



Hearing and Being Voices in Syria: Working Together to Raise Awareness on Gender-Based Violence



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Part 1: Introduction to the Toolkit

Introduction

Welcome to the new toolkit for awareness raising on gender-based violence (GBV). This toolkit provides four comprehensive programs for delivering seven key GBV messages to women, adolescent girls, men and adolescent boys in North West Syria.

- You are encouraged to make use of all the activities in this toolkit, to ensure consistent and standardized messaging on GBV in communities in North West Syria. The recommended delivery model for the sessions will help build trust between facilitators and participants. The information and guidance notes will increase the confidence and capacity of facilitators to discuss a wider range of GBV issues.

We hope this toolkit is educational and inspiring, and that it helps improve awareness of GBV among the target populations, leading to changes in knowledge, attitudes and behaviors that can help prevent GBV and improve responses to GBV in Syria.

Intended users

The Whole of Syria/Turkey hub GBV Sub-Cluster (GBV SC) has developed this toolkit for use by all actors in the GBV SC who have active GBV programs in North West Syria. The toolkit has been designed to help strengthen the cross-border GBV operations of these actors. Some of the programs in this toolkit could also potentially be adopted in other parts of the country. The toolkit should be used by personnel who have expertise in providing GBV services and training.

The aims of the toolkit

The primary aim of the toolkit is to ensure consistency and accuracy in GBV messaging by all members of the GBV SC in North West Syria. This is our best chance of promoting changes in how GBV affects vulnerable populations, especially women and adolescent girls.

The toolkit also aims to:

- provide GBV actors with a learning opportunity to improve facilitation of GBV sessions;
- provide distinct activities that can be used to raise awareness about GBV among specific populations; and,
- formalize the key GBV messages the GBV SC wishes to deliver communities in North West Syria.

Currently, your organization may not be able to run all the activities. You may not have the expertise or resources to discuss all the GBV topics or to run sessions with all the target population groups. An additional aim of the toolkit is therefore to provide a vision of GBV awareness-raising activities for the GBV SC organizations. The toolkit shows the extent of the work required to bring about changes in GBV knowledge, attitudes and practices for women, adolescent girls, men and adolescent boys in Syria. Every



member organization of the GBV SC should strive and plan to build internal capacity so the toolkit can be delivered in full in their areas of operation.

Rationale

The development of this toolkit emerges from a recognition within the GBV SC that:

- existing practices for raising awareness about GBV in North West Syria are not consistent;
- some existing awareness-raising messages continue to blame women and girls for GBV;
- actors in the field lack clear guidance on how to engage local communities on more sensitive GBV topics (especially child marriage, sexual violence and virginity testing); and,
- there is a need for more GBV work to engage men and boys, and more guidance on how to do this work.

The development of the toolkit has also been informed by the results of a rapid assessment of GBV awareness-raising activities and needs among the GBV SC actors.



A glossary of terms

For more definitions of key GBV terminology, please refer to pages 8 – 14 in the *Standard Operating Procedures for Gender-Based Violence Prevention and Response* and to pages 152 – 155 in *Voices from Syria 2018*.

Actor(s)

Individuals, groups, organizations and institutions involved in preventing and responding to gender-based violence.

Awareness Raising on GBV

Activities conducted with the affected community to increase their knowledge of GBV.

Domestic violence (DV) and intimate partner violence (IPV)

‘Domestic violence’ is a term used to describe violence that takes place within the home or family between intimate partners as well as between other family members. ‘Intimate partner violence’ applies specifically to violence occurring between intimate partners (married, cohabiting, boyfriend/girlfriend or other close relationships).

Economic abuse / violence

An aspect of abuse where abusers control victims’ finances to prevent them from accessing resources, working or maintaining control of earnings, achieving self-sufficiency and gaining financial independence.

Emotional abuse (also referred to as psychological abuse)

Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. ‘

Empowerment of women

The empowerment of women concerns women gaining power and control over their own lives. It does not involve increasing men’s protection of women.

Forced marriage and child (also referred to as early) marriage

Forced marriage is the marriage of an individual against her or his will. Child marriage is a formal marriage or informal union before age 18.

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.

Gender-based violence

An umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females.



Gender roles

A set of social and behavioral expectations or beliefs about how members of a culture should behave according to their biological sex; the distinct roles and responsibilities of men, women and other genders in a given culture.

Perpetrator

Person, group or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against his/her will.

Physical assault/ Violence

An act of physical violence that is not sexual in nature. Examples include hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury.

Rape

Physically forced or otherwise coerced non-consensual penetration (however slight) of the vagina, anus or mouth with a penis or other body part. It also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy.

Referral Pathway.

A flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.

Sex

Whether a person is male or female. Whether a person has a penis or vagina. The word "sex" in English is also commonly used as an abbreviation to refer to sexual intercourse.

Sexual abuse

The term 'sexual abuse' means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual assault

Any form of non-consensual sexual contact that does not result in or include penetration. Examples include attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks.

Sexual exploitation

The term 'sexual exploitation' means 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.

Sexual harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual violence

Sexual violence is "any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work." Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.



Sexuality

How we identify and express ourselves as sexual beings. Our sexuality begins at birth and ends at death. Everyone is a sexual being, even though some people choose not to have sex. Sexuality is an interplay between body, gender identity, gender role, sexual orientation, intimacy and relationships. A person's sexuality covers their attitudes, values, knowledge and behaviors with respect to intimacy and sex. How we express our sexuality is influenced by our culture and society, our families and peers, our education, and our faith and beliefs.

Survivor

A survivor is a person who has experienced GBV and who did not succumb to the violence. They are a victim during the moment the GBV is happening. They survived and become a survivor. Some prefer the use of this term instead of "victim" because it recognizes the agency of the person who has experienced the violence.

Victim

A victim is a person who is experiencing GBV. The distinction between a victim and a survivor is that the former is experiencing the violence whereas the latter has survived the violence. The term recognizes that a violation against one's human rights has occurred. The justice system often uses this term in a court setting to describe survivors of GBV.



7 key GBV messages

This toolkit contains 84 activities that can be used to raise awareness among women, adolescent girls, men and adolescent boys on 7 key GBV messages.

Key Message A: The root cause of GBV is gender inequality

Key Message B: Knowledge of and access to GBV services can save lives

Key Message C: Mutual support can help prevent GBV and ensure good responses to GBV

Key Message D: Child marriage is a form of GBV

Key Message E: Domestic violence is a form of GBV

Key Message F: It is not shameful to discuss sexuality and sexual violence

Key message G: Virginity testing is a form of sexual violence

These 7 key GBV messages do not constitute an exhaustive list of possible GBV messages. Additional key messages may be added to this toolkit in the future.

