

# **Communication Skills in Working with Survivors of Gender-based Violence**

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## **A Five-Day Training Curriculum**

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**Reproductive Health Response in Conflict Consortium**

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# DAILY EVALUATION FORM

TODAY'S DATE \_\_\_\_\_

- 1) How valuable were today's sessions for you, based on a scale of 1 to 5?  
(1 = not valuable at all; 5 = extremely valuable)

|-----|-----|-----|-----|-----|

**1**                      **2**                      **3**                      **4**                      **5**

- 2) Identify 3 things from today that will be useful to you in your job.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

- 3) Please provide any comments or recommendations regarding the content of today's training.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4) Please feel free to write any additional comments here.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Activity Sheet: Match the Proverbs and the Sayings\*

## Instructions

Write one half of each saying on separate pieces of paper and distribute one piece of paper to each participant.

Tell the participants the sayings have been divided and now the two halves of each saying are not matched correctly.

Ask the participants to match up the correct halves of the sayings. After they have “found” their other half, ask participants to stand in a line and discuss as a group what participants think the sayings mean.

Tell the participants what the sayings mean if they have not guessed this correctly.

\*Excerpted from: **Gender or Sex: Who Cares? IPAS (2001)**

## Sample proverbs and sayings and their meanings

### **Men are gold, women are cloth**

(saying from Cambodia: this means that women, like a white cloth, are easily soiled by sex while men can have repeated sexual encounters and be polished clean like gold each time)

### **Husbands of ugly women always wake scared**

(saying from Brazil: this means that men think badly about women who are not beautiful)

### **Women are like a duiker's dung**

(Bemba proverb from Zambia: this means that women are as plenty as duiker's dung; if your wife misbehaves, throw her away and find another one – a duiker is an antelope)

### **He who listens to women suffers from famine at harvest time**

(Tonga proverb from Zambia: this means one must not put too much weight on women's words; it might lead to trouble later on)

### **Men are like cars and women are like parking spaces**

(expression from an Asian country: this means that men can choose their partners (parking spaces) while women have no choice – anyone can park in them as they are fixed spaces)

### **Husbands who help their wives are called slaves of the wife**

(saying from India: this means that men who help women are not “real men”)

### **The kind of love between a husband and wife in the early days of the marriage is absent after the birth of children**

(saying from India: this means that romantic love changes when parents have to take care of their children) 5

### **If the hours are long enough and the pay is short enough, someone will say it's women's work**

(Swahili proverb: this means that women generally have to work harder and earn less than men)

### **It is believed that women are governed by weak “star” so they often become possessed by evil spirits**

(a saying from India: this means that women tend to be more unstable than men)

### **A house without an owner is like a woman without a husband**

(bilingual Sumerian and Akkadian proverb: this means that a woman alone is not complete as a human being)

### **A woman's place is in the kitchen**

(proverb from the USA: this means that women should stay at home and only do domestic work)

### **Strong winds and ugly women only break twigs**

(saying from Brazil: they both cause problems)

### **In the hands of women rests the dignity of the house**

(saying from India: this means that what people think about a family depends on a woman's behavior)

### **A boy who is a coward should wear bangles in his hands**

(saying from India: this means that boys who are afraid or who do not like violence are like women or girls)

## CLIENT SCENARIO\*

**Purpose:** To demonstrate how lack of coordination among actors can negatively impact on clients.

**Resources:** A ball of string and pieces of paper or card, each with one of the following written on it: Women's Leader, Traditional Healer, Grievance Committee, Legal Advisor, Nurse, Police Officer, Doctor, Camp Security, UNHCR Protection Officer, Social Worker, Camp Management.

**Method:** Get the group to stand in a circle. Ask for a volunteer to be a client and a volunteer to be her mother and bring them into the centre of the circle. Give the mother the ball of string. Randomly give members of the circle each one of the pieces of paper with a different title and ask them to hold it up so everyone can see it.

