

Module 2: Introduction to GBV

Overview

This module provides information to lay the foundation for the entire training program. Step by step, each session builds participants' understanding of the key concepts and principles behind "gender-based violence" and "violence against women."

This module also contains optional exercises and activities that reinforce learning from the sessions and can be fun for participants.

Training Goals

1. To help participants understand and describe the key concepts and basic issues underpinning all forms of gender-based violence.
2. To increase participants' abilities to discuss the key concepts in ways that can be well understood by the community and by staff.

Key Learning Points

- Gender-based violence is violence that occurs based on gender roles, expectations, limitations, etc. GBV therefore largely affects females in most societies; males are also victims/survivors of GBV, but most gender discrimination occurs against females because they are disempowered in most societies as compared to their male counterparts.
- GBV involves the abuse of power
- GBV involves some type of force, including threats and coercion. Force is not always physical force. Using the word "violence" implies physical violence, but the meaning is broader than that.
- Acts of GBV are violations of fundamental human rights.

Total Time

1 hour and 45 minutes (plus 4 hours for optional sessions)

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Notes to Facilitators

This module contains basic information that some participants may already know. This prior knowledge allows this module to be highly participatory, with much of the teaching coming from participants themselves. Many participants have probably studied some of the concepts and topics in this module. Probably very few, if any, have considered the concepts together in this way to form an understanding of the meanings behind the words “gender-based violence.”

The module contains a number of short topics using mainly large group lecture and discussion. To avoid participant boredom or confusion, be sure to keep the discussions lively and actively facilitate to maximize participation.

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Session 2.1–Sex vs. Gender: What is the difference?

Length	15–30 minutes
Overview	This is a brief review of the concept of “gender,” which has a different meaning than the word “sex.” This session is designed for participants who have had prior gender training. (See Notes to Facilitator below.)
Learning Objectives	<ol style="list-style-type: none">1. Understand the different meanings of the English words “sex” and “gender”2. Explore social and cultural expectations for males and females, and illustrate the difference between those based on sex and those based on gender3. Reinforce the meaning of gender
Preparation	None
Materials	Flip chart Markers
Session type	Lecture, discussion, and activity

Notes to Facilitators

Participants’ understanding of the concept of gender is essential for all remaining modules in this training manual. The session as written here includes only one quick exercise at the end to verify and reinforce participants’ knowledge of the difference between sex and gender. This will not be sufficient discussion and analysis for participants who are learning about gender for the first time in this workshop.

You must determine whether your training group needs or could benefit from additional exercises for further analysis of the concept of gender. (See User’s Guide for discussion of pre-workshop activities to help you determine knowledge and experience of participants in advance of the workshop.) An excellent gender training resource is the *Oxfam Gender Training Manual*, published by Oxfam UK and Ireland (to order, go to Oxfam’s website). The Oxfam manual contains many training exercises with clear instructions for facilitators. You can select activities and exercises most appropriate for your training group.

Procedure

1. On the flip chart, write the word “sex” on the left side and “gender” on the right side.
2. Ask participants to explain the meaning of these two words. Write their responses under the appropriate heading.
3. Ask what the two words mean in their mother tongue (in groups that include people who speak English as a second language). Are there separate words that specifically mean sex and gender in the local language?
4. Explain the definitions of sex and gender, including the Key Discussion Points below.
5. Write on another blank flipchart “Social/cultural expectations” and divide the sheet into two columns: one for Men/Boys and one for Women/Girls.
6. Ask participants to tell you some social/cultural expectations for men and boys in their society.
7. Repeat Step 6 for women and girls.