Session topics

There are three session topics for each key GBV message for each target population group. During the three sessions, participants will complete activities that promote changes in GBV knowledge, attitudes and behaviors, and that guide them toward understanding and accepting the key GBV message.

Key GBV Message	Session	Program 1 Women	Program 2 Adolescent Girls	Program 3 Men	Program 4 Adolescent Boys
A. The root cause of GBV is gender inequality	Session 1	Gender socialization			
	Session 2	Gender and power			
	Session 3	Gender inequality and GBV			
B. Knowledge of and access to GBV services can save lives	Session 1	GBV types			
	Session 2	Consequences and impacts of GBV			
	Session 3	Access to GBV services			
C. Mutual support can help prevent GBV and ensure good responses to GBV	Session 1	Attitudes			
	Session 2	Peer support		Courage	Preventing others
	Session 3	Daughter support	Social media	Bystander	Social media
D. Child marriage is a form of GBV	Session 1	Causes	Representations	Causes	Representations
	Session 2	Consequences			
	Session 3	Alternatives		Bonds	Alternatives
E. Domestic violence is a form of GBV	Session 1	Denormalizing	Exposing	Denormalizing	Exposing
	Session 2	IPV	Denormalizing	IPV	Denormalizing
	Session 3	Communication skills	Problem-solving	Communication skills	New skills
F. It is not shameful to talk about sexuality and sexual violence	Session 1	Sexual harassment		Understanding	Sexuality
	Session 2	Rape	Consent	Risks	Consent
	Session 3	Leading change for girls	Peer support	Leading change for boys	Positive sexuality
G. Virginity testing is a form of GBV	Session 1	Attitudes towards male and female sexuality			
	Session 2	Attitudes towards virginity			
	Session 3	Education on virginity testing			

Recommended delivery model

The recommended delivery model is for each GBV SC organization to follow the sequence of the sessions in each program as shown in the table below. Using this delivery model will help:

- build trust between actors and participants;
- sensitize the participants so they are ready and willing to discuss more contentious GBV topics such as sexual violence and virginity testing; and,
- increase the confidence and capacity of actors to discuss a wider range of GBV issues.

The recommended delivery model promotes long-term engagement with participants to ensure a facilitator can walk with them on their journey of change in GBV knowledge, attitudes and practices.

Key GBV message ⇒	Target Group ⇒	<i>Program 1 Women</i>	<i>Program 2 Adolescent Girls</i>	<i>Program 3 Men</i>	<i>Program 4 Adolescent Boys</i>
A. The root cause of GBV is gender inequality		Series 1A • Session 1A1 • Session 1A2 • Session 1A3	Series 2A • Session 2A1 • Session 2A2 • Session 2A3	Series 3A • Session 3A1 • Session 3A2 • Session 3A3	Series 4A • Session 4A1 • Session 4A2 • Session 4A3
B. Knowledge of and access to GBV services can save lives		Series 1B • Session 1B1 • Session 1B2 • Session 1B3	Series 2B • Session 2B1 • Session 2B2 • Session 2B3	Series 3B • Session 3B1 • Session 3B2 • Session 3B3	Series 4B • Session 4B1 • Session 4B2 • Session 4B3
C. Mutual support can prevent GBV and ensure good responses to GBV		Series 1C • Session 1C1 • Session 1C2 • Session 1C3	Series 2C • Session 2C1 • Session 2C2 • Session 2C3	Series 3C • Session 3C1 • Session 3C2 • Session 3C3	Series 4C • Session 4C1 • Session 4C2 • Session 4C3
D. Child marriage is a form of GBV		Series 1D • Session 1D1 • Session 1D2 • Session 1D3	Series 2D • Session 2D1 • Session 2D2 • Session 2D3	Series 3D • Session 3D1 • Session 3D2 • Session 3D3	Series 4D • Session 4D1 • Session 4D2 • Session 4D3
E. Domestic violence is a form of GBV		Series 1E • Session 1E1 • Session 1E2 • Session 1E3	Series 2E • Session 2E1 • Session 2E2 • Session 2E3	Series 3E • Session 3E1 • Session 3E2 • Session 3E3	Series 4E • Session 4E1 • Session 4E2 • Session 4E3
F. It is not shameful to discuss sexuality and sexual violence		Series 1F • Session 1F1 • Session 1F2 • Session 1F3	Series 2F • Session 2F1 • Session 2F2 • Session 2F3	Series 3F • Session 3F1 • Session 3F2 • Session 3F3	Series 4F • Session 4F1 • Session 4F2 • Session 4F3
G. Virginity testing is a form of GBV		Series 1G • Session 1G1 • Session 1G2 • Session 1G3	Series 2G • Session 2G1 • Session 2G2 • Session 2G3	Series 3G • Session 3G1 • Session 3G2 • Session 3G3	Series 4G • Session 4G1 • Session 4G2 • Session 4G3



Program 1 and Program 2 provide activities for raising awareness about GBV with women and girls respectively. These are the primary programs in line with the overall objective of the GBV SC to “Enhance strategies to empower women and girls and prevent GBV...”¹ Program 3 and Program 4 are additional programs that allow actors to engage in GBV awareness raising with men and boys respectively where expertise and available resources allow.

Sessions can be run independently of a program. This may be necessary if it is not possible to run long-term programs due to the security situation or shortage of resources. However, the sequencing of the key GBV messages is important and should be adhered to. For example, introducing participants to messages about virginity testing before they have had time to explore topics such as gender socialization or gender and power will be confusing for participants and risky for facilitators and the organizations they represent.

The ordering of the sessions and the activities in the sessions have been designed to challenge organizations, facilitators and participants to address topics that may not have been discussed before. This is an important part of seeking to bring about greater changes in GBV knowledge, attitudes and practices within communities in North West Syria. However, individual organizations should determine if a particular activity is inappropriate in their context. In some cases, it may be difficult to conduct an activity especially if it requires participants to challenge gender norms that may place them at risk or to step too far outside their level of comfort. Priority should always be given to the safety of participants and facilitators, and to the reputation of the organization when selecting and running GBV awareness raising activities.

¹ See the GBV SC’s “2018 Operational Strategy for the Prevention of and Response to Gender-Based Violence (GBV)”.



Using the toolkit

Use of the toolkit should be aligned with the aims of the toolkit.

To ensure consistency and accuracy in GBV messaging by members of the GBV SC with GBV operations in North West Syria. Follow the instructions in the toolkit and for each session accurately. Do not deviate from the recommended activities or session messages.

To provide GBV actors with a learning opportunity to improve facilitation of GBV sessions. Read the toolkit in full. Access and study the additional resources. Learn from the introductions to each key GBV message and from the outcomes of the sessions.