Explain that the client is a seven year old girl living in a refugee camp and that her mother suspects that a neighbor has raped her daughter. Explain that the mother doesn't know what to do, so she takes her daughter to the 'Women's Leader' for advice. **Tell the mother to walk her daughter over to the person holding the 'Women's Leader' label and to give her the end of the string to hold onto while the mother keeps hold of the rest of the ball.** Explain that the mother tells the 'Women's Leader' the story and 'Women's Leader' sends the mother and daughter to the 'Traditional Healer'. **Tell the mother and daughter to walk over to the 'Traditional Healer' unrolling the ball of string. When they reach the 'Traditional Healer' the mother hands the string to that person to hold, but keeps the ball.** Explain the 'Traditional Healer' listens to the story, examines the daughter, says she thinks the girls has been abused, gives some medicine and advises the mother to go to the 'Grievance Committee'. **Tell the mother and daughter to carry the ball of string to the 'Grievance Committee' and give it to that person to hold onto, while keeping the ball.** Explain that the mother tells the 'Grievance Committee' the story and is told that rape is a crime under national law and that the mother must go and get legal advice. **Tell the mother and daughter to walk over to the 'Legal Advisor' and give this person some string to hold onto.** Explain that the mother tells the story to this person who advises her to take her daughter to the clinic for an examination. **Tell the mother and daughter to walk over to the 'Nurse' and give this person some string to hold onto.** Explain that the mother tells the story to the 'Nurse' who does a physical examination and tells the mother to go to the police. **Tell the mother and daughter to walk over to the 'Police Officer' and give this person some string to hold onto.** Explain that the mother tells the story to the 'Police Officer' who interviews the daughter and says he will investigate, but explains he needs a medical certificate from a doctor. **Tell the mother and daughter to walk over to the 'Doctor' and give this person some string to hold onto.** Explain that the mother tells the 'Doctor' the story and this person performs another physical evaluation and gives the mother a medical certificate to give to the police. **Tell the mother and daughter to walk over to the 'Police Officer' and give this person some string to hold onto.** Explain that a few days pass and the neighbor has come over and threatened the mother because he's

heard she's been talking about him in public. **Tell the mother and daughter to walk over to the 'Camp Security' and give this person some string to hold onto.** Explain that the mother tells this person the story and expresses that she is scared. This person advises the mother to go to the Police and to the UNHCR Protection Officer. **Tell the mother and daughter to walk firstly over to the 'Police Officer' who says he/she hasn't been able to investigate because there is no transport. Then tell the mother and daughter to walk over to the 'UNHCR Protection Officer' and give this person some string to hold onto.** Explain that the mother tells the story to the Protection Officer who says UNHCR will help with safety, but advises the mother to go to the NGO Social Worker who can also help. **Tell the mother and daughter to walk over to the 'Social Worker' and give this person some string to hold onto.** Explain that the mother tells the story to the 'Social Worker' who takes down the information, informs the mother of what services are available and the procedures to go through to get help and also tells the mother this has happened to many other girls and it would be good to tell camp management because then they might be able to take action to prevent further incidents.

**Debrief:** By this time the client and mother are in the middle of a tangle of string with all the different actors holding a piece of the tangle. Ask the group what they can see. After facilitating a discussion, review how many times the client and mother had to tell the story, how many examinations were undertaken, how much time and energy, and possibly, resources, the client and mother had to use. Ask for suggestions on how this can be avoided. Finally emphasize the importance of coordination and having a good system in place to help clients.

\*Adapted from Vann, B, Training Manual Facilitator's Guide: Multisectoral and Interagency Response to Gender-based Violence in Populations Affected by Armed Conflict, JSI Research and Training Institute/RHRC Consortium, Washington, DC, 2004.



# VIOLENCE JEOPARDY GAME \*

## Answers

\* Adapted from Family Health International (FHI), Understanding Sexual and Gender-based Violence: an Introduction for Health Care Providers, June 2001.

