use 'describe...', 'tell me about...'
- Probing questions – aim to get more information e.g. 'what kinds of consequences...', 'what specifically do you not like...', 'tell me in detail...', 'what would be acceptable...', 'how exactly does this upset you...' check cause and effect.
- Challenging questions – aim to break down statements that include 'never', 'always', 'all'. Seek evidence for these types of statements and search for optional situations that are different.
- Clarification questions – aim to ensure that the participant's point is understood like 'would you explain that...'
- Clarify comparisons e.g. 'better' 'worse', 'less than what...'
- Redirection – aim to shift answering questions to another participant or to the whole group: 'what would be your answer to this...'
- Closed questions – aim to check facts and assumptions.
- Pauses – aim to give people some time to reflect on the questions. If this is used at the right time then this can be a powerful way to engage people in discussions.
- Chaining questions – create a discussion process from initial idea through to probing and clarification, moving the group forward or changing direction if needed. <sup>89</sup>

## Meeting the needs of participants

The best learning environment is one in which people feel safe and are stimulated and challenged. The following checklist will help to address participants' needs when planning and delivering the curriculum.

- Consult before and throughout the delivery sessions about what is working.
- Use safe methods, avoid the need for personal exposure and use distancing techniques and the third person. For example use scenarios with characters which are close to participants' experience but are not their own personal experience. In discussion ask questions such as *how would you advise a friend if she/he was in a situation where...?* Use storylines from TV soap programmes. Make sure there is equal time spent on issues that concern boys and that concern girls. Avoid encouraging blame and competition between girls and boys.
- Check that all the resources you use do not present a narrow or stereotypical view of being a woman/girl or being a man/boy.
- Build up your confidence of what works and keep a note so you can use them next time!

Remember that you are also learning as you go along and take the time to process the information and develop the skills you need to deliver the curriculum.

## Role play

The activities section provides a number of activities where the group is asked to either work with given scenarios or create their own scenarios to produce a short role play. This is an important technique to allow children and young people to distance them from the subject and to work safely through scenarios.

It is important to facilitate role play with:

- Clear instructions of what you want produced
- Tight timelines as they need to know that you are not expecting a masterpiece
- Active groups where everyone can participate
- Creativity that builds their drama skills
- Supportive environments for performance

## Small group work or working in a pair

In most of the sessions there will be time for small group or pair work as this enables quieter children and young people to talk and participate. Here are some tips for facilitating small group and pair work:

- Ensure that the small groups are made up of children and young people who will work well together. This may give you a chance to split more disruptive children and young people up.
- Get to know the needs of your group. If you are working with boys and girls it may be better to decide the pairs so you have single gender pairs or mixed gender pairs depending on what is appropriate.
- You may want to mingle among the groups to ensure that they understand the task but it is also important to let them get on with it.
- Remember that if a child or a young person is talking a lot then they can be given the role of writing up and recording the group notes.

## Continuum line

This is a technique that opens up the discussion by asking people to situate themselves on a line that represents a sliding scale from one opinion to the other. For example, it is common to use a scale from 'always' at one side of the room, to 'sometimes' in the middle and 'never' on the other side of the room. It can energize children and young people as they move to the area of the room that best represents their opinions.

This can be an excellent technique to highlight different points of view. A challenge is when children and young people may 'follow the crowd' and are afraid to stand out on their own. If this happens you could pose an alternative thought that could move people from where they are. For example you could say 'But what if...' or 'how about...'



## Drawing and craft

Reflection time through individual art and crafts activities can allow children and young people to think and process issues. This is also a time when children and young people can talk to you independently about something that is concerning them so make sure that you are available.

## Working with guests

There will be experts on violence against women and girls in your local area who can support you to deliver the curriculum and who can share their knowledge with the group. Children and young people often really engage with an outside speaker and it gives them the opportunity to learn from somebody new. Here are some recommendations for engaging guests:

- Make partnerships with relevant support services.
- Involve guests in the design of the session or even the curriculum that you deliver.
- Be clear to the guest about the expectations and learning aims of the session.
- Remember you are the expert of your group so explain the age and ability of the group to the guest so that they can tailor what they say.
- You may want to encourage the participants to write a letter of invitation explaining what they want to know. A thank you and follow up letter are also appropriate.

## Working with co-educational groups

Working in co-educational groups provides an environment where young people can learn to get on with each other and deepen their understanding of the differences between them. Leaders need to prepare in the usual way by thinking through how they can meet the needs of the children and young people and allow for the different levels of maturity and different expectations and experiences. Within the co-educational group there should be opportunities for smaller girl-only or boy-only groups and pairings. Boys and girls can be inspired by leaders who are the same gender so it is important that a female leader invites male colleagues to contribute to sessions and vice versa.

## Working with girl-only or boy-only groups

Both co-educational and girl-only or boy-only groups should be safe spaces for young people to reflect and talk, but in some circumstances some young people may feel more comfortable in a girl-only or boy-only group.

It may also be appropriate to deliver the curriculum in girl-only or boy-only groups if you are working with high risk children and young people or in a culturally sensitive environment.

Please refer also to our guidance on **Working with men and boys on ending violence against women and girls**.

# GUIDANCE:

## PEOPLE LEARN DIFFERENTLY

We've tried to make sure the activities in this pack are varied so that all group members can engage with the content. However, there are some ideas, tasks and language in this pack that some young people may find difficult to access and understand. Be aware of this in your delivery. Below are some points to be aware of and ideas about how to make it easy for everyone to participate:

**Try not to single out anyone with difficulties:** Try to help them as part of the whole activity. Apply the tips below to everyone, not just those who may struggle. Always help anyone struggling with a smile and some reassurance.

**Find the pace of your group:** It's more important that everyone understands the content than to get through it all, but it's also important that this doesn't leave some people bored or frustrated. Giving different roles and different options for tasks can help.

Where **reading** is required, try to read aloud yourself, or get a volunteer, a strong reader or a group or pair to read. This will make sure those who have difficulty reading don't have to admit this and still participate fully.

There might be group members who have difficulty **writing**, so get everyone to pair up or get into groups for writing tasks so that a strong writer can have that role. Where this is not possible, suggest an alternative like drawing or you could write down what is said (scribing).

Where you come across **complex words or concepts** explain them to everyone before they need to use them – get the group to give you examples or respond to questions about the terms to make sure they understand. Examples they can relate to are often the best way to explain.

Where **statistics and percentages** are given try to give visual explanations where you can (for example, use a proportion of a pizza/cake/chocolate bar). Many people find it difficult to understand how percentages relate to the real world.

Try not to give a lot of **instructions** at once. One simple instruction at a time is best. Before moving on make sure everyone understands. One way of doing this is to ask group members to explain the task back to you.

Where you are able, it is best to **model** how a task should be completed to the group before they attempt it.

**Watch out** for anyone who is not participating in a task, or who may be getting angry or withdrawn during a task. This could be because they are feeling uncomfortable, or they are uninterested or it could be because they are finding it difficult to understand or complete the task. If you can, try to find out what the reason is quietly and kindly. They may not want to tell you but just let them know you are there to help them.

**Watch out** for any teasing about learning abilities; confront it and ensure it is clear that teasing is not acceptable.

# GUIDANCE:

## ENGAGING PARENTS AND CARERS

You need to develop a curriculum that is tailored to the needs of the group and that works within the broader community. Therefore it is important to engage parents and community leaders from the beginning. You could hold an initial meeting with parents and carers to assess needs and to discuss the curriculum development. You could then form an advisory group made up of parents and carers and community leaders to help deliver the curriculum.

Some parents and carers may have concerns about the topic. Ensure that parents and carers are informed about the curriculum, that they have an opportunity to speak to the leaders about it, and that they understand they have the right to withdraw their children from the sessions. It is unlikely that parents will want to withdraw their child from the curriculum but it is important that they are given the opportunity to make an informed choice and that you respect their decision. Adapt the template letter overleaf and send it to parents/carers. Hold a parents/carers information session or find time to check in with parents about the curriculum before you begin and throughout its delivery.

Reassure parents/carers that the sessions are age appropriate; and perhaps give them copies of the sessions and ask their advice on what topics should be covered. Tell parents that it will be an opportunity for members to talk about things that matter to them in a safe and supportive environment, for example what it means to be a girl or a boy, friendships and relationships. Remind parents that violence against women and girls is an abuse of human rights and that we all have an important role to stop it.

“Parents, school authorities and community leaders will be engaged in identifying how best to contextualize the curriculum content or how best to work with the girls in their communities. This will ensure their awareness and knowledge of the programme and they will not be shocked when they hear girls and young women discussing or talking about the sensitive issues. We will also ensure that parents, school authorities and community leaders, including chiefs are fully involved in the implementation and monitoring of the programme in order to solicit their support and commitment”

Group leader, Malawi

Different activities provide opportunities to engage parents and carers - you may want to include them in theatre productions or invite them to talk about their experiences or to judge poster competitions. Parents may also want to help support campaign activities, including using their links and resources.

Try and let parents and carers know what topics you will be covering at each session so that they can choose to withdraw their child from that particular session.

Overleaf there is a template letter to inform parents about the curriculum.

## TEMPLATE LETTER

*Dear parent or carer*

Over the next few weeks we will be working on a programme aimed at preventing violence against girls and young women. Through various activities, we will be looking at different forms of violence, with a particular focus on *(insert form(s) of violence that you will focus on)*. The decision to focus on these issues was determined by *(insert name/s)* after identifying what is important to our members in *(insert country)*, from the results of *(insert how you found this out or from any relevant local or national statistics on violence against women and girls)*.

We *(insert your group details)* are doing this as part of a national and international initiative coordinated by the World Association of Girl Guides and Girl Scouts (WAGGGS). As the largest voluntary organization for girls in the world, with more than 10 million Girl Guides and Girl Scouts worldwide, WAGGGS is undertaking a Stop the Violence campaign which includes an educational curriculum for all members. WAGGGS and *(insert Member organization name)* believe this is important because we have a responsibility to girls and young women, and this is a unique opportunity to empower girls to speak out and take action on issues that are important to them.