To provide distinct activities that can be used to raise awareness about GBV among specific populations. Use only the activities that are allocated for a particular target population groups. Do not use activities targeted for women with men, for example.

To formalize the key GBV messages the GBV SC wishes to deliver in communities in North West Syria. Do not change the key GBV messages. Ensure all session messages are communicated during a session as part of the discussion or debrief.

To provide a vision of GBV awareness-raising activities for the GBV SC organizations. Do not restrict GBV awareness-raising work to those topics you feel comfortable addressing. Do not limit this work to the target population groups you find it easy to access. Plan ways to tackle both organizational and cultural barriers that prevent you from introducing all 7 key GBV messages with all four target population groups.



Part 2: Guidelines for Facilitators

Guidelines on the facilitation method

This toolkit promotes a consistent method for facilitating all the sessions in a program. The facilitation method promotes action learning for participants, mutual learning between the facilitator and participants, and a high level of interaction between participants during sessions.

Action learning works more effectively than instruction for changing attitudes and behaviors.

Instruction is when you tell somebody something you insist they accept as a fact or as an action they must take. “Stop being violent against women!” is an instruction. “Violence against women is bad” is an instruction. While such instructions may be what you hope participants will come to accept, the acceptance—that will lead to change—needs to come from the participants themselves. They need to understand, experience and reflect. The change is their journey.

Action learning encourages participants to consider why a particular situation (e.g., gender roles) exist, or why they think in a particular way about a topic (e.g., girls are weaker than boys). Action learning can be achieved using various methods including discussions, drama, role-playing, creating stories or songs, brainstorming, reading, watching and other activities. In all these methods, the emphasis is on allowing participants to explore a topic. For example, you may guide them to indicate if they agree with or disagree with a particular statement (e.g., women should always obey their husbands), and then ask them to explain why they have made their choice. In groups, action learning allows diverse views to emerge. This promotes peer learning—a method that can be extremely powerful because the change in attitude or behavior is no longer seen as impossible, unusual or unacceptable.

The facilitation method used in this toolkit does not:

- tell participants what they should think;
- tell participants how they should behave;
- preach to participants about what is right or wrong;
- insist that all participants must end a session with the same views; or,
- lecture participants on the key GBV message.

The facilitation method does:

- encourage participants to explore diverse attitudes towards GBV;
- challenge participants to understand why they hold the attitudes they do;
- challenge participants about negative attitudes towards women and girls they hold or which are dominant in their communities;
- guide participants to think about how GBV impacts negatively on women and girls, families, communities and perpetrators;
- encourage participants to put new learning into practice; and,
- ask participants to explore how they can help prevent and respond to GBV through adopting more gender equitable attitudes and behaviors.

The facilitation method follows five steps:

1. **Ask.** Ask questions to help initiate a conversation between the participants. This is an opportunity at the start of a session for the facilitator to understand how the participants think and to explore why they think about GBV in particular ways. This understanding will help the facilitator target a session at the level of the participants.
2. **Suggest.** Introduce an idea or topic linked to a key GBV message. The idea tells participants what they will explore during the session.
3. **Explore.** Run an activity that will allow the participants to explore the suggested idea.



4. **Reflect.** Debrief on the outcomes of the activity to explore what participants have learned and to assess how they have responded to the suggested idea.
5. **Practice.** Invite the participants to carry put their new learning into practice by carrying out an activity before the next session.

Key roles of the facilitator when using this method are:

- to learn about the participants' GBV knowledge and attitudes;
- to guide participants to think about why they hold particular attitudes towards women, girls and GBV;
- to explore what participants can do to help prevent and respond to GBV in their homes and communities; and,
- to promote a confidential and non-judgmental space in which participants can discuss gender issues and GBV

Tips for effective facilitation of GBV awareness-raising sessions

The activities described in this toolkit have been designed to challenge some of the most fundamental beliefs of the participants about gender, GBV, women and girls. That is why it is important for the facilitator to focus on creating an environment in which all participants feel comfortable and safe to talk about, share, argue and reflect upon sensitive and personal issues.

It is important to facilitate the GBV awareness-raising sessions in a way that maximizes the successful uptake of the key GBV messages by the participants. Your aim is not to lecture the participants, but to help them reflect on the different topics and suggested ideas, and to guide them to appreciate the need for changes in GBV attitudes and behaviors.

Planning

- **Select a suitable facilitator.** In most cases, and especially for the facilitation of sessions on sensitive topics, the sex of the facilitator should match the sex of the participants. There may be some cases where this does not apply, but careful consideration should be given to the level of expertise of the facilitator and the ability of the participants to feel comfortable to share and discuss openly.
- **Select a suitable location.** The space where you will run a session needs to be a safe space. Participants should not be exposed to risk when they access or use the space. This includes the risk of discussions being overheard by people who are not participating in the sessions.
- **Know the referral pathway and how to refer safely.** If a survivor approaches you for disclosure during or after a session, you need to know how to refer this person to a case management agency safely and according to their wishes.
- **Be prepared to respond.** Some of the issues and discussion points may trigger feelings and/or memories of GBV incidents among participants. They may not have realized until this moment that they have experienced or are experiencing GBV. They may have suppressed their feelings and memories, but now feel they can disclose. You will need to be prepared to administer psychological first aid and/or psychosocial support.

Preparation

- **Read the toolkit.** Read it in full so you are familiar with the flow and content of a session.
- **Commit time to learn.** Learn more about a key GBV message before running sessions.
- **Practice.** Consider discussing and/or practicing activities with your colleagues beforehand.
- **Be on time.** Arrive at the venue before the participants to prepare the room.
- **Prepare.** Prepare relevant materials for the session (e.g., flipcharts, pens, activity cards). Prepare the space where the session will be held to ensure it is large enough to accommodate the group and to run break-out activities.

Starting off

- **Do not lecture.** Don't introduce the key GBV message of the session or series directly to the participants. The idea is to conduct a session in a way that allows the participants to discover this message with your guidance.
- **Welcome the participants.** Introduce yourself and the purpose of the session. You can use a short game to help participants relax before you start. Refer to the section in this toolkit on "Ideas for workshop games".
- **Explain the organization and structure.** Tell participants how long the session will take and what it will include.