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8. For each expectation noted, discuss with participants if this expectation is based on sex or gender. For example, the expectation for women to have children is based on sex but the expectation for women to do the cooking for a family is based on gender.
9. Explain to participants that you are almost ready to close this session. First, you want to verify that everyone is clear about the differences between sex and gender. Read a few of the following examples (or write your own statements) and ask participants to indicate whether the statement is based on sex or gender¹.
 - Women give birth to babies, men don't (S)
 - Little girls are gentle, boys are tough (G)
 - Women can breastfeed babies, men can bottle-feed babies (S)
 - Most building-site workers in Britain are men (G)
 - Men's voices break at puberty, women's do not (G)
 - According to UN statistics, women do 67% of the world's work, yet their earnings for it amount to only 10% of the world's income (G)

Key Discussion Points

- ◆ Sex
 - Refers to the physical/biological differences between males and females
 - Determined by biology
 - Does not change (without surgical intervention)
- ◆ Gender
 - Refers to the social differences between males and females
 - Determined by social factors—history, culture, tradition, societal norms, religion
 - “Gender” in any given society involves the socialization for boys and girls, men and women that determines roles, responsibilities, opportunities, privileges, limitations, and expectations
 - Gender definitions can change
- ◆ Gender is a neutral term, neither good nor bad, right nor wrong
- ◆ For some, the word “gender” has become associated with women’s issues and women’s programs, feminists, and for some people gender has become a negative word that connotes exclusion or hatred of men. In fact, “gender” refers to both males and females.
- ◆ The term “gender” is widely used in humanitarian aid programs. Surprisingly and unfortunately, many humanitarian workers do not understand its meaning.
- ◆ Gender is an English word; the meaning has changed over time. Twenty years ago, “gender” had the same definition as “sex.” The word does not translate easily into other languages. For each language, we must find a way to describe the concept of gender in ways that can be understood, not simply use the English word “gender.”

It is useful to ask a few participants to translate “sex” and “gender” into local languages. Try to get the group to agree to use these translated definitions when talking about gender. Emphasize that inserting the English word “gender” into discussions in other languages is not an effective way to teach the concept of gender.

¹From The Oxfam Gender Training Manual, Oxfam UK, 1994, Activity 16, The Gender Game.

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Session 2.2—Power, Use of Force, Consent

Length	45 minutes
Overview	This session explores the meaning of three important concepts behind the term “gender-based violence.” The three concepts are combined in this session, but they are introduced and discussed one by one, to continue building participant understanding carefully, step-by-step. Two case examples are used for group discussion to reinforce learning about these concepts.
Learning Objectives	<ol style="list-style-type: none">1. Identify the relationship between abuse of power and GBV.2. Understand that the term “violence” in the context of GBV means using some type of force, which may or may not include physical force.3. Understand the meaning of “informed consent” and its relationship to GBV.
Preparation	None
Materials	Flip chart Markers
Session type	Lecture/discussion, individual activity, group activity

Procedure

Power (5 minutes)

1. On the flip chart, write the word POWER.
2. Ask the group “what gives someone power?” and write their answers on the flipchart.
3. Discuss various types of power—ask for some examples (without names) of people who have power in the world, in the community.
4. Explain that GBV is about abusing power. Whether the power is “real” or perceived, the victim of the abuse believes the power is real.
5. Tape the Power flip chart to the wall nearby, where it can be seen and referred to later in the session.

Use of Force (5–10 minutes)

6. On a new blank flipchart, write the word VIOLENCE.
7. Ask each participant to take a piece of paper and write two words or phrases to describe what we mean by ‘violence’ when we’re talking about gender-based violence. This is an individual activity, not group work. Allow a few moments for everyone to write their two words.
8. Go around the room, one by one, asking each person to give ONE word/phrase they wrote. Put the words on the flip chart. Keep going around the room until you have everyone’s words on the flipchart.
 - This should be a very quick exercise; ask participants not to repeat things from their lists that others have already said.
 - Participants usually give a combination of examples of types of violence as well as some definitions of the word “violence.” Write all on the flip chart.
9. Stand back from the flip chart and facilitate a short discussion to call out the key discussion points. Clarify any confusing points; cross out any words or phrases that participants agree do not belong on the list.

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10. At the top of the flip chart, write USE OF FORCE next to VIOLENCE. Should look like this

VIOLENCE / USE OF FORCE

11. Summarize by explaining that violence in this context involves the use of some type of force, real or implied – and this is a key element in defining what we mean when we say “gender-based violence.”
12. Tape the Violence flip chart on the wall near the Power flip chart, where they both can be seen and referred to later in the session.