The types of activities we will be doing will fall into six categories:

1. **START** to develop a supportive space for children and young people to talk about gender inequality and violence against girls and young women.
2. **THINK** about what it is to be a girl or a boy. To understand gender inequality and discrimination and promote equality.
3. **IDENTIFY** violence against women and girls. To understand forms of violence against women and girls.
4. **SUPPORT** respectful relationships. To develop skills to form their own relationships and support their friends.
5. **SPEAK OUT** for girls' rights. To increase awareness of women's and girls' human rights.
6. **TAKE ACTION** to stop the violence. To develop and run a campaign event or activity to raise awareness on ending violence against girls and young women.

By completing this programme your child will gain an understanding of her/his rights and responsibilities, and how to keep themselves and others safe from violence, while earning the special badge.

As with all our programmes, you can be confident that information and activities will be age and ability appropriate, and will be conducted in a safe, equal and supportive environment. Group leaders have also undertaken specific training to better equip us to deliver these programmes.

You are of course free to withdraw your child from some or all of the sessions on the Voices against Violence curriculum and we will make sure that we tell you what subjects we will cover from session to session.

To find out more about the Stop the Violence initiative, refer to *(the Member Organization website at.... [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com))* or contact *(your unit leader)*. If you have any concerns please discuss them with us.

If participating in these programmes raises concerns for you or your child, we would encourage you to contact *(unit leader)* who can signpost you to the appropriate support services.

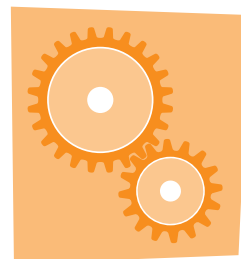
This curriculum is an important step to stop violence against girls and young women and we welcome your support in creating a world where all girls and young women are safe and equal.

Best wishes,

*(Name and role of leader)*

# TOOLS:

## PLANNING AND EVALUATING: FOR EARLY AND YOUNGER YEARS, AND FOR MIDDLE AND OLDER YEARS



### INTRODUCTION

The activities for early and younger years, and the questionnaire for middle and older years are important tools to help you plan your curriculum. These tools will also help you to evaluate the curriculum both BEFORE and AFTER the curriculum has been delivered.

- Early and younger years' activities
- Middle and older years' questionnaire

### Why are we doing this?

By using these tools, you can assess your group's existing knowledge and attitudes towards gender discrimination and violence against girls and young women. You can use this feedback to identify what issues are relevant to your group, as well as to decide which activities and topics to focus on to build your curriculum.

You can also use this information to monitor the impact of the curriculum. By going through the same activities with your group both **before** you start the curriculum and **after** it has been delivered, you can monitor if there has been a change in attitudes or awareness among the participants.

This information can help you to:

- Understand the difference you are making as a group leader;
- Communicate to parents, community leaders, supporters, press and critics the difference the curriculum is making in your community, and why children and young people should participate in it; and
- Identify areas for improvement to help you with future curriculum planning and implementation.

Before conducting the activities, make sure you are familiar with Section 2 Preparation, Step 2 Assess Risks of Delivering the Curriculum, Step 3 Know your local Child Protection Procedure and Step 7, Create a Safe and Supportive Environment. Violence is a sensitive and challenging topic to discuss and you must be prepared to handle any questions participants may have safely and sensitively. If any group member has any concerns about the content of the evaluation activities or discloses an incident of abuse, follow your association's child protection policy.

You might also want to consider the language that you use, particularly for early and younger years. Violence may seem like too strong a word for children of this age to understand. Instead you might talk about girls and young women being hurt or upset by others.

### Why does WAGGGS want to evaluate the curriculum?

Evaluating the impact of the Voices Against Violence curriculum is essential to understanding whether and how the work we are doing in the Girl Guiding and Girl Scouting Movement is contributing to stopping violence against girls and young women around the world.

Once you have completed the activities before and after the delivery of the curriculum, compare the results yourself and feed the information back to your Member Organization and to the World Association of Girl Guides and Girl Scouts. You can do this either by completing the online evaluation report or by completing a paper copy and sending it in to WAGGGS (see below for more information). Your feedback will contribute towards a global study to help us to understand whether the curriculum is making an impact.

The outcomes of the evaluation will be used by the World Association of Girl Guides & Girl Scouts (WAGGGS) to communicate the impact of the Voices Against Violence programme to governments, donors and key partners around the world, and to demonstrate the importance of education in preventing gender based violence as well as to help WAGGGS improve its curriculums in the future. Remember that any data that we use will remain anonymous.

## How do you use these tools to evaluate the curriculum?

Before you begin the curriculum:

- 1: Use the tools even before you begin the curriculum.
- 2: Review and change the wording of the activities or questionnaire if necessary. Select appropriate sections of the tools to use with your participants.
- 3: Familiarize yourself with Section 2, Preparation Checklist step 2 Assess risks of delivering the curriculum; step 3 Know your child protection procedure and step 7 Create a safe and supportive space.
- 4: Record the number/age/gender of participants completing the activities.
- 5: Remind participants that they do not have to take part in the activities.
- 6: Use the answers to help decide what forms of violence against girls and young women that you will focus on.
- 7: Once the participants have completed the activities keep their answers securely and confidentially.

When you have finished the curriculum:

- 8: After the final TAKE ACTION session – within one to two months after completing the curriculum – repeat the questionnaire/ activities with your participants.
- 9: Again, record the number/age/gender of participants completing the activities so that you can measure any changes. Again, record the responses and keep them securely and safely.
- 10: Compare your results with the activities your group undertook before you began the curriculum. Analyze whether there have been any changes in attitudes or knowledge. If these changes have been positive, use this information in your work with the media, with donors and with partner organizations.

### Note to leaders:

**Please can you also complete the leader's feedback form which can be found on page 103. We value our leaders' feedback as well as feedback from participants. Your feedback will help WAGGGS to improve its future curriculums and programmes.**

**You can either complete a paper copy of the feedback form, or you can complete an electronic version (email [stoptheviolence@wagggworld.org](mailto:stoptheviolence@wagggworld.org) and we will email you a copy), or you can give your feedback by using the web links given below for the Early and Younger Years' Post-Curriculum Leader's Report and the Middle and Older Years' Post-Curriculum Leaders' Report. The leader's feedback form appears at the end of the reports.**

## Where do I send everything once I'm done?

After you have completed the post-curriculum evaluation session, you should go online to complete the Post-Curriculum Leader's Report. The online Post-Curriculum Leader's Report includes a section for leaders' feedback.

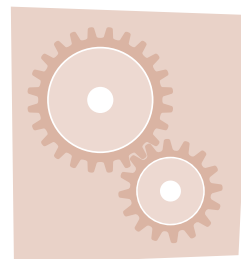
The Early and Younger Years' Post-Curriculum Leader's Report can be accessed at the following web address:  
<http://waggg.voices-against-violence-early-younger-years-leaders.sgizmo.com/s3/>

The Middle and Older Years' Post-Curriculum Leader's report can be accessed at the following web address:  
<http://waggg.voices-against-violence-middle-older-years-leaders.sgizmo.com/s3/>

If you would like to complete the forms electronically please email [stoptheviolence@wagggworld.org](mailto:stoptheviolence@wagggworld.org) and we will email you a copy. Alternatively, if you do not have internet access or otherwise cannot complete the report online, you can send in your completed evaluation tools which can be found on page 78 (early and younger years), on page 96 (middle and older years) and on page 103 (leader's feedback form) and post it to WAGGGS (Voices against Violence Project Coordinator, Olave Centre, 12c Lyndhurst Road London NW3 5PQ UK).

# TOOLS:

## PLANNING AND EVALUATING: EARLY AND YOUNGER YEARS



### EARLY AND YOUNGER YEARS' ACTIVITIES

You can use one or all of the activities below to help you to find out how much your group knows about gender equality and violence against girls and young women. The post-curriculum evaluation uses the same activities with some additional questions.

**Repeat the activities again at the end of the curriculum (about 1 to 2 months after you have completed the curriculum) to measure its impact. Send the results of both the pre and the post curriculum evaluation to WAGGGS (follow the instructions on page 76 and 77 to find out how to monitor and record the results of your evaluation).**

#### ACTIVITY A: Gender roles

Before you begin, don't forget to record the age and gender of your participants.

Find out participants' attitudes towards gender roles and characteristics.

- On a blackboard or large sheet of paper, recreate the Gender Roles Table in Figure i below. Pick two statements from the first table under Figure i - Gender Roles (which are gender specific) and an additional six statements from the second box. Please randomize the order of the eight statements to make the activity more challenging for the participants.
- Go through the statements one at a time and ask participants: 'Who does this describe – a girl or woman, a boy or man, or either?' (e.g. 'Who washes the dishes?' 'Who is good at maths?').
- Ask the participants to place a sticker on or mark the column which they think best describes the type of person the statement is about (e.g. this statement is about a girl/woman, a boy/man, or either).
- Note: If participants are not able to read easily, leaders may instead use a table of images, using simple symbols and illustrations for different genders and attributes. See the examples in Figure ii.

#### Figure i - Gender roles

Leaders should choose two of the statements below and ask who does this describe – a girl or woman, or a boy or man, or either or both?

Will be an uncle when they get older  
Will be an aunt when they get older  
Will be a mother when they get older  
Will be a brother

Will be a father when they get older  
Will be a sister  
Will be a grandfather when they get older

Leaders should choose six of the statements below

Cooks dinner  
Washes the dishes  
Cleans the house  
Fixes things  
Is good at maths  
Is good at reading  
Stays at school after 14

Goes to university  
Likes skipping  
Plays football  
Plays dressing up  
Likes sweets  
Cries  
Likes action cartoons/ movies



Wears a blue t-shirt  
Has short hair  
Thinks about how they look  
Wants to be a superhero  
Wants to get married  
Plays with trucks



## EARLY AND YOUNGER YEARS

**Figure ii - Gender Roles Table with Pictures**

Please copy this table twice so that you can record pre-curriculum responses and post-curriculum responses. Indicate which responses are pre and which are post-curriculum for your own reference.

Pre-curriculum responses Post-curriculum responses (delete as appropriate)			
			
			
			
			

**Figure iii - Activity A Pre-curriculum results**

Record the 8 statements used and the total number of stickers/marks in each square.

Statement	Woman/ Girl	Man/ Boy	Either
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
<b>Total Number of Ticks</b>			

**Figure iv - Activity A Post-curriculum results**

Record the 8 statements used and the total number of stickers/marks in each square.