- **Explain your role as a facilitator.** Clarify that you will remain neutral and objective; you will keep the discussion focused and energized; and you will create an environment for all to have a chance to participate.
- **Establish a safe environment.** Show your comfort with the topic so that others feel comfortable. Encourage participants to express their individual views frankly and not try to say things they believe are “correct”. Explain there is no “right” or “wrong” opinion, and that opinions should be shared freely. Assure them that nothing discussed in the workshop will be shared with anyone. Ask for their agreement to maintain confidentiality.
- **Establish ground rules.** Work with the participants to agree on rules to ensure a session is a safe space for everyone. Some commonly used examples are:
 - *Use “I” statements.* Personal “I” statements are useful ways for keeping viewpoints personalized, and to prevent generalizing about what others think or feel.
 - *Respect the viewpoints of others.* Listen respectfully and attentively, and withhold judgment about other's views.
 - *Maintain confidentiality.* Don't talk about what others say here to anyone who was not part of this discussion.
 - *Voice disagreements with the idea, not the person.* With sensitive issues, people may take things personally. Please try to be sensitive to each other's needs and concerns. Try to speak up if you feel hurt in anyway. Avoid derogatory or sarcastic comments at the expense of others.
 - *No interruptions.* Wait until the current speaker has finished before offering your input.

During the session

- **Be an advocate for gender equality.** Adopt a gender equal approach in your language and interactions with participants. Use constructive communication methods. Show empathy. Show a willingness to listen and learn. Feel confident to challenge negative stereotyping, harmful attitudes and discriminatory practices.
- **Don't dominate.** Throughout the session, provide opportunities for participants to talk. Actively encourage participation. The session should give the participants opportunities to speak and express themselves, and not for the facilitator to do so. Let them talk more than you!
- **Listen.** Do not be in a hurry to state your opinions or correct the opinions of participants. You can share your opinions, but generally this should only come after all the participants have had a chance to have their say. Listen attentively to what they say. Summarize what they have said so they know you have listened to them.
- **Remain neutral.** Facilitators usually do not offer their own views; they help group members share their views. Your role is to facilitate the group's discussion. Participants may disagree about particular points. Allow them to disagree. Only intervene if you find that someone is getting aggressive or if they are trying to dominate the debate.
- **Avoid being the expert.** Some may look to you to provide answers to challenging questions or situations. Refrain from immediately providing your answer to the issue at hand. Turn the situation back to the questioner or ask the question to the whole group.
- **Challenge.** It is okay to challenge what participants say or think. In some cases, it is important not to compromise on your position. For example, you cannot agree with the belief that women are to blame for the GBV they suffer. A participant may present a strong argument for why they believe this is the case. You have to stand firm. You cannot compromise the key GBV messages by agreeing with participants who don't agree with these messages.
- **Know when to concede.** You will find that sometimes some participants stick firmly to their beliefs. Do not get frustrated or angry. Do not keep arguing a different point. Accept that at times you will not be able to convince everyone.

- **Show respect.** The content of the sessions may be very new for many participants. This doesn't mean they know nothing or have nothing to contribute. Each participant has life experience that can help enrich the discussions. Always give all participants a chance to share what they know, regardless of whether you agree with what they say or not. Respond with verbal and non-verbal language that shows this respect.
- **Pay attention to participants' reactions to all activities.** Some of the work may remind people of their own experiences or the experiences of others they know. They may have suffered or be suffering GBV. They may have witnessed GBV and not intervened. They may have behaved in ways not aligned with the key GBV messages. You can provide support for participants by always starting a session with the following reminders:
 - It is okay to step out of an activity or discussion if you do not feel comfortable or you need to take a break.
 - I am here after the session to discuss any issues in private.
 - The aim of our work is not to blame anybody for how they think or how they might have behaved. We are all here to learn.
- **Pay attention to power dynamics within the group.** Power dynamics within the group may affect who gets to speak and what is said. Participants may be reluctant to express their own opinions or even to speak out. They may simply agree with whatever is said by a person who already holds significant power in their community.
- **Read non-verbal cues.** Are a few people dominating the discussion? Are there many interruptions? Observe who is participating and who is not. Are people looking bored? Angry? Impatient? What is the level of energy in the discussion? Pay attention to their levels of concentration and willingness to engage. Run a short game to raise energy levels or to take a break from a tense discussion.
- **Clarify instructions.** Don't assume that all participants understand what you have asked them to do. Repeat the instructions to ensure everybody understands, and ask if participants have any further questions to clarify what you have asked them to do.
- **Summarize statements** as a way of maintaining focus on a topic or summarizing learning.
- **Deal with disagreement constructively.** If there is disagreement and the discussion is stuck, have the participants agree to disagree and move on to another subject.
- **Be realistic.** These are short sessions. You cannot hope to see immediate or drastic change in attitudes. All you can do is plant some new ideas. Do not set yourself or the participants up for failure by expecting too much. Celebrate the small changes you see.

Encouraging participation and discussion

- **Create an inclusive environment.** Monitor excessive talkers and prompt the quieter members. Consider breaking up into smaller groups as a way to involve the quieter people
- **Notice dominating people and silences.** Who is talking a lot, who is not talking? Is there any pattern?
- **Acknowledge feelings.** Ask if everybody is comfortable with the discussion. Take a break if you can see that people are feeling upset. Ask if they would like to talk about how they are feeling. Ask if they would like to keep going or stop for a while. Acknowledge that the topics are difficult to discuss.
- **Ask open-ended questions.** What? How? Why?
- **Ask follow-up questions.** What do you mean by that? Can you give us an example? What convinced you of your opinion?
- **Paraphrase what people say.** Paraphrasing can help legitimize people's views, and is especially useful in legitimizing an unpopular or risky opinion/idea. "Let me see if I understand what you are saying..."



- **Clarify without interpreting.** Ask participants to repeat what they have said or to find a different way to say it so it's clear.
- **Call attention to alternative viewpoints.** Beware of "group think". Sometimes a group will discuss a topic without awareness of a different approach to the same problem.
- **Encourage feelings as well as ideas.** Remember that "I feel like..." and "I feel that ..." are not statements of feelings. Feelings are expressions of emotions -- anger, frustration, joy, happiness, etc.

Tips for working with different groups

Men and boys

Men are the primary perpetrators of GBV. Boys learn that violence against women and girls is a socially (and sometimes legally) acceptable way of showing normative masculine power and strength. Changing GBV attitudes and practices must include working with men and boys. It must show them that the normalization of violence is damaging, dangerous and unfair; and that it has negative impacts on everybody. Men and boys need to be exposed to the possibility of practicing alternative, non-violent masculinities, including working with them to identify and break down the social and cultural structures that prevent them from being non-violent. The biggest challenge can be convincing men and boys of the need to engage in GBV sessions. They may see GBV as a woman's issue. They may not support work that promotes gender equality, not simply because they see the imbalance of power between men and women as natural and necessary in their culture, but also because they enjoy and benefit from the level of power they currently have; and they don't want this to change. Adult men may also have enough power to prevent or halt GBV work.