Informed Consent (5 minutes)

13. On a new blank flipchart, write the word CONSENT.
14. Ask participants what consent means to them. Write their responses on the flipchart. Discuss their responses and be sure to stress the two necessary components of consent: that it is informed and voluntary.
15. Summarize the session by pointing to all three flip charts—POWER, VIOLENCE/USE OF FORCE, CONSENT. Quickly review the main points of each of these key concepts.

Activity 2.3 (20 minutes)

Read the following examples to participants. Then ask each question and discuss before moving on to the next.

- In a very traditional and patriarchal family, the father of a 19 year old girl tells her that he has arranged for her to marry a certain man. The girl does not know the man very well, he is much older than she is, but she agrees to the marriage.

Do you think this kind of situation could happen?
Did she give her informed consent to this marriage?
Was there any force used in this incident?
Who is more powerful in this example – father or daughter?
What kind of power does this father have?
What kind of power does the daughter have?
How does power relate to choice in this example?

- A refugee woman with 3 children approaches an armed soldier at a checkpoint. The woman has been separated from the rest of her family and community; she is seeking refuge at a town on the other side of the checkpoint. The soldier asks the woman for some money to pay the fee; then he will let her through the checkpoint (there is no fee – he is asking for a bribe). The woman explains she has no money and nothing of value to offer. The soldier tells the woman that he will let her through if she has sex with him. The woman agrees.

Do you think this kind of situation could happen?
Did she give her informed consent for sex? (No; this was rape)
Was there any force used in this incident?
Who is more powerful in this example—soldier or woman?
What kind of power does this soldier have?

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What kind of power does this woman have?
How does power relate to choice in this example?

Key Discussion Points



Power

- Perpetrators can have “real” or “perceived” power. Some examples of different types of power and powerful people:
 - Social—peer pressure, bullying, leader, teacher, parents
 - Economic—the perpetrator controls money or access to goods/services/money/favors; sometimes husband or father
 - Political—elected leaders, discriminatory laws, President of the United States
 - Physical—strength, size, use of weapons, controlling access or security; soldiers, police, robbers, gangs
 - Gender-based (social)—males are usually in a more powerful position than females
 - Age-related—often, the young and elderly people have the least power
- Power is directly related to choice. The more power one has, there are more choices available. The less power one has, fewer choices are available. Unempowered people have fewer choices and are therefore more vulnerable to abuse.
- Gender-based violence involves the abuse of power. Unequal power relationships are exploited or abused.
- Do all people with power abuse their power? (No.)



Violence—Use of Force

- “Force” might be physical, emotional, social or economic in nature. It may also involve coercion or pressure. Force also includes intimidation, threats, persecution, or other forms of psychological or social pressure. The target of such violence is compelled to behave as expected or to do what is being requested, for fear of real and harmful consequences.
- Violence consists of the use of physical force or other means of coercion such as threat, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person.
- Using violence involves forcing someone to do something against her/his will—use of force.



Consent

- Consent means saying “yes,” agreeing to something. Informed consent means making an informed choice freely and voluntarily by persons in an equal power relationship.
- Acts of gender-based violence occur without informed consent. Even if she says “yes,” this is not true consent because it was said under duress—the perpetrator(s) used some kind of force to get her to say yes.
- Children (under age 18) are deemed unable to give informed consent for acts such as female genital cutting (FGC), marriage, sexual relations, etc.

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Session 2.3–Human Rights

Length	10 minutes
Overview	All acts of GBV are violations of fundamental human rights. This session briefly explores human rights in the context of GBV, which is another basic concept or principle that will lead participants to a clear understanding of the meaning of “gender-based violence.”
Learning Objectives	To understand the relationship between human rights and GBV
Preparation	None—OR—Among the participants in your training group, there may be a UNHCR protection officer or human rights worker or lawyer. Before this session, ask these participants to be prepared to give very short (2–3 minutes), informal information about human rights to the larger group during this session.
Materials	Flip charts Markers
Session type	Lecture/discussion

Procedure

1. Write “Human Rights” on the flip chart. Ask participants who has human rights and write their responses on the paper. Discuss the concept that everyone has human rights.
2. Ask the respondents who or what grants human rights. Discuss the concept that nobody has to give these rights to you because you have them automatically from birth.
AND/OR—Ask the Protection officer or lawyer in the group to give information about human rights.
3. Ask participants for examples of human rights and write their responses on the paper.
4. Ask how these concepts apply to refugees and IDPs in camps.
5. Discuss.