Statement	Woman/ Girl	Man/ Boy	Either
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
<b>Total Number of Ticks</b>			

## EARLY AND YOUNGER YEARS

### ACTIVITY B: “Violence and Non-Violence Role Plays”

In this activity, group leaders should act out or talk about three scenarios. It may be appropriate to use props such as dolls and teddy bears and not to use real people. When demonstrating the violent scenarios it is more suitable to talk through these rather than act them out. Ask participants to think about what violence is and how they would respond to the situations. This activity will help to find out participants’ understanding of what constitutes violence.

- From the options in the table below in Figure i, pick one ‘non-violent’ scenario and two ‘violent’ scenarios. These scenarios should be talked through or acted out in front of the group with an adult helper or if another adult is not available, a suitable prop. You can add your own scenarios.

**Figure i**

<b>NON-VIOLENT SCENARIOS</b> <b>For Early and Younger Years Curriculum:</b>	<b>VIOLENT SCENARIOS</b> <b>For Early and Younger Years Curriculum</b>
<ul style="list-style-type: none"> <li>• A boy touches a girl gently on her shoulder as part of a game.</li> <li>• A boy hugs a girl when she is crying.</li> <li>• A boy accidentally runs into a girl while he is walking and reading a book.</li> <li>• An older man helps a girl up when she has tripped.</li> </ul>	<ul style="list-style-type: none"> <li>• A teacher tells a girl “girls are useless” after her maths homework is incorrect.</li> <li>• A boy hits a girl because she got a better grade in her science homework than him and tells her “you must have cheated.”</li> <li>• A group of boys on the street starts following a girl home, even though they know this makes her uncomfortable.</li> <li>• A girl is called a sexist name in front of a group and everyone laughs.</li> <li>• One boy pushes a girl and tells her she is too weak to stop him.</li> <li>• A mother gives more food to her son than her daughter, even though the girl is hungry, and tells her daughter she doesn’t need more food because “boys are stronger and need more.”</li> </ul>
<b>Additional Scenarios For Younger Years Curriculum Only</b>	
	<ul style="list-style-type: none"> <li>• At the dinner table, a family friend puts his hand on a girl’s lap even though she has asked him not to.</li> <li>• A group of boys forces a girl to take off her shirt and threatens to hurt her if she does not do it.</li> </ul>

- After talking through or acting out each scenario, tell the participants that you are going to ask three questions and that they should put their hands up if they agree with the question. The activity can be made more interactive by asking participants instead to throw a ball/coin into a bucket with the appropriate answer stuck on it, or stand beneath a sign that indicates their preferred option. (See labels provided below in Figure iv as visual aids)
  - “Who thinks a person is getting hurt?”*
  - “Who thinks a person is not getting hurt?”*
  - “Who doesn’t know if a person is getting hurt?”*
- After recording the participants’ responses, explain to the group which scenarios involved people getting hurt (the violent scenarios), and which scenario did not involve people getting hurt (the non-violent scenario).
- Explain that violence is any act that could cause harm - mental, physical or emotional - to another person. Remind the group that to end violence, they do not always need to nor should intervene to stop a violent situation. When the situation is not safe, intervention should be avoided at all costs to avoid further harm or danger. However they can seek support from others to help end violence.

**Note to leaders: Violence may seem like too strong a word for children of this age to understand. You can use other language that is more age appropriate. For example you can talk about hurting or upsetting others.**

## EARLY AND YOUNGER YEARS

### Figure ii - Activity B Pre-curriculum responses

Record the two violent scenarios used and the participants' responses in the table below. Total up each column and record the number for each category.

Violent Scenarios Used	The person is not being hurt	The person is being hurt	I don't know
1.			
2.			
<b>Total Number of Votes</b>			

### Figure iii - Activity B Post curriculum responses

Violent Scenarios Used	The person is not being hurt	The person is being hurt	I don't know
1.			
2.			
<b>Total Number of Votes</b>			

### Figure iv - Opinion Cards



Now tell the participants that you would like to talk some more about the two 'violent' scenarios. Ask the group the following questions about each scenario and record participants' responses to in the boxes provided in figure v. Please use these boxes to record both the group's pre-curriculum and its post-curriculum responses.

*How does he/she (the victim) feel when this happens?  
[Allow participants to discuss]*

*Is it fair (for the abuser) to act like this? Yes or No?  
[Ask participants to put their hands up and count the number of Yes's and No's]*

*Who can think of another non-violent way of dealing with the situation? Who doesn't think they can do anything in this situation?  
[Ask participants to put their hands up and count the number voting for each option]*

*What would you do in this situation if you saw it happening?  
[Allow participants to verbally explain what they would do and record the most frequently heard responses]*

## EARLY AND YOUNGER YEARS



### Figure v

#### Discussion on Violent Scenario 1

Please copy these tables so that you can record the pre-curriculum and the post-curriculum responses from your group:

*"How does he/she (the victim) feel when this happens?"*

Please record key points that emerged from the discussion:

Pre-Curriculum Responses 	Post-Curriculum Responses 

*"Is it fair (for the abuser) to act like this?"*

Record the number of votes for each category:

	YES, it is fair	NO, it is not fair
<b>Total number of pre-curriculum responses</b>		
<b>Total number of post-curriculum responses</b>		



*"Who can think of another non-violent way of dealing with the situation? Who doesn't think they can do anything in this situation?"*

Record the number of votes for each category:

	YES, I can think of another, non-violent way	NO, I don't think I can do anything
<b>Total number of pre-curriculum responses</b>		
<b>Total number of post-curriculum responses</b>		

*"What would you do in this situation if you saw it happening?"*

Please record key points of action that participants discussed:

Pre-Curriculum Responses 	Post-Curriculum Responses 



## EARLY AND YOUNGER YEARS

### Discussion on Violent Scenario 2

Please copy these tables so that you can record the pre-curriculum and the post-curriculum responses from your group:

*“How does he/she (the victim) feel when this happens?”*

Please record key points that emerged from the discussion:

Pre-Curriculum Responses 	Post-Curriculum Responses 

*“Is it fair (for the abuser) to act like this?”*

Record the number of votes for each category:

	YES, it is fair	NO, it is not fair
<b>Total Number of Votes Pre-Curriculum</b>		
<b>Total Number of Votes Post-Curriculum</b>		



*“Who can think of another non-violent way of dealing with the situation? Who doesn’t think they can do anything in this situation?”*

Record the number of votes for each category:

	YES, I can think of another, non-violent way	NO, I don’t think I can do anything
<b>Total number of pre-curriculum responses</b>		
<b>Total number of post-curriculum responses</b>		

*“What would you do in this situation if you saw it happening?”*

Please record key points of action that participants discussed:

Pre-Curriculum Responses 	Post-Curriculum Responses 

## EARLY AND YOUNGER YEARS

### ACTIVITY C: "Speaking Out"

In this activity please ask participants who they feel comfortable talking to and who they think can support them if they encounter violence.

#### Figure i

Write the follow roles on large sheets of paper and stick them around the room



- |                       |  |
|-----------------------|--|
| a. My father          | h. My religious leader<br>(please make this specific to your community)  |
| b. My mother          |  |
| c. My sister          | i. My community leader<br>(please make this specific to your community)  |
| d. My brother         |  |
| e. Other girls my age | j. Someone in the Girl Guides or Girl Scouts<br>(or an equivalent group) |
| f. Other boys my age  | k. Other people that you think may be appropriate                        |
| g. My teacher         |  |

**Note: If the participants are not able to read the labels easily, use simple illustrations to represent each category. See Figure iii for some ideas.**

- Tell the group, "In your life, there are different people you can talk to about things, for example your mother, father, and other girls your age, etc." [Point to the labels for each group]. "If you experienced the situations that we have just discussed, or saw it happening to a friend, who would you talk to about this?"
- Tell participants to place a sticker/mark on all the people they would talk to and that they can start anywhere in the room. Tell participants they can pick as many people they like. If any participant has difficulties in identifying someone they can reach out for support, always remind them that they are not alone and can talk to a leader or someone from the Girl Guides and Girl Scouts.

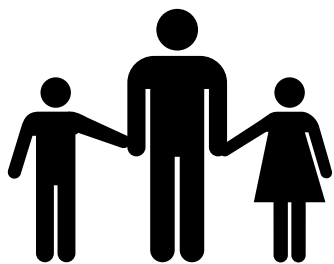
Give the children some time to think about their answers before recording their choices.

#### Figure ii

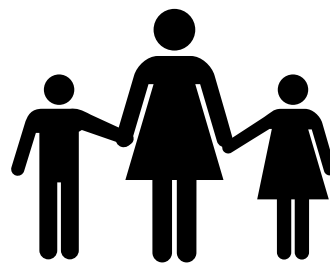
	Pre-Curriculum Responses 	Post-Curriculum Responses 
ROLE a		
ROLE b		
ROLE c		
ROLE d		
ROLE e		
ROLE f		
ROLE g		
ROLE h		
ROLE i		
ROLE j		
ROLE k		

## EARLY AND YOUNGER YEARS

Figure iii - Symbol Opinion Cards



My father



My mother



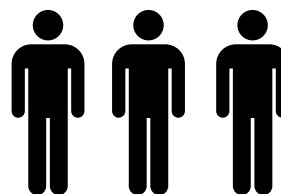
My sister



My brother



Other girls my age



Other boys my age



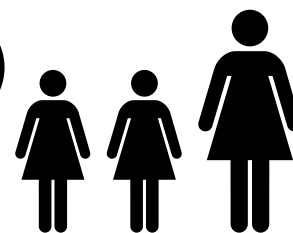
My teacher



My religious leader



My community leader



Someone in the Girl Guides or Girl Scouts  
(or an equivalent group)



## POST-CURRICULUM EVALUATION

When you have completed the curriculum, please repeat the activities A - C with your group. This will enable you to see whether the curriculum has changed their understanding and attitudes. In addition, please ask the participants the following questions and record all answers. These questions will help you to measure the impact of the curriculum on your participants.