MYTHS AND FACTS	GLOBAL STATISTICS AND INFORMATION	CHARACTERISTICS OF VIOLENCE	CONSEQUENCES OF VIOLENCE	Responding to Violence: Case Management
<p>No. Alcohol and drug abuse do <u>not</u> cause violence. They can, however, intensify existing violent behavior.</p>	<p>No. Violence is a greater cause of death and disability among women than all the others combined.</p>	<p>Slapping; pushing; shaking; beating; pinching; biting; scratching; choking; burning; physically confining (locking in a room, tying up); using a knife, gun, or other weapon; and coercing others to commit such acts.</p>	<p>Unwanted pregnancy; gynecological problems; STIs, including HIV; miscarriage; pelvic inflammatory disease; chronic pelvic pain; unprotected sex; self-abortion; urinary tract infections; maternal mortality, and AIDS.</p>	<p>Lack of technical competence, training, and resources; cultural stereotypes and negative social attitudes around violence against women; time constraints; institutional restrictions; fear of offending the patient; frustration with the patient's non-compliance or resistant behavior; knowing the abuser; women's reluctance to disclose violence; and provider's own experience of abuse.</p>
<p>False. No one "asks for" or enjoys a violent physical or sexual attack. Rape is a violation of body, mind, and spirit. It takes away a person's control over their body and choices.</p>	<p>False. In most countries, it is <u>legal</u> for a man to rape his wife.</p>	<p>Actual or threatened use of physical harm to force a person to engage in a sexual act against their will; attempted or completed sex act with a person who is unable to avoid participation, communicate unwillingness, or understand the nature of the act; abusive sexual contact or touching a person's sexual body parts against their will; refusing to use contraceptives or condoms; and does not necessarily involve intercourse and can include unwanted touching or fondling or rape with an object.</p>	<p>Anxiety; fear; guilt; shame; embarrassment; grief; depression; suicidality; sadness; isolation; worry; low self-esteem; sexual dysfunction; eating problems; obsessive-compulsive disorder; anger/irritability; and post-traumatic stress disorder.</p>	<p>Assessment Support Education Referral Follow-up</p>

False. While some studies have shown a correlation between poverty and levels of violence, others have indicated that women who are more educated than their husbands may be at greater risk of violence. Domestic violence affects <u>all</u> women, regardless of age, religion, ethnic or racial group, socio-economic status, educational background, and sexual orientation.	One.	Gender-based violence is violence that is perpetrated against a person's will, and is based on his/her gender roles, responsibilities, expectations, privileges, and limitations. GBV may be physical, sexual, emotional, or social.	Shame, inaccessibility of services, poor response or inappropriateness of services, fear of reprisals, minimizing problem, risk to children, family/cultural expectations.	Such plans might include keeping a bag packed with important documents, money, keys, and extra clothes for herself and her children; establishing a signal/code with family or friends; or identifying a safe place to go ahead of time.
False. Sexual violence is not an act of passion. It is a violent crime in which sex is used as a weapon.	Female genital mutilation.	Yes. Because of women's and girls' subordinate status in virtually all countries around the world, they are at greater risk of being harmed based on gender.	Miscarriage, premature labor, and delivery of premature or low birth weight infant.	May include shelters, legal services, social workers, police, hospitals, mental health services, local hotlines, child protective services, support groups, and trained clergy.

# **ACTIVITY SHEET**

## **VIOLENCE IN YOUR COMMUNITY**

- **WHAT CAUSES GENDER-BASED VIOLENCE IN YOUR COMMUNITY?**
- **WHAT ARE THE CONTRIBUTING FACTORS TO GBV IN YOUR COMMUNITY?**
- **WHAT ARE THE CONSEQUENCES OF GBV ON INDIVIDUALS, FAMILIES, AND COMMUNITIES?**
- **WHAT ARE COMMUNITY ATTITUDES AND RESPONSES TO GBV?**
- **WHY DO MANY SURVIVORS OF GBV NOT SEEK HELP?**

# VIOLENCE JEOPARDY GAME\*

## Materials Needed:

- 5 sheets of paper with the following categories written on them: 1) Myths and Facts About Violence; 2) Global Statistics and Information; 3) Characteristics of Violence; 4) Consequences of Violence; and 5) Responding to Violence: Case Management
- 20 sheets of paper with the following amounts of money written on them: \$200; \$400; \$700; and \$1,000 (4 each) or amounts of money relevant to the setting where the training is conducted
- 20 sheets of paper with one question from the attached matrix written on each sheet (the answer should not be written on the paper)
- Prize for winning team

## Instructions:

1. Prior to the start of the game, the categories should be posted on a wall. Below each category, four amounts of money (\$200, \$400, \$700, and \$1,000) and four questions should be posted. A question should be placed behind each amount of money, so that when the top sheet is removed, the question is revealed.
2. Divide the participants into three to four teams. Each team should line up one person behind the other.
3. The first person from Team 1 chooses a category and question by specifying a dollar amount. The facilitator then removes the dollar amount to reveal the question. That person has one chance to answer the question (with no help from his/her team members). If they answer correctly, then the next person in line gets to choose a category and question. This goes on until one of the team members is unable to answer a question correctly. Then the first person from Team 2 chooses a category and question. If they answer correctly, the next person on his/her team goes. If they answer incorrectly, then the first person from Team 3 takes a turn. When a person from Team 3 misses a question, it is Team 1's turn again. This goes on until all of the questions have been answered.
4. When a question is answered correctly, that amount of money goes to the appropriate team. At the end, the team with the most money wins and is given a prize.