Mixed gender groups

Women and adolescent girls may not feel as comfortable speaking out in mixed gender groups. Mixed gender groups are more difficult to facilitate. This does not mean you should avoid mixed gender groups. When the topic you wish to discuss is highly sensitive within the cultural context (e.g., sexuality, sexual violence), it is better to start with separate gender groups. Other more general topics (e.g., GBV types, GBV consequences, gender roles) can be discussed and explored in mixed gender groups; and this approach can offer opportunities for men and boys to learn about the experiences of women and girls. Mixed gender groups also allow an opportunity to show gender equality in action, especially if the facilitators are also mixed gender and the male facilitators play a supportive role to the female facilitators. If you facilitate mixed gender groups, be mindful of the gender dynamics within the group to ensure that women and girls are given spaces to talk and express their views.

Disabled persons

Persons with disabilities are at high risk of domestic violence. They are often unable to respond to the violence due to limited communication capacity or inability to move outside the home. Disabled persons are often heavily reliant on others to access support and services, and this access can again be difficult if the family is worried about the stigma and shame associated with having a disabled relative. Providing opportunities for people with disabilities to participate in GBV activities helps break down stereotypes and barriers by integrating them into regular sessions. It gives the disabled persons opportunities to participate in activities that can empower them to build better lives. Sometimes all that is needed is ensuring the space is accessible. Sometimes it means taking time to work with community leaders and families to convince them of the benefits of allowing disabled persons to attend sessions, and perhaps to accompany the person to a GBV awareness-raising session. Depending on a participant's disability, you may need to think about calling on additional assistance for care of the participant during the training or to provide sign language translation.

Ideas for workshop games

You can use games to help participants feel at ease at the beginning of a workshop, or to give participants a break from the learning. Games are useful if a discussion or topic has been intense and participants are in need of an energy boost.

Name-calling

Ask the participants to stand in a circle. Whoever has the ball has to say their name and something they like doing for fun. Pass the ball around until everybody has been included. You can repeat this game asking the participant who throws the ball to call out the name of the person they throw it to. You can also make the game more difficult by restarting the game every time somebody drops the ball; and/or only allowing people to hold on to the ball for one or two seconds.

Chits-No-Chats

Place folded pieces of paper on the floor with an emotion written inside. There should be two of each emotion. Ask participants to select one and to keep it hidden. Without talking, they should try to find the other person who has the same emotion.

An Ideal Man/Woman/Girl/Boy

Ask the participants to stand somewhere in the room and to close their eyes so they cannot see anybody else in the room. Ask them to make a posture to represent “I am a man/woman/girl/boy”. You repeat the game to include all four demographic groups or just select the one that is the opposite of the participants (e.g., boy for a group of girls). Ask the participants to open their eyes and to look around at the other postures without moving. What do they notice? What do the postures tell us about how we expect from a man/woman/girl/boy?

Miscommunication

Provide each participant with a piece of blank paper. Let them know you will give them some instructions and they should follow these instructions in silence. You will also do the activity. Before the activity starts, ask everybody to sit with their backs to the group so nobody can see anybody else.

The instructions are:

- Fold the paper in half.
- Tear off a corner.
- Fold the paper in half again.
- Tear off another corner.
- Unfold the paper.

Ask the participants to unfold their paper and to compare it to yours. Is it the same? For those that do not have the same shape as yours, tell them they interpreted the communication wrong. Ask them: “Why did you not understand what I said?”

Possible answers include:

- Because the instructions were not clear.
- Because they could not see you.
- Because they were not allowed to ask questions.

If you have time, you can do this activity again, this time allowing the participants to see you and/or ask questions. The lesson in this game is linked to the need for effective communication as a means of reducing the practice of violence.



Switching Genders

Challenge each person to name something about being a male or female they don't particularly like. It can be something they are expected to do or a way they are expected to behave. You can try this game again at a later stage with the same group, this time challenging each person to name something about the other gender they wish they could do.

Building a House

Provide each participant with a small, thick piece of card, and ask them to write their name on the card. Ask the group to use all the cards to build a house. The structure must be stable and all the cards must be used. After they have successfully built a house, ask them to reflect on how they did this. What worked? What didn't work? How did it feel to work together to build this house? What did you learn about yourself? You can use this game to introduce the idea that a session (or a program) will work best if everybody works together and if everybody contributes.

Say This, Do That!

Tell participants that you would like them to follow your instructions. They should do what you say. Then, there are three different ways to progress this game:

- Tell participants you would like them to do the opposite of what you say.
- Tell participants they should say what you do.
- Tell participants they should say the opposite of what you do.

The say and do instructions should be simple. For example:

- Raise your right/left arm
- Take a step forward/backward/to the right/to the left
- Sit down/stand up

Yes Let's

Walking around, people take turns calling out what they want people to do. For example, one person call out "Let's climb a tree". Everyone must shout in return "Yes let's!" and then act out climbing a tree.

Birthday lineup

Ask the group to line themselves up in the order of their birthday (or height, for example) without speaking.

The Big Wind Blows

Create a circle of chairs with one less chair than the number of participants in the room. One person stands in the middle and informs everybody who needs to move chairs because they have been blown off their chair by the wind. An example is: "The big wind blows for anyone who speaks more than one language." Anyone who speaks more than one language must change chairs. The person in the middle must also try to secure a seat. This will leave another person—the person who does not manage to find an empty chair—standing in the middle. This is a good game to recognize diversity in a fun and safe way.

Expectations of facilitators

As a facilitator, you have a key role to play in ensuring the 7 key GBV messages are understood and have an impact on the knowledge, attitudes and practices of participants. The facilitator, like the GBV outreach worker, is the face and the voice of an organization's program and services within a community.

All facilitators of GBV awareness raising sessions are expected to meet a number of criteria with respect to knowledge, attitudes and behaviors. These criteria are aligned with the GBV core competencies framework established by the GBV SC.² They are intended to ensure the facilitation method and the GBV awareness raising programs can result in increased trust between facilitators/organizations and Syrian people/communities; strengthened consistency in GBV messaging among the GBV SC members; and better awareness of, prevention of and responses to GBV in conflict-affected Syrian communities.