Before you begin, don't forget to record the age and gender of your participants:

- Ask the questions below using either a 'power-walk' (described below) or hand-voting method with the participants closing their eyes. Explain there are no right or wrong answers, though you want them to be honest which is why they have their eyes closed. Tell participants they have the options of voting Yes, No, or Not Sure and that you will read each of the questions and then allow them to step forward or raise their hand for the statement they agree with.
- 'Power walk' method: Ask the group to stand in a circle and close their eyes. Those who answer positively to the question should step forward/move towards the centre of the circle (e.g. 'If you agree, step forward').
- Record the number of participants who answer Yes, No and Not Sure to each question.
- You may want to first run through one or two example questions with your group to make sure they understand the activity. For example, you can ask "Do you enjoy playing with your friends? Do you like doing housework?" If yes, step forward/raise your hand." [Pause and record responses, then ask them to step back]. "If no, step forward/raise your hand." [Pause and record responses, then ask them to step back]. "If you're not sure, step forward/raise your hand." [Pause and record responses, then ask them to step back].

### Question 1:

"Thinking about what you have learnt in the Voices Against Violence curriculum, do you now think differently about what GIRLS can do?"

### Question 2:

"Thinking about what you have learnt in the Voices Against Violence curriculum, do you now think differently about what BOYS can do?"

Record the numbers answering yes, no and not sure to each question and add this to your final evaluation report.

Questions	Yes	No	Not Sure
"Thinking about what you have learnt in the Voices Against Violence curriculum, do you now think differently about what GIRLS can do?"			
"Thinking about what you have learnt in the Voices Against Violence curriculum, do you now think differently about what BOYS can do?"			

## EARLY AND YOUNGER YEARS

Using the same method as outlined on page 86, ask participants the following question. Ask the participants to close their eyes while participating in this exercise. Explain to them that you want them to be honest which is why they have their eyes closed, remind them that there is no right or wrong answer. If the dynamic of the group means that it is not possible to do this exercise with their eyes closed, then ask them to write down the letter of the people that they feel they talk to, for example if they trust 'b – my mother' than put down 'b' on their piece of paper. Don't forget you can use the symbols in Figure iii on page 85.

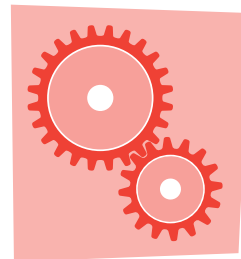
### Question 3:

"Thinking about our discussions from the past few weeks, have you talked to others about what you have learnt? Please raise your hand/write down the letter if you have spoken to the following people about the things you have learnt." Read out roles a – k below, repeat the question when necessary.

<b>"Have you spoken to .... about what you have learnt during this curriculum?"</b>	
a.	Father
b.	Mother
c.	Sister
d.	Brother
e.	Other girls my age
f.	Other boys my age
g.	Teacher
h.	Other Girl Guides/Girl Scouts (or, participants in this curriculum)
i.	Religious leader
j.	Community leader
k.	Other, please specify:

# TOOLS:

## PLANNING AND EVALUATING: MIDDLE AND OLDER YEARS



It is important to find out about participants' understanding and attitudes towards violence against women and girls. This can help you to build your curriculum and determine what issues you want to focus on. It can also help you to assess the risks in running the curriculum.

You can also use this questionnaire to evaluate the impact of the curriculum on your group.

### **Am I prepared to conduct the questionnaire?**

Before conducting the questionnaire, make sure you are familiar with Section 2 Preparation, step 2 Assess Risks of delivering the curriculum, step 3, Know your local Child Protection Procedure and step 7, Create a Safe and Supportive Space. Violence is a sensitive and challenging topic to discuss and you must be prepared to handle the questions that participants may have safely and sensitively. If any group member has any concerns about the content of the questionnaire or discloses an incident of abuse, follow your association's child protection policy.

Use this questionnaire to find out more about the attitudes and knowledge of your participants (middle and older years only). Read through the questionnaire and make sure that you are happy with it. Make copies of the questionnaire to deliver to your group. Repeat these activities at the end of the curriculum to measure the change in the group and to see what they have learned and understood.

Before you begin, record the number/gender/age of the participants taking part in the questionnaire. Retain their answers and compare them when you repeat the questionnaire at the end of the curriculum (about 1 to 2 months after the completion of the take action section). See Introduction to tools (page 76) for more information about using this tool.

### **Facilitation tips:**

1. Introduce the questionnaire and highlight that this will be confidential and anonymous. Explain that you will be collecting the questionnaires in a private bag or give everyone an envelope if you have them.
2. Explain that the questionnaire will help to develop the curriculum and to find out about the attitudes and understanding of young people across the world. We need honest answers from the young people as we are really interested in their views and thoughts. We are doing this questionnaire to ensure that we listen to young people and to help to stop violence against women and girls. You as group leader will be using the results to decide what forms of violence to focus on and to help you develop a curriculum that is appropriate for your group. WAGGGS will be using the results of the questionnaire to look at global trends about attitudes and levels of awareness on violence against girls and young women across all our members. Remember to thank the group for their time.
3. Ensure that you tell everyone where they can access support and who they can talk to. Try to organize a drop in on the day that you run the questionnaire for anyone to talk to you if they are affected by the questions.
4. Share a list of support services for participants to take away with them.
5. Ensure that everyone is silent and that they cannot see each other's questionnaire.
6. Hand out the questionnaire and ensure everyone has a silent, private space to answer the questions.
7. Ask everyone to fold the questionnaire in half and walk around collecting them in to a private bag when they have finished.
8. Collect the questionnaire and analyze the data anonymously.
9. Complete the online evaluation form or the form on page 96 and send it to WAGGGS.

## MIDDLE AND OLDER YEARS

# MIDDLE & OLDER YEARS: PARTICIPANT'S QUESTIONNAIRE

### ABOUT THIS QUESTIONNAIRE

*We are about to start a curriculum to help stop violence against girls and young women.  
We would like to find out a little more about what you think.*

*Perhaps these questions make you think of something that has happened to you or to a close friend or relative  
in the past or now, or that you are worried about. Whatever it is you can come and talk to us.*

There are no right or wrong answers. We will use this information to build a pathway of activities that suits your needs.

### THIS QUESTIONNAIRE IS COMPLETELY ANONYMOUS

This means: we don't ask your name and no one will know how you have answered the questions.

## Section A - Information about you

### 1. Are you? (please tick)

Male     Female    Other \_\_\_\_\_

### 2. What age are you? (please tick)

11 - 12     13 - 15     16 - 19     20 - 25     26 and over

## Section B - Understanding

Instructions: Please think about the statements below and circle your response.

**Leaders: Select at least 3 questions on gender discrimination from the list below. The same questions should be used on the pre- and post-curriculum questionnaires. Delete all the other questions and all the answers. The answers have been given for the leader's benefit so don't forget to delete them when you hand out the questionnaire.**

### 3. Understanding of gender discrimination

	ANSWER OPTIONS	ANSWER
As many girls around the world go to school as boys.	True / False	False
40% of the world's parliamentarians are women.	True / False	False
More boys in the world are taught how to read than girls.	True / False	True
Around the world, young girls are taken to the doctor by their families when they are ill as often as young boys.	True / False	False
It is discrimination if an employer tells a woman she will be paid less than a man because she is pregnant.	True / False	True
It is discrimination if a girl is told she cannot study a subject because her teacher thinks it is too difficult for girls.	True / False	True
It is discrimination if a boy is told he cannot do art because his parents think sports are better for boys.	True / False	True

## MIDDLE AND OLDER YEARS

**Leaders: Select at least 3 questions on violence against girls and young women from the list below. The same questions should be used on the pre- and post-curriculum questionnaires. Delete all the other questions and all the answers.**

### 4. Understanding of violence against girls and young women

	ANSWER OPTIONS	ANSWER
Girls that are married before the age of 18 are more likely to experience violence from their husband or family.	True / False	True
Girls that are married before the age of 18 often stay in school after they are married and achieve as much as girls who marry after 18.	True / False	False
20% of girls and young women under the age of 15 around the world are likely to experience sexual abuse.	True / False	True
Less than 1 million girls (aged 5-15) worldwide are forced to become sex workers each year.	True / False	False
Girls and young women who experience sexual violence are at greater risk for contracting HIV/AIDS and sexually transmitted infections, and are more likely to have unwanted pregnancies.	True / False	True
Girls and young women who experience sexual violence are more likely to experience depression, sleep difficulties, eating disorders, emotional distress, and suicide attempts.	True / False	True
Girls and young women who experience sexual violence may drop out of school or work and become isolated from their communities.	True / False	True
Female genital mutilation (FGM) does not negatively impact the long-term health of girls and young women.	True / False	False
Being pressurized into having sex or oral sex by a friend is not a form of violence.	True / False	False
Being threatened or scared by someone you are seeing or in a relationship with is a form of violence.	True / False	True

**Leaders: Select at least 2 questions on rights from the list below. The same questions should be used on the pre- and post-curriculum questionnaires. Delete all the other questions and all the answers.**

### 5. Understanding of rights

Violence against girls and young women is a human rights abuse.	True / False	True
Violence against girls and young women is the consequence of a lack of equality between men and women, girls and boys.	True / False	True
All boys have the right to go to school, but for girls it is a privilege.	True / False	False
Governments are responsible for ensuring all laws and policies do not discriminate against girls and women, but they do not have to take action to punish people who break these laws.	True / False	False
Women have the same right to vote and be elected to government as men.	True / False	True
Women have the right to equal pay for doing the same work as men.	True / False	True
Women have the same rights as men to choose whom they marry and the number of children they want to have.	True / False	True
It is ok for marriage to take place at any age as long as the parents of the bride and groom agree, regardless of whether the bride and groom agree.	True / False	False

## MIDDLE AND OLDER YEARS

### Section C - Attitudes

**Leaders: Select at least 3 statements on gender discrimination from the list below. The same statements should be used on the pre- and post-curriculum questionnaires. Delete all the unused statements.**

Instructions: Please indicate whether you agree or disagree with the statements below by placing a tick underneath the appropriate column.

#### 6. Attitudes towards gender discrimination

	AGREE	DISAGREE
Boys are naturally better at math(s) and science than girls.		
Boys are stronger than girls and they should not cry.		
Boys are naturally better at sports than girls.		
It is less important for young women to continue her education than young men, because women will stay at home to look after their families.		
Only men should work outside the home.		
Girls and women are naturally better at housework than boys and men, and should be primarily responsible for household chores such as cleaning and cooking.		
Women should primarily be responsible for taking care of children and elderly family members, and men for earning money.		
It is fair for some jobs (such as being in the police) to be open only to men because women cannot do them as well.		
Because boys and men work harder they need more time to rest at home.		
It is ok to not hire a woman or to pay her less because she is planning to have children.		