Key Discussion Points

- ◆ Human rights are universal, inalienable, indivisible, interconnected and interdependent.
- ◆ Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- ◆ Prevention of and response to gender-based violence is directly linked to the protection of human rights.
- ◆ Acts of gender-based violence violate a number of human rights principles enshrined in international human rights instruments. These include, amongst others:
 - the right to life, liberty and security of person,
 - the right to the highest attainable standard of physical and mental health
 - the right to freedom from torture or cruel, inhuman, or degrading treatment or punishment
 - the right to freedom of opinion and expression, to education, to social security and to personal development

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- ◆ In many countries, refugees are not permitted to leave camps and/or work. This means that host governments sometimes deny refugees some of their basic human rights as defined in some instruments -- specifically, the rights of freedom of movement, freedom to work. Often in these situations, host governments will cite security and governance concerns as overriding human rights concerns for some people. What do you think of this?

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Session 2.4—Survivors and Perpetrators

Length	15 minutes
Overview	At least two people are involved in any act of GBV: the person who commits the act and the person to whom it is committed. This session identifies these two persons as the Perpetrator and the Survivor. The words we use with survivors make an important impression. If we call them victims, we reinforce their powerlessness and weakness. If we call them survivors, we are celebrating their strength and supporting their continuing recovery.
Learning Objectives	<ol style="list-style-type: none">1. To understand the difference between a “survivor” and a “victim” and the importance of using these words and choosing which to use and when.2. To understand the meaning of the term “perpetrator.”
Preparation	None.
Materials	Flip charts Markers
Session type	Lecture/discussion

Procedure

1. Write SURVIVOR and VICTIM on the flip chart.
2. Ask the group to explain the difference between these two terms. Discuss.
 - What comes to mind when you hear the word “victim”? “Survivor”?
 - What does a survivor look like? What does a victim look like?
 - The words we use communicate a message to people who are listening. Survivor is the preferred term for those who have lived through a GBV incident.
 - Who might be especially at risk of becoming a victim or a survivor?
3. On a blank flipchart, write the word PERPETRATOR.
4. Explain that a perpetrator is a person who commits an act of GBV. There might be only one perpetrator, or there might be more.
5. Ask the group to list types of people who can be perpetrators—no names, just types of people. Write responses on the flip chart. Continue to ask until you have a long list (at least 10 of types of people).
6. Close the session by emphasizing to the group that in any act of GBV, there is a survivor and a perpetrator. Therefore, all of our actions in prevention must address potential survivors and potential perpetrators. And all of our actions in response need to address both the survivor and the perpetrator, when the perpetrator is known.

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Key Discussion Points

- ◆ Survivor is the preferred term for a person who has lived through an incident of gender-based violence.
- ◆ It is useful to visually demonstrate with your body language what a victim looks like and what a survivor looks like:
 - The word “victim” conjures an image of someone who is weak, sick, small, hunched over, crying, clothed in rags, unable to function in the world. It is a sad, disempowering word.
 - The word “survivor” conjures an image of someone who stands straight and tall, uses eye contact, walks with confidence, lives life to the fullest. It is a powerful, empowering word.
- ◆ Survivors/victims can include:
 - Children, especially Unaccompanied Minors (UAMs), fostered children
 - Women because they are usually second class, culturally considered inferior
 - Unaccompanied females, without male protection
 - Single women, female headed households
 - Mentally and/or physically disabled females and males
 - Economically disempowered people
 - Junior staff males and females, students, less privileged community members
 - Minority groups; e.g., ethnic, religious
 - Asylum seekers, internally displaced persons
- ◆ A perpetrator is a person, group, or institution that inflicts, supports, or condones violence or other abuse against a person or group of persons. Characteristics of perpetrators:
 - Persons with real or perceived power
 - Persons in decision making positions
 - Persons in authority
- ◆ Categories or groups of people who are potential perpetrators:
 - Intimate partners (husbands, boyfriends)
 - Influential community members (teachers, leaders, politicians)
 - Security forces, soldiers, peacekeepers
 - Humanitarian aid workers (international, national, refugee staff)
 - Strangers
 - Members of the community
 - Relatives (brothers, uncles, parents, aunts, sisters, etc.)
 - Anyone who is in a position of power
- ◆ For any incident of GBV, there is a survivor and a perpetrator. Therefore, all our actions in prevention and response need to address both the survivor and the perpetrator.