A facilitator must have the following knowledge:

- Can define sex, gender, power, violence, and consent with examples of each
- Can explain the prevention of sexual exploitation and abuse responsibilities within the humanitarian response and supports implementation
- Can list types and consequences of GBV with examples of each
- Can name causes and contributing factors of GBV while articulating the difference
- Can explain the GBV Guiding Principles providing examples of:
 - Safety
 - Confidentiality and informed consent
 - Respect
 - Non discrimination
- Can explain what the GBV SC standard operating procedures are
- Can articulate the sensitivity of GBV information-sharing from a case management and awareness-raising perspective
- Can explain indirect and direct disclosure, examples of each, and responsibilities for each
- Can describe the survivor-centered approach
- Can explain their importance
- Can define referral pathways and c
- Can articulate the differences between GBV risk mitigation and prevention and at which phase of an emergency they apply
- Can name two internationally recognized GBV guidelines, policies, or resources

A facilitator must have and display the following attitudes and beliefs:

- Believes in gender equality
- Does not judge a survivor for the violence that they experience
- Avoids assumptions about identities of survivors and perpetrators
- Believes that survivors can recover and has the right to services
- Does not give negative labels to GBV survivors
- Is willing to identify and challenge their community's social norms assigned to different genders
- Believes that GBV survivors do not deserve to experience violence
- Assumes that GBV survivors are capable of making decisions about their case and can heal
- Believes that GBV survivors tell the truth
- Believes that GBV survivors are not guilty for the experiences of violence
- Supports a child's right to healthy development, including delayed marriage until the age of 18

² For further guidance on required competencies, refer to Annex XIII of the 2018 GBV SC SOPs".



Facilitators are encouraged to read the GBV SC's "Standard Operating Procedures for Gender-Based Violence Prevention and Response" to further understand roles, responsibilities and expected expertise.

Support for facilitators

Facilitators will receive training in how to use this toolkit and to facilitate GBV awareness raising sessions on a range of topics.

Facilitators will also need to receive ongoing support from their organizations to ensure they are fully competent in running relevant sessions. This support should include aftercare to allow facilitators to reflect on how a session went. A typical debrief sessions should include describing what worked well, identifying challenges and points of resistance, and exploring how to overcome these challenges in future sessions.

The expectations of organizational support for facilitators include:

- During interactions with facilitators, mirroring knowledge, attitudes and practices that facilitators are expected to display in sessions.
- During discussions with facilitators, mirroring effective communication techniques that facilitators are expected to use in sessions.
- Building capacity (GBV knowledge and facilitation skills) for facilitators in ways that effectively apply concepts of adult learning.
- Providing facilitators with opportunities and materials that support their need to acquire GBV knowledge.
- Allowing time for facilitators to build their capacities to ensure they are fully competent in delivering the GBV awareness raising sessions.
- Providing opportunities for facilitators to practice GBV awareness raising activities prior to running sessions in communities.
- Working with facilitators to determine sessions and activities that are best suited to the local context and that can effectively challenge participants and communities.
- Working with facilitators to create innovative solutions to challenges and problems faced during the delivery of sessions.
- Providing support to facilitators to ensure emotional safety before and after facilitating sessions.
- Managing measurement data in ways that support future learning opportunities and targets for facilitators.

This support should be overseen and/or provided by the organization's GBV program manager or specialist.



Part 3: GBV Awareness-Raising Programs



Key message A: The root cause of GBV is gender equality

The facilitators should read this introduction to the root cause of GBV before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

The root cause of all GBV is gender inequality. Neither GBV nor gender inequality are natural. Gender inequality is created and sustained in most human societies today. Education can play a role in promoting gender inequality by giving more or different opportunities to boys than girls, and by teaching boys and girls that they have different roles to play in the home and workplace. The law can support gender inequality by granting more power or rights to men than women. GBV can be used to ensure gender inequality continues in all spheres of daily life (e.g., health, education, employment, laws, policies). The perpetrators of GBV are mostly men. The sufferers are mostly women. Men use GBV to maintain power over women. This is how they protect their dominance and uphold a patriarchal structure. Sometimes, men also use GBV against other men to correct or discipline behaviors they believe are not masculine enough.

Why is this a key GBV message?

Understanding and recognizing the root cause of GBV is central to GBV prevention and response work. Most think other factors are the causes of GBV. They argue, for example, that alcohol, poverty, drugs, boredom, testosterone and/or bad parenting are causes. They also argue that men are naturally violent and can't help the way they behave. These arguments confuse *contributing factors* with *root cause*. It's important to stress the difference between contributing factors and root cause so the violence is not excused as something that only occurs in unusual circumstances. Equally, it's important to acknowledge that the majority of the violence is perpetrated by men against women, and so there is a gender element to the violence.

Challenges for this key message in Syria

GBV is deeply imbedded in the social structure of Syrian society. It is highly normalized because gender inequality is also highly normalized. Men who do not control their wives are often viewed as weak. They are seen to be failed men. Women who do not agree to be subservient to men are often seen as bad women who deserve to be punished/corrected. This normalization of gender inequality in relationships between men and women is not unique to Syrian society. However, in the current conflict situation, there are increasingly powerful reasons given by powerful people as to why the gender inequality is normal and necessary. Challenging these interpretations can be dangerous.

Responding to difficult comments and questions

Aren't men naturally violent? They have high levels of testosterone. Testosterone levels are not constant in a man throughout his lifetime. The level of testosterone a man has at any particular time depends on his situation. Testosterone does not cause violent behavior. High levels of testosterone in a man in a risky situation can in fact motivate the man to run away and not fight. The violence is a choice. Women have testosterone too, but we don't see equally high rates of violence being perpetrated by women.

Men and women are different. They have always been different. It's natural that they have different roles. It may be true that men and women are different biologically. Women have the capacity to get pregnant and give birth, but men do not. These biological differences do not mean there should be differences in status or power or opportunity. In many societies, the biological differences—and



particularly reproduction—have been used to force women into a lower position, by insisting they must remain in the home to take care of children. This allows men to occupy the public space, to control the political and legal system, and to hold the economic power. This means that biological differences are actually being used to create and excuse gender inequality. Biological differences don't cause this inequality.

Women like looking after children. They are naturally more nurturing and caring than men. Many women may like looking after children. This does not mean they should not be treated equally because this is what they do. Looking after children is actually a very important role in all societies. It is how we create future generations who can contribute to and manage a society in productive ways. When a man shows he cares, he can be accused of being weak, not a real man, and more like a woman. This practice of gender socialization makes it difficult for men to show they care. And so, many men do not show they care. Because many men don't show they care, we read this as natural state of being for men. However, it is actually a result of gender socialization. For example, we raise boys to not show emotion when they are sad or upset. We tell them that men don't cry and that they should therefore stop crying if they want to be seen as a real man.

Men are violent because of the stress of the war. It may be true that the war can increase the frequency or severity of violence. War places stress on everybody. Men may be coerced or forced into violence by armed forces. There is evidence to show that men and boys are also at increased risk of suffering violence during war, especially when they are detained. However, the violence that occurs continues to affect women and girls more, even as women and girls are not involved in the fighting. In some places in the world, violence is used as a weapon of war against women and girls. Women and girls become more at risk of GBV in wartimes because of the collapse of social and legal systems.

Program 1: Women – Session 1A1

Introduction to the session

“In this session, we will explore the idea that gender—the way we act as men and women—is socially constructed.”