**Leaders: Select at least 3 statements on violence from the list below. The same statements should be used on the pre- and post-curriculum questionnaires. Delete all the unused statements.**

#### 7. Attitudes towards violence against girls and young women

	AGREE	DISAGREE
It is normal and harmless for girls and young women to be called sexual names in public.		
It is normal and harmless to make jokes about homosexual people.		
Pinching a girl's/young woman's bottom in public is harmless fun.		
Sexual images of girls and young women in the media do not create any harm.		
A girl should marry the person her parents want her to.		
Boys and young men cannot do anything to prevent violence against girls and young women.		
Girls and young women who dress sexily are responsible for any unwanted attention or violence they experience.		
If a girl or young woman accepts gifts, grades or money for sex she cannot be raped.		
A woman cannot be raped by someone she has already had sex with or is married to.		
If a woman does not say 'no', then she cannot be raped.		
It is expected that a woman should tolerate violence in order to keep her family together.		

## MIDDLE AND OLDER YEARS

### Section D - Preparedness

8. If you were to witness or experience personally gender discrimination and violence against girls and young women, who would you feel confident speaking to about the situation?

[Tick all that apply]

- My father       My mother       My sister       My brother
- Other girls my age       Other boys my age       My teacher
- My religious leader [Leaders: please adapt to make this specific to your community]
- My community leader [Leaders: please adapt to make this specific to your community]
- Someone in the Girl Guides or Girl Scouts [Leaders: please adapt to make this relevant to your group]
- Other (please specify): \_\_\_\_\_

9. If you were to speak to the following people about an incident of gender discrimination or violence against girls and young women, who do you think would support you and do something to address the situation? [Tick all that apply]

- My father       My mother       My sister       My brother
- Other girls my age       Other boys my age       My teacher
- My religious leader [Leaders: please adapt to make this specific to your community]
- My community leader [Leaders: please adapt to make this specific to your community]
- Someone in the Girl Guides or Girl Scouts [Leaders: please adapt to make this relevant to your group]
- Other (please specify): \_\_\_\_\_

10. Do you feel you can do something to reduce gender discrimination and violence against girls and young women?

- Yes       No

If yes, what do you think you can do? Please explain below:

If no, why not? Please explain below:








## MIDDLE AND OLDER YEARS

**11. Where do you feel you have opportunities to speak out against gender discrimination and violence against girls and young women? [Tick all that apply]**

<input type="checkbox"/> With my family	<input type="checkbox"/> Online/in social media (e.g. on Facebook, Twitter)
<input type="checkbox"/> With my partner	<input type="checkbox"/> With my friends
<input type="checkbox"/> In my school/job	<input type="checkbox"/> At a national level (e.g. in national papers or events)
<input type="checkbox"/> In my community	<input type="checkbox"/> At an international level (e.g. at an international event)
<input type="checkbox"/> In my GG/GS group	<input type="checkbox"/> Other (please specify): _____

**12. Please answer the questions below on how confident you are about your ability to deal with the following things:**

	 Very confident	 Confident	 Not sure	 Unconfident	 Very unconfident
Know where to access support if you experience violence					
Know how to help a friend if they experience violence					
Can recognize abuse in your own relationships					
Know how to safely intervene if you see or hear an incident					

**13. What is the best solution to stop violence against girls and young women? Please tell us your ideas!**

**1**

**2**

## POST-CURRICULUM EVALUATION

When you have completed the curriculum, please repeat the questionnaire above with participants and in addition, please ask the participants the following questions and record all answers. These questions will help you to measure the impact of the curriculum.

### Section E - Attribution

14. Would you say that your knowledge of gender discrimination and violence against girls and young women is generally better or worse compared to your peers?

- Worse       About the same       Better

15. Do you think your knowledge of gender discrimination and violence against girls and young women is due to your participation in the Voices Against Violence curriculum?

- Yes       No

### Section F - Action

16. Which of the following actions have you taken to contribute to ending gender discrimination and violence against girls and young women since completing the curriculum? [Please tick all that apply and indicate approximately how many times and where you have taken actions where specified.]

- Changed my own personal behaviour/actions to contribute to stopping gender discrimination and/or violence against girls and young women.
- Spoken out about gender discrimination and violence against girls and young women with friends or family.  
How many times? \_\_\_\_\_
- Spoken publicly (e.g. in my school, at a community event) about gender discrimination and violence against girls and young women.  
How many times and where? \_\_\_\_\_
- Written about gender discrimination and violence against girls and young women (e.g. at school, in a blog).  
How many times and where? \_\_\_\_\_
- Talked in social media about gender discrimination and violence against girls (e.g. Twitter, Facebook, Myspace, blog).  
How many times and where? \_\_\_\_\_
- No action taken.

17. If you have taken any of the actions above, would you have done so if you had not been involved in the Voices Against Violence curriculum?

- Yes       No

## MIDDLE AND OLDER YEARS

**18. Since completing the curriculum, have you done any of the following? [Tick all that apply]**

- Asked my friends, family or others to take action to address gender discrimination and violence against girls and young women.
- Been successful in getting my friends, family or others to take action to address gender discrimination and violence against girls and young women.
- Started up a community initiative to help address gender discrimination and violence against girls and young women

**19. Do you think that the actions you have taken have helped to reduce gender discrimination and violence against girls and young women?**

- Yes       No

If yes, how do you think your actions have helped to reduce gender discrimination and violence against girls and young women?

**20. Since completing the curriculum, have you been in contact with any decision makers (e.g. your local community leaders, your school principal) about gender discrimination and violence against girls and young women?**

- Yes       No

If yes, who have you been in contact with and what have you done?

# Thank you

for completing the questionnaire.

Please fold this questionnaire in half and hand it back to your group leader.

# MIDDLE & OLDER YEARS: PARTICIPANT'S QUESTIONNAIRE LEADER'S DATA COLLECTION FORM

Complete this form after collecting all the participants' questionnaires. You will need to complete the form twice – once after completing the pre-curriculum participant's questionnaire and once after completing the post-curriculum participant's questionnaire. If you are doing the pre-curriculum evaluation, please ignore the sections that ask for data from the post-curriculum questionnaire. You can complete the leader's data collection form online using the link below:

The Middle and Older Years' Post-Curriculum Leader's report can be accessed at the following web address:

<http://waggs.Voices-Against-Violence-Middle-Older-Years-Leaders.sgizmo.com/s3/>

Please either send this form to Voices against Violence Project Coordinator, World Association of Girl Guides and Girl Scouts, Olave Centre, 12c Lyndhurst Road, London NW3 5PQ, UK or email it to [stoptheviolence@wagggsworld.org](mailto:stoptheviolence@wagggsworld.org)

*(Please delete as appropriate)*

This is a pre-curriculum data collection form       This is a post-curriculum data collection form

## Section A - Information about participants

### 1. How many participants completed the questionnaire?

girls and young women       boys and young men

### 2. How many participants from each age group completed the questionnaire?

10 and under     11 - 12       13 - 15       16 - 19       20 - 25       26 and over

## Section B - Understanding

### 3. Understanding of gender discrimination

Please write in the three True/False statements that you used in the questionnaire, the number of participants who circled the correct response and the number of participants who provided answers to the question. Fill in the totals at the bottom of the table.

3. UNDERSTANDING OF GENDER DISCRIMINATION	NUMBER OF CORRECT ANSWERS	TOTAL NUMBER OF ANSWERS
<b>Total Answers</b>		

### 4. Understanding of violence against girls and young women

Please write in the three True/False statements that you used in the questionnaire, the number of participants who circled the correct response and the number of participants who provided answers to each question. Fill in the totals at the bottom of the table.

4. UNDERSTANDING OF VIOLENCE AGAINST GIRLS AND YOUNG WOMEN	NUMBER OF CORRECT ANSWERS	TOTAL NUMBER OF ANSWERS
<b>Total Answers</b>		

## MIDDLE AND OLDER YEARS

### 5. Understanding of rights

Please write in the two True/False statements that you used in the questionnaire, the number of participants who circled the correct response and the number of participants who provided answers to each question. Fill in the totals across the three questions at the bottom of the table.

5. UNDERSTANDING OF RIGHTS	NUMBER OF CORRECT ANSWERS	TOTAL NUMBER OF ANSWERS
<b>Total Answers</b>		

## Section C - Attitudes

### 6. Attitudes towards gender discrimination

Please write in the three statements that you used in the questionnaire and the number of participants who ticked each response. Fill in the totals at the bottom of the table.

6. ATTITUDES TOWARDS GENDER DISCRIMINATION	NUMBER OF CORRECT ANSWERS	TOTAL NUMBER OF ANSWERS
<b>Total Answers</b>		

### 7. Attitudes towards violence against girls and young women

Please write in the three statements that you used in the questionnaire and the number of participants who ticked each response. Fill in the totals at the bottom of the table.

7. ATTITUDES TOWARDS VIOLENCE AGAINST GIRLS AND YOUNG WOMEN	NUMBER OF CORRECT ANSWERS	TOTAL NUMBER OF ANSWERS
<b>Total Answers</b>		

## MIDDLE AND OLDER YEARS

### Section D - Preparedness

#### 8. Confidence in speaking about gender discrimination and violence

Please add up the number of ticks recorded for each group and fill in the totals in the table below.

GROUPS	NO. OF TICKS
My father	
My mother	
My sister	
My brother	
Other girls my age	
Other boys my age	
My teacher	
My religious leader	
My community leader	
Someone in the GG/GS	
Other	
<b>Total ticks</b>	

8a. If participants selected other, summarize the most frequently given answers:

#### 9. Support networks

Please add up the number of ticks recorded for each group and fill in the totals in the table below.

GROUPS	NO. OF TICKS
My father	
My mother	
My sister	
My brother	
Other girls my age	
Other boys my age	
My teacher	
My religious leader	
My community leader	
Someone in the GG/GS	
Other	
<b>Total ticks</b>	

9a. If participants selected other, summarize the most frequently given answers:

## MIDDLE AND OLDER YEARS

### 10. Sense of own capacity

Add up the total number of ticks in each category and record them in the table below.