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Session 2.5—Defining Gender-based Violence

Length	10 minutes
Overview	This session brings together the concepts and principles discussed in sessions 2.1–2.4 to enable participants to clearly understand the meaning of the term “gender-based violence.” Official definitions adopted by organizations are interesting to note, but what is most important is each individual participant’s own understanding of the key concepts and principles and that those concepts are the basis for the term “gender-based violence.”
Learning Objectives	<ol style="list-style-type: none">1. Combine new knowledge and understanding of the key concepts to form a useful definition of the term “gender-based violence”2. Be aware that definitions of GBV have been developed, accepted, and are used by various relevant organizations
Preparation	If participants do not have copies of the UNHCR SGBV Guidelines in this workshop, it may be useful to prepare handouts with the UNHCR definitions (see Key Discussion Points below).
Materials	Flip charts Markers
Session type	Lecture/discussion

Procedure

1. Remind the group of the concepts covered in the previous flipchart. List them on a flipchart, leaving space between them to write more words later in the session:

GENDER
POWER
VIOLENCE/USE OF FORCE
INFORMED CONSENT
HUMAN RIGHTS
2. Ask the group to put those terms/concepts together to describe the meaning of “gender-based violence.” Discuss, writing a few key words on the flip chart under each concept (see key discussion points below).
3. Official definitions of gender-based violence (also called “sexual and gender-based violence”) can be found in the 2003 UNHCR Guidelines for Prevention and Response to SGBV. Refer participants to the appropriate page in their copies of the UNHCR Guidelines; or use handout you prepared.

Key Discussion Points

- ◆ Putting concepts together to explain the meaning of “gender-based violence”:

Gender—gender-**based** violence, violence that occurs based on gender roles, expectations, limitations, etc. GBV therefore affects females in most societies; males are also victims/survivors of GBV, but most gender discrimination occurs against females because they are disempowered in most societies as compared to their male counterparts.

Power—GBV involves the **abuse of power**

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Violence/Use of force—GBV involves **some type of force**, including threats and coercion. Force is not always physical force. Using the word “violence” implies physical violence, but the meaning is broader than that.

Informed Consent—Acts of GBV are characterized by the **lack of informed consent**

Human rights—Acts of GBV are **violations of fundamental human rights**.



The U.N. General Assembly defined gender-based violence and violence against women in its Declaration on the Elimination of Violence Against Women in 1994. UNHCR headquarters developed the following definitions based on that Declaration.

Expanded Definition of Sexual and Gender-based Violence used by UNHCR and implementing partners, based on Articles 1 and 2 of the United Nations General Assembly Declaration on the Elimination of Violence against Women (1993):

...any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women because of being women and men because of being men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring **in public or in private life**.

...shall be understood to encompass, but not be limited to the following:

1. Physical, sexual and psychological violence occurring **in the family**, including battering, sexual exploitation, sexual abuse of 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
2. 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
3. Physical, sexual and psychological violence **perpetrated or condoned by the State and institutions**, wherever it occurs.

Definition of Gender

Gender refers to those characteristics of men and women that are socially determined, in contrast to those that are biologically determined. Gender informs the different roles, status and power assigned to women and men in society. Gender roles are learned, and can therefore be changed.

Definition of Violence against Women and Girls

“...Violence against women encompasses, but is not limited to, the following....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 prostitution².”

²Article 2 of the Declaration on the Elimination of Violence against Women (General Assembly resolution 48/104)

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Definition of Gender-Based Violence

Gender-based violence is violence that is directed against a person the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty...³. While women, men, boys and girls can be victims of gender-based violence, women and girls are the primary victims.