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\* Adapted from Family Health International, Understanding Sexual and Gender-based Violence: an Introduction for Health Care Providers, June 2001.

# VIOLENCE JEOPARDY GAME

## Questions

MYTHS AND FACTS	GLOBAL STATISTICS AND INFORMATION	CHARACTERISTICS OF VIOLENCE	CONSEQUENCES OF VIOLENCE	Responding to Violence: Case Management
Do alcohol and drug abuse cause violence?	According to the World Health Organization, cancer, malaria, traffic accidents, and war are greater causes of death and disability among women than violence. True or False?	Name 3 forms of physical violence.	Name 3 reproductive health consequences of violence against women.	Name 3 barriers that providers may face when addressing violence against women.
Sexual assaults can be caused by the victims because of the way they dress or act – true or false?	In most countries, it is illegal for a man to rape his wife – true or false?	Name 3 forms of sexual violence.	Name 3 psychological health consequences of violence against women.	What are three important tasks for the provider when offering case management services to a survivor?
Domestic violence is more likely to affect poor, uneducated, rural women.	According to the World Health Organization’s global statistics, how many women in 5 have been physically or sexually abused by a man at some point in their life?	Define gender-based violence.	Name 3 reasons a survivor might not seek help.	When helping a client to develop a personal safety plan, what are 2 courses of action a provider might recommend?
Sexual violence is an expression of the aggressor’s sexual desire.	What form of violence have 100 to 180 million women and girls in the world suffered, mostly in Africa?	Around the world, women and girls are at greater risk of gender-based violence than men or boys. True or false?	Name 3 possible problems associated with battering during pregnancy.	Name 3 resources in your community where you could refer a woman who was being abused by her partner.

**Communication Skills in Working with Survivors of Gender-based Violence  
Training Workshop**

**Pre-/Post-Test**

**1. Define gender-based violence.**

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**2. Name 5 types of gender-based violence.**

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**3. Name the sectors involved in a multisectoral GBV response framework:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**4. What kinds of events can cause trauma?**

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**5. Why is it not good for a service provider to advise a survivor what to do?**

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**6. What does the acronym GATHER stand for?**

- G:** \_\_\_\_\_
- A:** \_\_\_\_\_
- T:** \_\_\_\_\_
- H:** \_\_\_\_\_
- E:** \_\_\_\_\_
- R:** \_\_\_\_\_

**7. How can a service provider demonstrate active listening skills?**

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**8. What is vicarious trauma?**

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**9. Identify two methods of supervision of staff who work with GBV survivors.**

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**10. Why is staff supervision important when working with survivors of GBV?**

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**11. Name three things that are important to include in a case record of a GBV survivor.**

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**12. Name three things that you might NOT want to include in a case record of a GBV survivor.**

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# *Communication Skills in Working with Survivors of Gender-based Violence*

## **A Five-day Training of Trainers Workshop**

### **TRAINING OUTLINE**

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#### **Day I      Participant Introductions and Overview of Gender-based Violence**

Session 1      Setting the Climate

- Welcome and Introductions
- Training Overview and Logistics
- Participant Expectations
- Establishing Ground Rules

Session 2      Understanding Key Concepts

- Sex vs. Gender
- Gender-based Violence (GBV)
- Examples of GBV

Session 3      Developing a Framework to Understand and Respond to GBV

- GBV in Your Community: Causes, Contributing Factors, Consequences
- Multisectoral Model

#### **Day II      Engagement Strategies in Working with Survivors**

Session 1      Understanding the Survivor

- Basic Psychological Needs
- Brief Introduction to Trauma Theory
- Identifying Common Reactions to Trauma
- Coping Skills

Session 2      Introduction to Engagement Techniques

- What Makes an Effective Service Provider?
- Active Listening
- Barriers to Good Listening
- Self-Assessment

**Day III**      **Engagement Strategies (con't)**

- Session 1      What is your role? What is your goal?
- Active Screening, Crisis Debriefing, Case Management, and Counseling
  - Introduction to Assessment
  - GATHER Model

- Session 2      Important Issues in Working with Survivors
- Special Populations
  - Protocols for Action with Special Populations
  - Safety Precautions for the Service Provider