QUESTION	YES	NO
Do you feel you can do something to reduce gender discrimination and violence against girls and young women?		

**10a. (If applicable) Summarize the key actions participants stated they felt they could do to reduce gender discrimination and violence against girls and young women:**

**10b. (If applicable) Summarize the key reasons participants gave to explain why they felt they could not do anything to reduce gender discrimination and violence against girls and young women:**

### 11. Awareness of opportunities to take action

Add up the total number of ticks in each category and fill in the totals in the table below.


LEVELS OF OPPORTUNITY	TOTAL NUMBER OF TICKS ACROSS ALL PARTICIPANTS
With my family	
Online/in social media	
With my partner	
With my friends	
In my school/job	
At a national level	
In my community	
At an international level	
In my GG/GS group	
None of the above	
Other	
<b>Total ticks</b>	

**11a. If participants selected other, please summarize the most frequently given answers:**



## MIDDLE AND OLDER YEARS

12. How confident do participants feel about their ability to deal with the following situations (record the numbers of participants who respond under each category):

	 Very confident	 Confident	 Not sure	 Unconfident	 Very unconfident
Know where to access support if you experience violence					
Know how to help a friend if they experience violence					
Can recognize abuse in your own relationships					
Know how to safely intervene if you see or hear an incident					
<b>Total ticks</b>					

13. Record any ideas for the best solution to stop violence against girls and young women:

## THE FOLLOWING SECTION SHOULD ONLY BE COMPLETED AS PART OF THE POST-CURRICULUM EVALUATION

### 14. Level of understanding

Add up the total number of ticks in each category and fill in the totals in the table below.

QUESTION	WORSE	ABOUT THE SAME	BETTER
Would you say that your knowledge of gender discrimination and violence against girls and young women is generally better or worse compared to your peers?			

### 15. Impact of curriculum on understanding

Add up the total number of ticks in each category and fill in the totals in table below.

QUESTION	WORSE	ABOUT THE SAME	BETTER
Do you think your knowledge of gender discrimination and violence against girls and young women is due to your participation in the Voices Against Violence curriculum?			

## MIDDLE AND OLDER YEARS

### Section E - Action

#### 16. Participants' actions to contribute to ending gender discrimination and violence against girls and young women

Add up the total number of actions reported in each category and fill in these totals in the table below.

ACTIONS	NUMBER OF PARTICIPANTS WHO TOOK THIS ACTION	TOTAL NUMBER OF ACTIONS REPORTED
Changed my behaviour		N/A
Spoken with friends/family		
Spoken publicly		
Written		
Talked in social media		
Total number of actions taken	N/A	
No action taken		N/A

#### 16a. (If applicable) If participants had spoken publicly, please provide a summary of where they said they had spoken out:

#### 16b. (If applicable) If participants had written something, please provide a summary of where they said they had written something:

#### 16c. (If applicable) If participants reported that they had talked in social media, please provide a summary of where they said they had talked about it:

#### 17. Impact of curriculum on actions taken

Add up the total number of ticks in each category and fill in the totals in the table below.

QUESTION	YES	NO
If you have taken any of the actions above, would you have done so if you had not been involved in the Voices Against Violence curriculum?		

## MIDDLE AND OLDER YEARS

### 18. Participants' influence on others

Add up the total number of ticks in each category and fill in the totals in the table below.

ACTIONS TO INFLUENCE	NUMBER OF PARTICIPANTS WHO HAVE TAKEN THIS ACTION
Asked others to take action	
Been successful in getting others to take action	
Started a community initiative	
<b>Total number of actions taken</b>	

### 19. Impact of participants' actions

Add up the total number of ticks in each category and fill in the totals in the table below.

QUESTION	YES	NO
Do you think that the actions you have taken have helped to reduce gender discrimination and violence against girls and young women?		

**19a. (If applicable) Summarize the key ways in which participants felt their actions had contributed to reducing gender discrimination and violence against girls and young women.**

### 20. Participants' influence on decision-makers

Add up the total number of ticks in each category and fill in the totals in the table below.

QUESTION	YES	NO
In the past 1-2 months, have you been in contact with any decision makers (about gender discrimination and violence against girls and young women?)		

**20a. (If applicable) If participants had been in contact with decision-makers, provide a summary of who they spoke to and what actions they took (e.g. requested a meeting):**

# LEADER'S FEEDBACK ON VOICES AGAINST VIOLENCE CURRICULUM

We value your views about the curriculum and we will use your feedback to improve future editions of the Voices against Violence Curriculum. Please take time to complete this feedback form and send it to WAGGGS (stoptheviolence@wagggsworld.org). Alternatively you will find this feedback form as part of the online Post-curriculum Leader's Report.

The Early & Younger Years' Post-Curriculum Leader's Report can be accessed at the following web address:  
<http://waggs.Voices-Against-Violence-Early-Younger-Years-Leaders.sgizmo.com/s3/>

The Middle and Older Years' Post-Curriculum Leader's report can be accessed at the following web address:  
<http://waggs.Voices-Against-Violence-Middle-Older-Years-Leaders.sgizmo.com/s3/>

If you would like to complete the form electronically please email stoptheviolence@wagggworld.org and we will send you an electronic version.

## PART 1: Information about participants

1. Compared to the wealth of an average family in your country, do you think your group members generally come from families that are...? *(Please tick one)*

Poorer than average     About average for our country     Wealthier than average

2. As part of the discussions during the curriculum, were there any disclosures of violence experienced by participants?

Yes     No *(skip to Question 3)*

If yes, how many participants disclosed this?

---

Your child protection procedure is set by your national association and will determine which guidelines you should follow. Please briefly describe how you handled disclosures without revealing any information on the identity of victims:

3. What themes and/or types of violence did you focus on with your group? Please provide a brief description below.

4. Please list below which curriculum sessions and activities you did with your group in the order you completed them. Please rate the overall quality of each session using the scale provided. An example is provided in the first row.

Curriculum Section	Age	Order of activities	QUALITY OF SESSION				
			Poor	Below average	Average	Good	Excellent
e.g. THINK	Early	a. Puppet b. Dolls c. Story	1	2	3	4	5
1.			1	2	3	4	5
2.			1	2	3	4	5
3.			1	2	3	4	5
4.			1	2	3	4	5
5.			1	2	3	4	5
6.			1	2	3	4	5

If you rated any of the sessions as 'Below average' or 'Poor' could you briefly explain why?

5. Of the curriculum activities you completed with your group, which did you find worked best and why?

6. Of the curriculum activities you completed with your group, which did not work well and why?

7. How much did you adapt the curriculum activities before using them with your group? (Please tick one)

<input type="checkbox"/> None – I did not adapt the activities at all (skip to question 8)	<input type="checkbox"/> A small amount – I made a few changes to the activities	<input type="checkbox"/> A decent amount – I made several changes to the activities	<input type="checkbox"/> A large amount – I made many changes to the activities
--	--	---	---

7a. If you did adapt the curriculum activities, what did you need to change?

8. Did you develop any new activities on the curriculum themes to add to your sessions?

Yes  No (*skip to Question 9*)

8a. (If yes) Could you please provide a brief description of the activities you developed?

9. During the 'TAKE ACTION' session you completed with your group, did your group plan a take action activity?

Yes  No (*skip to Question 10*)

9a. (If yes) Please could you provide a brief description of your group's chosen activity, including (i) an overview of the activity, (ii) whether the activity has taken place yet, and – if the activity has taken place– (iii) how many participants were involved, and (iv) any comments on the activity (e.g. successes, challenges):

10. Please rate the quality of the Voices Against Violence curriculum in the following areas:

Area	QUALITY OF CURRICULUM				
	Poor	Below average	Average	Good	Excellent
<b>Relevance</b> – How relevant were the materials to the situation of girls and young women in your country/region?	1	2	3	4	5
<b>Comprehensiveness</b> – Did the materials provide you with all the information you needed?	1	2	3	4	5
<b>Clarity</b> – How easy were the materials and activities to understand?	1	2	3	4	5
<b>Accessibility</b> – How easy were the materials and activities to use and adapt?	1	2	3	4	5
<b>Age appropriateness</b> – How appropriate were the materials and activities to the age of your group?	1	2	3	4	5
<b>Cultural appropriateness</b> – How appropriate were the materials and activities to the situation in your country/region?	1	2	3	4	5
<b>Impact evaluation</b> – How easy was it to administer the pre- and post-curriculum questionnaires, and complete the evaluation forms?	1	2	3	4	5

11. What were the best aspects of the curriculum?

12. How could the curriculum be improved?

13. Did you feel the level of training provided to you was sufficient?

<input type="checkbox"/> Definitely not	<input type="checkbox"/> Somewhat sufficient, would have preferred more training	<input type="checkbox"/> Sufficient, just the right level of training	<input type="checkbox"/> Too much, would have preferred less training
---	--	---	---

13a. How could the amount, content and/or delivery of the training be improved?

14. Did you have any contact with your Member Organization about implementing this curriculum?

<input type="checkbox"/> Yes	<input type="checkbox"/> No ( <i>skip to Question 15</i> )
------------------------------	--

14a. (If yes) Please rate the quality of your Member Organization (MO)'s support to implement the curriculum:

Area	QUALITY OF MO'S SUPPORT				
	Poor	Below average	Average	Good	Excellent
<b>Accessibility</b> – How easy was your MO to access?	1	2	3	4	5
<b>Usefulness</b> – How helpful was your MO's training and support?	1	2	3	4	5
<b>Timeliness</b> – Did your MO provide you with the support when you needed it?	1	2	3	4	5
<b>Overall</b> – How would you rate your MO's support generally?	1	2	3	4	5

14b. (If yes) How could your MO better support you in delivering the curriculum?



15. Did you have contact with any other Group Leaders in your country or internationally about implementing the curriculum?

Yes  No (skip to Question 16)

15a. (If yes) How helpful was the support you received from other Group Leaders (please circle 1 – 5)?

Not helpful at all		Helpful		Extremely helpful
1	2	3	4	5

15b. (If yes) How could Group Leaders better support you in the implementation of the curriculum?