Definition of Sexual Exploitation

Any abuse, harm or suffering done to a person who is in a position of trust, vulnerability or differential power for sexual purposes. Sexual exploitation includes, but is not limited to, profiting monetarily, socially or politically from another person. Acts of sexual exploitation often occur under coercive or deceptive circumstances or where the victim/survivor does not have the power or capacity to give consent or to make decisions to end the exploitation⁴

³Eleventh Session of the CEDAW Committee: Recommendation 19, paragraph 6

⁴IASC Task Force on Sexual Exploitation.

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Session 2.6–The Acronyms We Use

Length	5 minutes
Overview	This session is an opportunity to have some fun with the humanitarian community’s use of acronyms and at the same time clarify for participants that the various acronyms used for violence against women/children are all referring to the same set of issues and problems.
Learning Objectives	<ol style="list-style-type: none">1. Identify and define terms often used to describe gender-based violence2. Understand that the variances in acronyms used by different organizations is an illustration of the wide range of issues involved in conceptualizing and addressing violence against women and children.
Preparation	None
Materials	Flip charts Markers
Session type	Lecture

Procedure

1. Write the following acronyms on the flipchart and ask participants what each stands for:

VOV
SOV
SGBV
GBV
VAW

Help them if they need help:

Victim of Violence
Survivor of Violence
Sexual and Gender-based Violence
Gender-based Violence
Violence Against Women

2. Explain that different acronyms are used by different organizations—for different reasons, often for purposes of political or social statements. Give some examples (see Key Discussion Points).
3. Explain that in this workshop, it doesn’t matter which acronym you use—they are all referring to essentially the same set of problems and issues. Your organization may have a preferred term, and that is fine. You may have your own personal preference. But in this workshop and in the world, people will probably use various terms including GBV, SGBV, and VAW—and we will all be talking about the same thing.

Key Discussion Points

- ◆ Early programs to address sexual violence in displaced populations were called VOV projects. Later, the term Survivor replaced Victim and they became SOV projects.

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- ◆ Some people prefer the use of GBV instead of SGBV because adding “sexual” in the phrase implies that somehow GBV itself does not include sexual violence (which is not accurate).
- ◆ Some people prefer VAW because it clearly emphasizes the needs and vulnerabilities of females, making clear exactly what/who we are talking about. Other people feel strongly about viewing all of these issues in the context of gender, so they prefer GBV.
- ◆ Even within the United Nations system, there are different terms used to describe essentially the same sets of problems and issues. Organizations choose their terms and acronyms based on how they view the problem. The variances among the UN agencies illustrate the complexity and depth of the issues involved in GBV:
 - WHO uses VAW
 - UNFPA uses GBV
 - UNHCR uses SGBV

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Session 2.7–Scope of the Problem

Length	10–15 minutes
Overview	This session builds from the previous session by reinforcing that GBV is a serious, life threatening, global problem that requires well considered intervention by all people. Giving participants a handout will enable them to read further after the session and share this information with others after the workshop.
Learning Objectives	Increase understanding that GBV is a serious, life threatening, global problem. This will help influence change to any beliefs among participants that GBV is not a big problem in need of attention and intervention.
Preparation	<ol style="list-style-type: none">1. Copy Handout 2.7–Facts, Statistics & Attitudes About GBV. It may be useful to add a few relevant facts/statistics from the country or region where your workshop is being held.2. Become familiar with the information in the handout and select 5–10 items to discuss with the group.
Materials	Handouts
Session type	Lecture/discussion

Procedure

1. Give participants the handout and introduce the session by explaining that there are researchers all over the world trying to document the nature and extent of GBV. GBV is a serious, life threatening, global problem. The handout includes facts and statistics from research as well as some popular sayings from various countries that illustrate some common attitudes that contribute to the problem.
2. Ask a few participants to read out loud the statements you selected for discussion. Discuss each statement before moving on to the next.
3. Close the discussion by asking participants if any of these statements are surprising to them. Encourage participants to read the entire handout after the session and to share this handout with others. Reinforce the idea that factual information is one way to break down denial about the problem and break down barriers to doing something about it.