**Day IV**      **Supporting the Service Provider**

- Session 1      Introduction to Vicarious Trauma
- Defining and Coping with Vicarious Trauma

- Session 2      Introduction to Self-Care
- Self-Care for the Service Provider

- Session 3      Supervision
- Role of the Supervisor
  - Responsibilities of the Supervisee

**Day V**      **Service Provider Responsibilities and Community Referrals  
Facilitation Skills Overview, Training Review and Evaluation**

- Session 1      Record Keeping and Confidentiality
- The Fundamentals of Record Keeping
  - Ensuring Confidentiality

- Session 2      Coordinated Community Response and Advocacy
- Coordinating a Community Response: Applying the Multisectoral Model
  - The Service Provider as an Advocate

- Session 3      Facilitation Skills Overview, Training Review and Evaluation
- Facilitation Skills Overview
  - Week in Review
  - Wrap-up and Evaluation



# SEX vs. GENDER\*

\*Adapted from Williams, S. *The Oxfam Gender Training Manual*, Oxfam UK, 1994.

## Definitions of Sex and Gender

**Sex** refers to physiological attributes that identify a person as male or female:

- Type of genital organs (penis, testicles, vagina, womb, breasts)
- Type of predominant hormones circulating in the body (oestrogen, testosterone)
- Ability to produce sperm or ova (eggs)
- Ability to give birth and breastfeed children

**Gender** refers to widely shared ideas and expectation (norms) concerning women and men. These include ideas about 'typically' feminine or female and masculine or male characteristics and abilities and commonly shared expectations about how women and men should behave in various situations. These ideas and expectations are learned from: family, friends, opinion leaders, religious and cultural institutions, schools, the workplace, advertising, and the media. They reflect and influence the different roles, social status, economic and political power of women and men in society.

# DEFINITION OF GENDER-BASED VIOLENCE

- *Gender-based violence* (GBV) is an umbrella term used for any harm that is perpetrated against a person's will and that has a negative impact on the physical or psychological health, development, and identity of the person.
  - The violence is the result of gender-based power differences between men and women, among males, and among females.

GBV may be physical, sexual, psychological, economic, or socio-cultural.

Categories of perpetrators may include family members, community members, and/or those acting on behalf of or according to the disregard of cultural, religious, or state institutions.

***Almost always and across all cultures GBV principally impacts women and girls.***

## **GLOBAL STATISTICS\***

- A 1982 study of Guatemalan refugee women found that their most overwhelming fear was that of being raped**
- 20,000 to 50,000 women were raped during the war in Bosnia and Herzegovina**
- The vast majority of Tutsi women in Rwanda's 1994 genocide were exposed to GBV; of those, it is estimated that a quarter to a half million *survived* rape**
- An estimated 50,000-60,000 women in Sierra Leone have histories of war-related sexual assault**
- An estimated 40,000 Burmese women are trafficked each year into Thailand's factories, brothels, and domestic work**
- In a 1995 survey of post-conflict Nicaragua, 50 percent of female respondents had been beaten by a husband**
- 76 percent of prostitutes surveyed in Rwanda in 1998 who had undergone HIV testing were seropositive**

**•A 1999 national government survey found that 37 percent of Sierra Leone's prostitutes were less than 15 years of age, and more than 80 percent of these were unaccompanied children**

**•25 percent of Azeri women surveyed (2000) acknowledged being forced to have sex: those at greatest risk were among the internally displaced, 23 percent of whom acknowledged being beaten by a husband**

**\*Statistics cited in Ward, J. If not now, when?: Addressing gender-based violence in refugee, internally displaced, and post-conflict settings, RHRC Consortium, 2002.**

**For more statistics on the global prevalence of GBV, please visit [www.rhrc.org](http://www.rhrc.org)**

# Types of GBV Around the World\*

## Sexual Assault and Abuse

<i>Type of act</i>	<i>Description/Examples</i>	<i>Can be perpetrated by</i>
<b>Rape and marital rape</b>	Forced/coerced intercourse	Any person, including husband, partner or care-giver
<b>Sodomy</b>	Forced /coerced anal intercourse, usually male-to-male or male-to-female	Any person in a position of power
<b>Attempted rape or attempted sodomy</b>	Attempted forced/coerced intercourse; no penetration	Any person in a position of power
<b>Sexual abuse/exploitation</b>	Sexual interactions against her will (e.g., perform in sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engaging in pornography or forced prostitution)	Anyone in a position of power, influence, control, including humanitarian aid workers