16. Did you experience any resistance from parents, local organizations, leaders or other groups in implementing the curriculum?  
(Please tick one)

<input type="checkbox"/> No, we did not experience any resistance (skip to question 17)	<input type="checkbox"/> Yes, we experience a small amount of resistance	<input type="checkbox"/> Yes, we experienced a decent amount of resistance	<input type="checkbox"/> Yes, we experienced a large amount of resistance
---	--	--	---

16a. If you did experience resistance, could you briefly explain who you experienced resistance from and how you resolved it?

17. Did you partner with any local organizations, leaders or other groups in implementing the curriculum?

Yes  No (skip to Question 18)

17a. (If yes) If you did work with partners, could you briefly explain who you partnered with and the nature of the partnership?

18. Have you heard of the World Association of Girl Guides & Girl Scouts (WAGGGS) before?

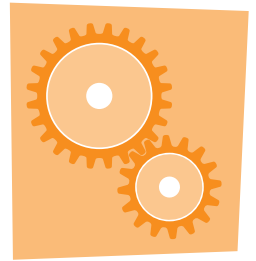
Yes  No

18a. (If yes) Were you aware that this curriculum is part of an international campaign to stop violence against girls and young women led by WAGGGS?

Yes  No

# TOOL:

## ENGAGING THE COMMUNITY



Use this tool to help you to identify partners within the community to help you deliver the curriculum. Use it with Section 2 Preparation, step 4 Build Local Partnerships.

### MAKE CONTACT

Name three local community leaders that could support the curriculum to stop the violence against girls and young women? For example think about religious, cultural and local government leaders, representatives of leading women's organizations, popular media personalities, etc. Or are there any other groups or individuals that could be important allies – such as schools or the police?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Name a contact at a child protection service, or a children's or women's group that you can work in partnership with?

\_\_\_\_\_

Ask the people named above the following questions:

- What are girls and young women most at risk of?
- What are the biggest barriers to ending violence against girls and young women?
- What can we do together to raise awareness to end violence against girls and young women?
- How can you support the prevention work and also accept referrals and help girls who are being hurt?
- What local or national campaigns can we get involved in?
- How can we help boys to develop positive attitudes and behaviours?

Name three parents that you will consult with on the development of the curriculum:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

What activities will you use to engage parents?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

What are the teachers doing in your local schools to stop violence against women and girls? Promote gender equality? Or to create respectful relationships?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name 3 things that you can do to involve teachers in your local school in this curriculum:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Work out how you can best make contact and make good partnerships with the people you have identified.

# GLOSSARY

**Consent** means that someone is able to freely say “yes” or “no” to something. Consent requires that the person knows what they are saying “yes” to and that they do not feel pressurized to say “yes.” Silence or the inability to say “no” does not imply consent.

**Control** means forcing another person to do or not do things. This includes forcing religious beliefs or cultural practices on someone, deciding who the person can have relationships with, acting excessively jealous or possessive, and constantly checking up on the person or monitoring their activities. It may also include forcing someone to undertake sexual acts with another person.

**Convention** refers to an agreement or promise between countries to uphold certain norms, principles, laws and standards to protect the rights and wellbeing of people. Treaties, covenants, international agreements or legal instruments are other words for convention. Once a country ratifies a convention, the government is legally obliged to do everything in its power to respect the rights outlined in it.

**Disclosure** happens when a child or adult says or indicates that they are being or have been abused or hurt. A child or adult may also disclose abuse or violence happening to another child or adult (this is known as third party disclosure).

**Discrimination** happens when people act in ways that limit other people’s rights, opportunities and ability to participate fully in society. Discrimination can occur on the grounds of race, class, sex, gender, age, religion, disability, ethnicity, or sexual orientation. It includes attitudes, behaviours, and practices that result in people being treated differently because of social characteristics rather than their personal skills, capabilities or rights. Discrimination can also happen when people are treated the same, when they would need to be treated differently to achieve the same result. Policies and laws can also be discriminatory. Girls can face different and multiple forms of discrimination, for example they can be discriminated against because of their age and because of their gender.

**Dowry** is a response to the demands or expectations of a groom or his family on his bride’s family. Dowry includes gifts, money, goods or property given from the bride’s family to the groom or in-laws before, during or anytime after the marriage.<sup>90</sup>

**Dowry-related Violence:** Any act, including murder, rape, battery, harassment and other forms of physical abuse as well as psychological abuse associated with the giving or receiving of dowry at any time before, during or after the marriage.

**Duty-bearer** refers to people and institutions that have a duty or obligation to assure the rights of girls are respected, protected and fulfilled. The Government is a primary duty-bearer. We all have a duty to uphold, respect and protect each other’s rights, so in this respect all humans are duty-bearers. Parents, other caregivers, families, intimate partners, community members, civil society organizations (like WAGGGS), international agencies (like the United Nations) have a responsibility to promote girls’ rights.

**Economic violence** means using money and other financial resources to control someone. This includes denying someone access to the household’s money or closely monitoring their spending; spending their money without their permission; and preventing them from earning their own income, getting an education, or advancing their career.

**Emotional violence** includes putting someone down, making fun of them, calling them names, or trying to humiliate them; making someone feel worthless or treating them badly (for example, constantly criticizing or ridiculing them); making someone feel crazy or playing mind games; bullying or manipulating someone; or harassing or stalking someone.

**Empowerment** means expanding people’s ability to take control of their lives and make important life choices. This means expanding people’s power or helping them to discover the power they already have.

**Female infanticide** refers to the practice of murdering female infants.

**Female foeticide** refers to the practice of aborting female foetuses because of their gender.

**Gender** refers to the economic, social and cultural attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.<sup>91</sup>

**Gender equality** refers to the enjoyment of equal rights, responsibilities and opportunities of girls, boys, men and women. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality is not a women's issue but should concern and fully engage men and boys as well as women and girls. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Equality between women and men is a human right.<sup>92</sup>

**Gender inequality** is defined as a disparity and imbalance in power, status, rights and opportunities between women and men, girls and boys. Gender is a socially constructed concept, and determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. This results in women and girls being discriminated against and prevented from enjoying their human rights.<sup>93</sup>

**Gender discrimination** refers to discrimination on the basis of one's sex.

**Gender-based violence** refers to violence directed against a person because of his or her gender and expectations of his or her role in a society or culture. Gender-based violence highlights the gender dimension of these types of acts. In other words, the relationship between females' subordinate status in society and their increased vulnerability to violence. Given the disproportionate numbers of women and girls that experience violence, the terms 'gender-based violence' and 'violence against women' are frequently used interchangeably. It is important to note, however, that men and boys may also be victims of gender-based violence, especially sexual violence.

**Girl** refers to a person under 18 years of age who was born or who identifies as female. Girls include infants, children and adolescents. Girls are not all the same. Their needs and experiences may differ depending on issues such as their age, who they live with, the type of community they live in, how much money they or their family have, their faith, their ethnicity, their health and ability, and their relationship status.

**Homophobia** is fear, rejection, or aversion, often in the form of stigmatizing attitudes or discriminatory behaviour, towards homosexuals and/or homosexuality.

**Human rights** - see rights

**Incest** is sexual activity with a person from within the immediate family. However, the exact relationships which can be construed as incest will vary from culture to culture.

**Neglect** means denying or failing to provide the affection, food, health care, safety, shelter and other resources that people need to thrive.

**Perpetrator** is a person who is the abuser. In the case of violence against girls and young women they are normally male and often known by the victim.

**Physical violence** refers to the use of physical force to hurt someone or damage something, or intimidating someone with the threat of physical force, gestures, looks that instil fear, etc.

**Policy** refers to a plan of action. Governments develop policies to guide their decision-making, spending, programmes and services.

**Power** can mean having freedom of choice and action to shape one's life, including the control over resources, decisions and institutions necessary to do so.

**Prejudice** refers to unfounded opinions, attitudes or judgments (usually negative) about a person or a group of people.

**Reproductive rights** are human rights. These rights rest on the recognition of the basic rights for all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to the highest attainable standard of sexual and reproductive health. They also include the right of all to make decisions concerning reproduction free of discrimination, coercion and violence. These rights are based on internationally recognized universal rights.

**Rights** are freedoms and entitlements that belong to everyone because they are human. Rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society.

**Rights-based approach** refers to activities, programmes and services that are designed to promote, fulfil and respect human rights. Such approaches support those with less power to demand their rights, while holding duty-bearers accountable to fulfil their obligations to rights-holders.

**Root causes** are the initiating causes that lead to an outcome and often allow it to persist. Economic, political, social and cultural factors are often cited as root factors of gender inequality and violence against women and girls.

**Sex** refers to the biological differences between girls and boys, and women and men.

**Sexual abuse** is an act or threat of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes, but not limited to: attempted or committed rape, any forced and non-consensual sexual act, as well as sexual behaviour that the victim finds humiliating and degrading. Sexual abuse is often committed against a child by an adult or older child – whether carried out by force, under duress, or by taking advantage of a position of superiority or trust.

**Sexual exploitation** is any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sometimes sexual exploitation is accompanied by the promise of rewards for complying with a sexually-oriented request or the threat of reprisal for refusing such a request – including in exchange for good grades, school fees, or supplies.

**Sexual harassment** is an “unwanted and unwelcome sexual behaviour that interferes with your life. Sexual harassment is not behaviour that you like or want and can include for example unwanted kissing, touching, flirting and stalking.”<sup>94</sup> It can take the form of unwelcome sexual advances, requests for sexual favours, or other verbal or physical harassment of a sexual nature.

**Sexual rights** are considered to include, amongst other things, people’s right to: choose their sexuality, sexual orientation and gender identity; engage in consensual and legal sexual behaviours and to attain the highest standard of sexual health including access to sexual and reproductive healthcare services; seek and impart information and education in relation to sexuality; have respect for bodily integrity; have a free choice of partner; decide to be sexually active or not; and pursue a safe sexual life. Some of these rights are based on internationally recognized universal rights.

**Sexual violence** is “is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object”.<sup>95</sup>

**Social change** refers to efforts to solve problems in society by taking action to solve these problems and to make things better for society as a whole. Unlike charity work (which provides services and resources to meet people’s immediate needs), social change focuses on solutions that address the root causes of problems.

**Stereotypes** are mental images that organize and simplify one’s notion or image of a person or group of people. These oversimplifications contribute to discrimination and prejudice. Gender stereotypes refers to widely held beliefs about the characteristics, behaviours and roles of girls and boys, women and men.