Step 1: Ask

- How are men and women viewed differently in your community?
- What contributes to creating these differences?
- What do you think about these differences?

Step 2: Suggest

“The different roles of men and women in a society are created through a complex web of influences. We call this process gender socialization. It means that how we behave as men and women is not natural, but is constructed.”

Step 3: Explore

Split the participants into two teams. Provide each team with a large piece of string that contains seven markers (e.g., ribbons) attached to it. The markers should be different colors, one color for each piece of string. Identify one team to be a man and one team to be a woman.

“The rope you have represents the life of a typical man/woman in your community. The seven markers on the rope represent a different stage in that person’s life. We are going to work through the different stages of this person’s life. I will introduce one of the seven stages and will give you some questions to consider. You will have time to discuss your team’s responses to those questions. We will work through all seven stages one at a time. Your team will then be asked to share your story of a typical man/woman in your community.”

The teams can sit at either side of the room to hold their discussions. Take the teams through the different stages of life. Ask them to discuss in their teams what it means to be a man or a woman at that stage. It is better to introduce one stage at a time, and allow time for the participants to discuss that stage before moving on to the next stage.

The seven stages are as follows:

- The first marker represents birth. Discuss how the family and community react to the birth of a man/woman and how they treat a male/female baby.
- The second marker represents school. Discuss the kind of education that a boy/girl receives. How long is it for? What subjects do they study? How do parents and teachers treat them? What influences the length of time a boy/girl spends in education and the kinds of subjects they are allowed to study?
- The third marker represents marriage. Discuss what happens to a man/woman before, during and after the marriage ceremony.
- The fourth marker represents the family home. Discuss the roles of a man/woman in the home. What are their responsibilities? What do they do when they are at home?
- The fifth marker represents work. Discuss the roles of a man/woman with respect to work. What jobs can they do? What is expected of them? What opportunities do they have?
- The sixth marker represents old age. How is a man/woman treated when they are old? How are they represented? What roles do they play in the community?
- The seventh marker represents death. Discuss how the family and community react to the death of a man/woman. How does the death of a man/woman affect the family and the community?



Bring the two teams together. Ask the first team to stretch out their piece of string. You can ask volunteers to hold each end or tie it to chairs. Ask this team to tell their life story of a typical man/woman in their community. Repeat this with the other group.

Step 4: Reflect

Use the reflection time to ask the participants to summarize the key differences between a man and a woman at each of the seven stages. Two or three key differences for each stage are sufficient.

If there is time, and if you feel the group can handle the discussion, you can use additional questions to explore their understanding of gender socialization.

- How have these experiences for men and women changed in your lifetime?
- Do you see them changing in the future?
- Are the different experiences fair?

Step 5: Practice

The action after this session is an *observing* action. It will encourage participants to continue to identify differences in the roles of men and women in their community.

Observing action. Identify one situation in the home and one situation in the community when the roles of men and women are distinctly different. Observe what these differences are.

Explain that you would like participants to share their observations at the beginning of the next session.

Program 1: Women – Session 1A2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the relationship between gender and power."

Step 1: Ask

- How do you understand "power"?
- In what ways can power be harmful?
- In what ways can power be used for good?

Step 2: Suggest

"The way we assign roles and expectations to men and women affects the level of power each has in a particular situation."

Step 3: Explore

Provide each participant with a set of 10 cards. The cards are numbered 1 to 5 twice, and there are five with "man" and five with "woman" written on. So, each participant will have the following cards: 1 man, 1 woman, 2 man, 2 woman ... 5 man, 5 woman.

"I am going to read out five statements. Is a statement *true* for men or for women in their community? You need to make a decision either way. You can't opt out of making a decision. I may ask you to explain your decision. After reading each statement, I will pass this box. Keep the card that identifies the gender of the person for whom the statement is truer. Place in the box the card that identifies the other gender."

An example would be, "I can go to the hospital on my own to discuss my health with a doctor in private." If a participant thinks this statement is truer for men in their community, they keep the card marked "1 man" and place the card marked "1 woman" in the box.

There are five statements. Read one statement at a time, and ask the participants to keep or discard one card from the relevant pair.

Statement 1: "I can become a leader in my community and make decisions about the community."

Statement 2: "I can walk outside safely at night by myself."

Statement 3: "I can decide to leave my young children at home and go outside to work or to meet my friends."

Statement 4: "I can go to school until I decide it is time to leave."

Statement 5: "I can make decisions about how to spend my family's money."

After the activity has finished, ask the participants to count how many male and female cards they have left, and write up a tally.

"The cards you have left in your hands represent who has the most power in their community. Is this men or women? The cards in the box represent who has the least power in their community. Is this men or women?"

Step 4: Reflect

Use the reflection time to ask the participants to consider what the results mean.



- Who has the most power in your community?
- Why is this the case?
- What makes this acceptable? What makes it right?
- Who benefits and who does not?
- How does this imbalance of power affect what women and men can do in your community?
- How does this imbalance of power affect relationships between women and men in your community?

Some participants (especially men) may insist that women have more power in some situations; and this could be true. You should ask them to explain why. This is an opportunity for you to learn about differences in the gender power relations in the community. It will also be an opportunity to challenge attitudes if the participants are unable to provide evidence to support their position, as they may simply be resisting the intent of the activity or a discussion on gender and power.

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to identify differences in the power of men and women in their community.

Thinking action. Think of a situation in your home and one situation in your community where men clearly have more power over women. What are you prevented from doing in this situation? Why do you think the power imbalance exists?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 2: Women – Session 1A3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the differences between the root cause of GBV and contributing factors for GBV"

Step 1: Ask

- Why does violence occur?
- Why does violence against women and girls occur?
- Why do we call violence against women and girls "gender-based violence"?

Step 2: Suggest

"There are many contributing factors that can increase the risk of GBV happening. The root cause of GBV is gender inequality. GBV is violence that one person commits against another to maintain gender power or to correct what they see as incorrect or bad gender performance."

Step 3: Explore

Ask the participants to provide a list of what they believe causes GBV; and write this list on a flipchart. Divide the participants into pairs, and assign one of the listed causes to each pair.

"I would like you to prepare a short argument to prove that the cause you have been given is NOT the cause of GBV. The winner will be the pair that offers the most convincing argument."

Allow the pairs about ten minutes to develop their argument.

Bring the pairs back together and provide each participant with a voting card. The voting card will contain in the first column numbers (1, 2, 3...) to represent the order of the arguments that will be presented; and in the second column a space for them to score the argument out of 10.

"You will vote on how convinced you are by the arguments you will now listen to. Next to argument one, you should enter a score of between 1 and 10. A score of 1 means the argument was not convincing at all. A score of 10 means you have been utterly convinced by the argument. This is secret voting. Don't share your voting scores with anybody else, and don't attempt to influence the voting of others. You cannot vote for your own argument."