<p><b>Child sexual abuse, defilement, incest</b></p>	<p>Sexual relations with a child (any person under 18 years of age)</p>	<p>Often perpetrated by someone the child trusts, including parent, sibling, extended family member, friend or stranger, teacher, elder, leader; anyone in a position of power over a child</p>
<p><b>Forced prostitution</b> (also referred to as sexual exploitation)</p>	<p>Forced/coerced sex-trade in exchange of material resources, services, and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children</p>	<p>Any person in a privileged position, in possession of money or control of material resources and services, perceived as in power. Includes Humanitarian aid workers</p>
<p><b>Sexual harassment</b></p>	<p>Any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature</p>	<p>Soldiers/officials at checkpoints, teachers; employers, supervisors or colleagues; any person in a position</p>

		of power, authority, or control.
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### Physical Violence

<b><i>Type of act</i></b>	<b><i>Description/Examples</i></b>	<b><i>Can be perpetrated by</i></b>
<b>Physical assault</b>	Beating, punching, kicking, biting, etc., with or without weapons; often used in combination with other forms of sexual and gender-based violence	Spouse, partner, family member, friend, acquaintance, stranger, anyone in position of power
<b>Trafficking, slavery</b>	Selling and/or trading in human beings for forced sexual activities	Any person in a position of power or control; often accompanied by promises of money and a “good job”

## Emotional, Psychological and Socio-economic Abuse

<b><i>Type of act</i></b>	<b><i>Description/Examples</i></b>	<b><i>Can be perpetrated by</i></b>
<b>Abuse / Humiliation</b>	Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling her to engage in humiliating acts, often in public; denying basic expenses for family survival	Anyone in a position of power and control; often perpetrated by spouses, partners or family members in a position of authority
<b>Discrimination and/or denial of opportunities, services</b>	Exclusion, denial of access to education, health assistance or remunerated employment; denial of property rights	Family members, society, institutions and organizations, government actors
<b>Confinement</b>	Isolating a person from friends/family, restricting movements	Anyone in a position of power and control; often perpetrated by spouses, partners or family members in a position of authority
<b>Obstructive</b>	Denial of access to	Family, community,

<b>legislative practice</b>	exercise and enjoy civil and political rights, mainly to women.	institutions and State
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### **Harmful Traditional Practices**

<b><i>Type of act</i></b>	<b><i>Description/Examples</i></b>	<b><i>Can be perpetrated by</i></b>
<b>Female genital mutilation (FGM)</b>	Cutting of genital organs for non-medical reasons, usually done at a young age; ranges from moderate to extreme cutting, removal of genitals, stitching	Traditional practitioners, supported, condoned, and assisted by families, religious groups, entire communities
<b>Early marriage</b>	Arranged marriage for girls under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions)	Parents, community and State
<b>Forced marriage</b>	Arranged marriage for girls under the age of legal consent or women against their wishes; often a dowry is paid to the family; if she refuses, there are violent and/or	Parent, family members

	abusive consequences (Legally, such unions would not be considered marriage because of age and/or force)	
<b>Honor killing and maiming</b>	Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender that are believed to bring shame on the family or community (e.g., pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family)	Parent, husband, other family members, or members of the community
<b>Infanticide and/or neglect</b>	Killing, withholding food, and/or neglecting female children because they are considered to be of lesser value in a society	Parent, other family members
<b>Denial of education for girls or women</b>	Removing girls from school so they can perform expected gender roles in families	Parent, other family members

*\*Source: Guidelines for the Prevention and Response of Sexual and Gender-based Violence Against Refugees, Returnees, and Internally Displaced Person, UNHCR, Geneva, 2002.*

## **WHICH IS IT: SEX or GENDER?\***

- 1. Women give birth to babies, men don't.**
- 2. Little girls are gentle and boys are tough.**
- 3. In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved dramatically.**
- 4. Among Indian agricultural workers, women are paid 40-60 percent of the male wage.**
- 5. Women can breast feed babies, men can bottle feed babies.**
- 6. Most building site workers in Britain are men.**
- 7. In Ancient Egypt, men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.**
- 8. Men's voices break at puberty, women's do not.**
- 9. In one study of 224 different cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house building.**
- 10. According to U.N. statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income.**

**\*Adapted from Williams, S. *The Oxfam Gender Training Manual*, Oxfam UK, 1994.**