**Stigma** refers to prejudice, negative attitudes, abuse and maltreatment directed towards individuals or groups of people associated with a particular circumstance, quality, or characteristics. Stigma is often based on harmful stereotypes and prejudices.

**Transphobia** is the fear, rejection, or aversion, often in the form of stigmatizing attitudes or discriminatory behaviour, of transsexuals, transgender people, and transvestites.

**Violence against girls and young 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 and girls, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.<sup>96</sup>

**Young woman** (WAGGGS definition) refers to a person under 30 years of age who was born or identify as female. Like girls, young women are not all the same.

For further definitions, see also

<http://www.endvawnow.org/en/articles/347-glossary-of-terms-from-programming-essentials-and-monitoring-and-evaluation-sections.html>

# APPENDIX



World Association  
of Girl Guides  
and Girl Scouts

Association mondiale  
des Guides et des  
Eclaireuses

Asociación  
Mundial de las  
Guías Scouts

## WAGGGS CHILD PROTECTION POLICY

September 2011

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#### WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

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## THIS CHILD PROTECTION POLICY AIMS TO:

- Adopt the highest possible standards and take all reasonable steps in relation to the safety and welfare of the children with whom WAGGGS comes into contact in the course of its work.
- It is impossible to ensure that no child ever comes to any harm while in contact with WAGGGS. However, implementing this policy and following the guidelines will enable those who undertake work with children to be confident that they have taken all reasonable precautions to prevent harm occurring, whilst being prepared to deal with an incident should it occur.
- WAGGGS expects all those working with children and young people under the age of 18 years in any capacity – paid or voluntary – to apply this policy. The policy therefore applies to all staff, trustees, volunteers and contractors.
- All those covered by the policy have an individual duty and responsibility to do everything that is reasonably within their power to ensure the safety and welfare of children whilst they are in contact with WAGGGS.
- WAGGGS has designated senior members of staff to take specific responsibility for child protection matters. WAGGGS' Child Protection Representatives are:

The Chief Executive; Global Operations Director; World Centres' Director;  
Human Resources Manager and World Centre Managers

All cases of alleged or suspected abuse should be immediately reported to your designated Child Protection Representative or in their absence to the Chief Executive. In the absence of any of the above named Representatives, you should contact the relevant Social Services or statutory body.

## PROCEDURAL GUIDANCE

### Awareness

**WAGGGS will ensure that all staff, volunteers and others are aware of the problem of child abuse and the risks to children.**

Concerns may relate to physical abuse, sexual abuse, neglect or emotional abuse of a child.

Physical abuse is defined as actual or likely physical injury to a child, or failure to prevent physical injury to a child.

Sexual abuse occurs when there is actual or likely exposure of a child to inappropriate sexual activity. This could include activities ranging from inappropriate touching to sexual intercourse, and from exposure to pornographic material to sexual exploitation.

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of their health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or failure to ensure access to appropriate medical care or treatment.

Emotional abuse is the persistent emotional ill treatment such as to cause severe and persistent adverse effects on the child's emotional development.

Collectively these terms are referred to as Child Protection issues. Concern may be felt after one incident or emerge over a period of time following an escalation of events or concerns. Information leading to the concern may come from various sources – observation, statements made by a child, by another member of the family, friend or by a staff member or volunteer.

### Prevention

**WAGGGS will ensure that through awareness and good practice, staff, volunteers and others minimize the risks to children.**

It is important for all staff, volunteers and others in contact with children to:

- Be aware of situations which may present risks and manage these
- Plan and organise the work and the workplace so as to minimise risks
- As far as possible, be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Empower children – discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem



## Reporting and Referring

**WAGGGS will ensure that staff, volunteers and others are clear about what steps to take where concerns arise regarding the safety of children.**

WAGGGS designated Child Protection Representatives are:

The Chief Executive; Global Operations Director; World Centres' Director;  
Human Resources Manager and World Centre Managers

It is the role of WAGGGS designated Child Protection Representative/s to manage the process of referring child protection concerns to Social Services or relevant child protection statutory body, if outside of the UK, who will take responsibility for any further action.

The Child Protection Representatives will be a contact point for external agencies needing to contact WAGGGS about child protection matters. They will also identify the need for support that any employee or volunteer may have when involved in an abuse case and to liaise with the necessary parties to establish how this support can be offered.

All concerns and allegations, whatever their origin, must be taken seriously and considered with an open mind which does not pre-judge the situation.

In circumstances where a child discloses information about abuse, it is important to listen to the child. Do not question her/him. Never stop a child who is freely recalling significant events and do not ask them to repeat their story to a colleague or to write it down.

Acknowledge the feelings of whoever is disclosing, let the person explain in their own way and at their own pace.

In circumstances where a child has an injury but no explanation is volunteered, it is acceptable to enquire as to how the injury was sustained. If there are concerns about the explanation given, these must be referred to the designated WAGGGS Child Protection Representative who will take responsibility for any further action.

All information shared must be documented as soon as possible. The written record needs to include the name of the author, the date and time it was written, the setting, the personnel present as well as Services or statutory body intervention.

The staff member, volunteer or other should make it clear to whoever disclosed that this is what they are doing and they should be kept informed of any action taken.

Do not promise confidentiality and where possible seek their agreement for the referral. If a child does not want to disclose to their parents, the referral should still be made and the Social Services or statutory body will decide the appropriate action.

If the disclosure is around past abuse, with no assessed risk of that abuse recurring to the child, discussions should be held with the main carer as to whether further action needs to be taken. However, they need to be clear that WAGGGS may have a duty to report the matter to the relevant statutory body.

Make it clear that you are making a Child Protection Referral. When you are making a referral regarding child protection concerns, it is important to have the following information readily available:

- Name, date of birth, nationality, gender of child, address and telephone numbers.
- The reasons for your concerns.
- Injuries and or/other indicators observed.
- Child's first language.
- Details of any specific needs of the child e.g. disability.
- Details of family members if known.
- Member Organization.
- Family doctor.

The information is likely to be shared with other agencies and/or the police and on the basis of the information gathered, they will then make an initial assessment on what further action is necessary or appropriate. A verbal referral must be confirmed in writing within 24 hours.

When abuse by WAGGGS staff, volunteers or other is disclosed or suspected, or there are suspicions about their behaviour, which may meet the criteria for abuse then the following procedure will take place:

The matter will be immediately referred to the Chief Executive, who will inform the Chair of Trustees. In all instances, the police will be informed as a criminal offence may have been committed. The procedures to be followed for the protection of the child are those outlined above.

The staff member or volunteer who is alleged to have abused or suspected of abuse will be suspended immediately from work on full pay. Such action does not assume that the allegations are true but is designed to protect any child/children allegedly involved and also to protect the alleged perpetrator from any further allegations or harassment/intimidation of the children or witnesses.

Any internal investigation according to disciplinary procedures will be held in abeyance until the police, social services or statutory body have indicated that they have no further involvement.

## Responding

**WAGGGS will ensure that action is taken to support and protect children where concerns arise regarding possible abuse.**

No member of staff or volunteer should investigate reports of physical or sexual abuse by him/herself. Alleged victims, perpetrators, those reporting abuse and others involved should not be interviewed beyond the point at which it is clear that there is an allegation.

Medical attention should be sought immediately for the child if required. Any individual to whom an allegation of child abuse is made should then:

### Step 1:

Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding leading the child by making suggestions or asking questions that introduce their own ideas about what may have happened.

### Step 2:

Stop asking any more questions as soon as the child has disclosed that she/he believes that something abusive has happened to him/her or to someone else.

### Step 3:

Tell the child that that relevant designated Child Protection Representative or Authority will now be made aware of the issue.

### Step 4:

Depending on the age of the child, ask the child what steps she/he would like taken to protect her/him now that an allegation has been made and assure her/him that WAGGGS will try to follow those wishes.

### Step 5:

Report the information immediately to the designated Child Protection Representative. If the allegation or suspicion is about the designated person, the report should be made to the Chief Executive.

## Recruitment and Selection

All staff members, including temporary, fixed term or casual workers, must be subject to WAGGGS' selection and recruitment procedures as follows:

- All candidates must complete an application form.
- The HR department should verify the person's identity by his/her birth certificate, passport or other formal document, preferably something bearing a photograph. The HR department should also check the candidate's right to live and work in the designated country.
- The HR department should verify any qualifications stated on the application form.
- All shortlisted candidates must have an interview (face-to-face or telephone) with the two members of the recruiting team.
- Any gaps in employment or inconsistencies in the candidate's history must be identified and reasons given.
- Written references (two minimum) should be taken up prior to the employment of the successful candidate – no staff member may begin employment until all reference checks are through.
- Advice should be sought prior to recruiting someone with a criminal record or record of other offences.
- New members of staff must undergo a supervised probationary period including a comprehensive induction (which must cover Child Protection Policy and Procedures).

***All successful candidates, including volunteers who may come into contact with children and young people must be subject to enhanced disclosure through checks by the CRB.***

The appointment will only proceed if the pre-employment checks prove satisfactory and the disclosure provides no cause for concern as to the suitability of an individual to work with children.

# WAGGGS CODE OF CONDUCT AND BEHAVIOUR

All WAGGGS staff and volunteers have an individual duty and responsibility to comply with the policy and to abide by the Code of Conduct:

## ***Staff and others must never:***

- Hit or otherwise physically assault or physically abuse children.
- Develop physical or sexual relationships with children.
- Develop relationships with children that could in any way be deemed exploitative or abusive.
- Act in ways that may be abusive or may place a child at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative.
- Have a child/children with whom they are working to stay alone overnight at their home unsupervised.
- Sleep alone in the same room or bed as a child with whom they are working.
- Do things for children of a personal nature that they can do for themselves.
- Condone or participate in behaviours with children that are illegal, unsafe or abusive.
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse.
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour.

## ***It is important for all staff and others in contact with children to:***

- Be aware of situations which may present risks and manage these.
- Plan and organise the work and the workplace so as to minimise risks.
- As far as possible, be visible in working with children.
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed.
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged.
- Talk to children about their contact with staff or others and encourage them to raise any concerns.
- Empower children – discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

*Approved by the Chairman's Team, June 2011*

*Ratified by the World Board, September 2011*

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