Key Discussion Points

- ◆ Facts and Statistics
 - Some participants will not want to believe the numbers are as high as they are. Assure the group that the research included here is sound research and the numbers, if anything, are probably low due to researchers' caution.
 - Some participants may see these high numbers and express hopelessness. Remind them that an important first step in making social change is to understand and believe that the problem exists. Knowing these numbers gives participants valuable tools for breaking down denial in their communities.
- ◆ Popular Sayings
 - What do these tell you about gender-based attitudes in that country?
 - What are some popular sayings from this country that are similar to those listed in the handout?

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Session 2.9—Optional—Plan Your New GBV Project

Length	2 hours (this makes a good evening assignment for residential workshops)
Overview	This is a fun activity that requires participants to apply the key principles and concepts to a concrete (although fictional) project.
Learning Objectives	To reinforce learning by applying the principles and concepts to a concrete (though fictional) project.
Preparation	<ol style="list-style-type: none">1. You will need to divide the group into small groups of 4–5 people. Determine in advance how many small groups you will need.2. Create fake acronyms for the fake organizations for each small group. Choose challenging and nonsensical lettering, such as EMQB or UVBR or IXNA.3. Create a handout for each small group with their assigned acronym and instructions (see sample Handout 2.9).
Materials	Flipchart paper—one for each group Markers—for each group Handout for each small group Prizes for winning group, 2 nd place group, and small prizes for all other groups (suggest candy, chocolate, or silly party favors which can be shared among the small group members)
Session type	Activity

Procedure

1. Assign this activity at the end of the day.
2. Divide participants into small groups. Hand out the instructions. Each group should have a different acronym. Verbally instruct the groups as follows:
 - Each group is developing a new project to address gender-based violence. Each group has been assigned a different project.
 - There is already an abbreviation for the name of your project. You must decide what the letters stand for. The words you choose must reflect what the project is about. For example, GBVA could be the Gender-Based Violence Association.
 - Once you select your project's name, develop goals and activities.
 - Create a short—5 minutes maximum—presentation about your project. You will all give your presentations tomorrow morning.
 - The presentation can take any form but groups are encourage to be creative and keep the audience's attention
 - Prizes will be awarded to the winning group.
 - Groups will be judged by
 - How relevant is the project (name, goals, and activities) to the topics we have been discussing
 - How entertaining, funny, interesting is your presentation
 - Level of participation by all group members in the presentation

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3. The next day, have each group give its presentation. Monitor time carefully and assertively; stop a group if it goes over the 5 minute limit. (If group presentations are too long, the large group will get bored and the activity is no longer fun.)
4. When each group has finished, ask the large group to vote by applause for each group. Remind them of the criteria:
 - Relevance to the topic
 - Demonstration of knowledge and understanding from earlier activities
 - Participation of all group members
 - Creativity and sense of humor
5. One by one, say each small group's abbreviation and ask for the audience's vote. Listen to the level of loudness, screams, whistles, and applause. If people are not enthusiastic enough, ask for a re-vote.
6. Give prizes to the winning group and condolence prizes to the other groups.

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HANDOUTS

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SESSION 2.7 HANDOUT–Facts, Statistics & Attitudes About Gender-based Violence

Facts and Statistics

- In South Africa, it is estimated that a woman is raped every 83 seconds: only one in 20 of these cases are ever reported to the police (Vetten:1996, Tribune:1991)
- 48% of girls surveyed in the Caribbean reported their first sexual intercourse experience was forced. (WHO World Report on Violence and Health, 2002)
- More than 90 million African women and girls are victims of female circumcision or other forms of genital mutilation (L. Heise:1994)
- In 6 of 12 countries studied, “*the arrival of peacekeeping troops has been associated with a rapid rise in child prostitution.*” (The Impact of Armed Conflict on Children, Graca Machel, 1996)
- 16%–41% of women surveyed reported a physical assault by a male partner in an intimate relationship in studies conducted between 1986–1997 in the following countries: Canada, New Zealand, Switzerland, United Kingdom, United States, Cambodia, India, Korea, Thailand, Egypt, Israel, Kenya, and Uganda. (Heise, L, M Ellsberg and M Gottemoeller, 1999. “Ending Violence against Women.” Population Reports, Series L, No. 11, Baltimore: Johns Hopkins School of Public Health)
- 14.8% of all adult women in the USA said they had been a victim of a completed rape. An additional 2.8% said they had been the victim of attempted rape. (The National Institute of Justice and Centers for Disease Control and Prevention based on a telephone survey of 8,000 men and 8,000 women conducted between November 1995 and May 1996)
- In the Midlands Province in Zimbabwe, 25% of women reported attempted or completed rape by an intimate partner. (WHO World Report on Violence and Health, 2002)
- At least 60,000,000 girls, who would otherwise be expected to be alive, are *missing* from various populations, mostly in Asia, due to sex-selective abortions, infanticide or neglect.
- In a nationally representative sample of 12,300 adult women in Canada, 25% of women report to have been assaulted by their current or former partner (CSS:1993)
- In Zimbabwe, domestic violence accounts for more than 60% of murder cases that go through the high court in Harare (ZWRCN:1995)
- “*During the armed conflict in Bangladesh in 1971, it is estimated that 200,000 civilian women and girls were victims of rape committed by Pakistani soldiers*” (Human Rights Watch, Africa)
- “*A European Community fact-finding team estimated that more than 20,000 Muslim women have been raped in Bosnia since the fighting began in April 1992*” (Human Rights Watch, Africa)
- Worldwide, the average age of entry into prostitution is 14. (Prostitution Research Education)

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SESSION 2.7 HANDOUT (page 2)–Facts, Statistics & Attitudes About Gender-based Violence

Attitudes

- “Men are gold, women are cloth.’ The expression, used as the title of a...report on Cambodian attitudes towards sex and HIV, means that women, like a white cloth, are easily soiled by sex. This causes a sharp decrease in their value, as the stain is hard to remove, whereas men can have repeated sexual experiences and be polished clean, like gold, each time.”
- “Women should wear purdah to ensure that innocent men do not get unnecessarily excited by women’s bodies and are not unconsciously forced into becoming rapists. If women do not want to fall prey to such men, they should take the necessary precautions instead of forever blaming men.”–Malaysian member of Parliament during debate on reform of rape laws
- “The child was sexually aggressive”–Canadian judge suspending sentence of man who sexually assaulted a 3-year-old girl in 1991
- “A man who beats his wife must have a good reason for it; surely she did something to provoke it.”–Nicaraguan Supreme Court judge speaking in a public forum in 1996
- Wife beating is an accepted custom...we are wasting our time debating the issue.”–Papua New Guinea member of Parliament during debate on wife battering
- “Scriptures must be fulfilled. Violence against women is a sign of the end times, which we can’t do anything about.”–Nairobi pastor citing 2 Timothy 3: 1–5
- “Men are like cars while women are like parking spaces” – Popular saying offered by participant at Malaysia workshop, October 1999
- “... through questions related to her sexual life it is possible to tell if the woman is responsible for the attack, because in most cases, it is the woman who provokes the aggression”–agent from the Mexico City Attorney General’s Office
- “Are you a virgin? If you are not a virgin, why do you complain? This is normal.”–assistant to public prosecutor in Peru answering a woman who reported sexual abuse by police officers while in custody
- “I would rather sire a cow than a homosexual. With a cow you get milk, but what possible good or value would come out of a homosexual?”–37-year-old man in Kenya
- “[In Dubai] I would not have to deal with the heartache of being despised and children calling me msenge [Swahili for homosexual] on the street.”–30-year-old man in Kenya

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SAMPLE HANDOUT 2.9–Plan Your New GBV Project

You are developing a new project to address gender-based violence in your community.

The abbreviation for your project is

RLPG

Here is your assignment:

1. Decide what the letters stand for. The words you choose must reflect what the project is about.
2. Once you select your project's name, develop goals and activities.
3. Create a short—5 minutes maximum—presentation about your project. You can use flip chart paper and markers if you wish, and/or other props, materials you might have.
4. The presentation can take any form ... song, dance, lecture, drama, art ... but must be 5 minutes or less. Be creative and be sure to keep your audience's attention

Prizes will be awarded to the winning group. Groups will be judged by

- How relevant is the project (name, goals, and activities) to the topics we have been discussing
- How entertaining, funny, interesting is your presentation
- Level of participation by all group members in the presentation