Ask the first pair to present their argument, and remind the participants to vote on argument 1. Repeat this for all the pairs. Collect the voting cards and tally up the results. You can do this during a short break.

Inform the participants of the results and announce the winning argument. Provide a small prize to each person in the winning pair.

"Now I want to explore a case study involving violence. I want you to identify what causes the violence in this case study."

Zahid is at work. He has not been getting on with his boss lately and his boss keeps shouting at him for being a lazy employee. Zahid is upset and angry when he is at work. He is embarrassed by what the boss says about him and believes he is working hard. But he can't seem to convince him otherwise. On his way home that evening, Zahid bumps into a community elder just outside the local market. He wasn't looking where he was going and it was an accident. The elder shouts loudly at Zahid to be careful. Zahid is angry because he was shamed this way in public. He decides to stop for a chat with his friends before he goes home to relieve his stress. His friends



are in a good mood, and they make some jokes about Zahid, saying they have heard his boss has been shouting at him. One of his friends jokes that Zahid must be a very weak man to let his boss treat him that way. When he arrives at his house, he finds his wife is already asleep. There is some food on the table but it is cold. He wakes his wife and demands she cook him some fresh dinner. She says she is tired and needs to get up early in the morning to help her mother with some chores. He grabs her by the arm and pulls her out of the bed, then slaps her across the face. “Don’t you dare shame me by refusing to do what I tell you,” he shouts at her. The next day he refuses to let her go to her mother’s house and asks his neighbor to tell him if his wife leaves the house that day. The neighbor agrees.

After reading out the story, ask the participants to discuss what caused the violence in this case study.

Step 4: Reflect

Use the reflection time to ask the participants what they found convincing and what they found unconvincing in the various arguments to prove that a listed cause does NOT cause GBV.

- What makes you think that GBV is caused by these factors?
- Does GBV always occur whenever this factor exists?

Then, ask them to discuss their choices of causes for Zahid’s violence against his wife in the case study.

- Why did Zahid not get violent with his boss, the community leader, his friends or the barman?
- What gives him permission to get violent with his wife?
- What therefore is the cause of his violence?

Here are some reasons participants may offer as the cause of Zahid’s violence against his wife; and some ideas to help explain that these are not causes of his GBV.

- “He is frustrated because of his work and the way his boss treats him.” He doesn’t get violent with his boss. His boss is more powerful than he is, and he knows he will probably lose his job if he does. So, even though he may be frustrated, he has shown that he can contain that frustration.
- “He feels embarrassed because the community elder shouted at him in public.” This is similar to the situation with his boss. He chooses not to get violent with the community elder—who is the cause of his embarrassment—because he knows there will be consequences.
- “He is upset because his friends have made fun of him.” He doesn’t take his anger out on his friends even though they are the ones who are making fun of him.
- “He is angry because there is no decent food to eat.” He has had a very frustrating day, and the lack of hot food to eat may add to his frustration and stress.
- “His wife disobeys him.” We don’t act violently towards everybody who disobeys us or doesn’t do as we ask them.

Zahid chooses to act violently against his wife because he knows there will be no consequences. People, like his neighbor, may even support his behavior. This is because gender inequality is deeply embedded in his social system and practices.

Step 5: Practice

The actions after this session are a *talking* action an *observing* action. These actions will encourage the participants to continue to think about how gender inequality is the root cause of GBV. Participants can choose to do just one or both the actions.

Talking action. Have a conversation with a woman you know and trust. This could be your sister, mother, daughter or a close friend. Ask them why they think some husbands beat their wives.



Don't ask for personal information or enquire about violence they may have suffered. Only ask in broad terms.

Observing action. Identify a situation where you see a man getting angry. This could happen in your home or in your community. Watch how the man deals with his anger. Does he get violent? What allows him to get violent, or what prevents him from getting violent in that situation?

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2A1

Introduction to the session

“In this session, we will explore the idea that gender—the way we act as men and women—is socially constructed.”

Step 1: Ask

- How are boys and girls viewed differently in your community?
- What contributes to creating these differences?
- What do you think about these differences?

Step 2: Suggest

“The different roles of men and women in a society are created through a complex web of influences. We call this process gender socialization. It means that how we behave as men and women is not natural, but is constructed.”

Step 3: Explore

Split the participants into two teams. Provide each team with a large piece of string that contains six markers (e.g., ribbons) attached to it. The markers should be different colors, one color for each piece of string. Identify one team to be a boy and one team to be a girl.

“The rope you have represents the life of a typical boy/girl in your community. The six markers on the rope represent a different stage in that person’s life. We are going to work through the different stages of this person’s life. I will introduce one of the six stages and will give you some questions to consider. You will have time to discuss your team’s responses to those questions. We will work through all six stages one at a time. Your team will then be asked to share your story of a typical boy/girl in your community.”

The teams can sit at either side of the room to hold their discussions. Take the teams through the different stages of life. Ask them to discuss in their teams what it means to be a boy or a girl at that stage. It is better to introduce one stage at a time, and allow time for the participants to discuss that stage before moving on to the next stage.

The six stages are as follows:

- The first marker represents birth. Discuss how the family and community react to the birth of a boy/girl and how they treat a male/female baby.
- The second marker represents puberty. Discuss what happens to a boy/girl when they reach puberty. How does life change? Are there rites of passage to mark this stage? How do other people treat a boy/girl at this stage?
- The third marker represents school. Discuss the kind of education that a boy/girl receives. How long is it for? What subjects do they study? How do parents and teachers treat them? What influences the length of time a boy/girl spends in education and the kinds of subjects they are allowed to study?
- The fourth marker represents marriage. Discuss what happens to a boy/girl before, during and after the marriage ceremony.
- The fifth marker represents the family home. Discuss the roles of a boy/girl in the home. What are their responsibilities? What do they do when they are at home?
- The sixth marker represents work. Discuss the roles of a boy/girl with respect to work. What jobs can they do? What is expected of them? What opportunities do they have?



Bring the two teams together. Ask the first team to stretch out their piece of string. You can ask volunteers to hold each end or tie it to chairs. Ask this team to tell their life story of a typical boy/girl in their community. Repeat this with the other group.

Step 4: Reflect

Use the reflection time to ask the participants to summarize the key differences between a boy and a girl at each of the six stages. Two or three key differences for each stage are sufficient.

If there is time, and if you feel the group can handle the discussion, you can use additional questions to explore their understanding of gender socialization.

- Why do you think different roles exist for boys and girls?
- Do you see them changing in the future, in your lifetime?
- Are the different experiences fair?

Step 5: Practice

The action after this session is an *observing* action. It will encourage participants to continue to identify differences in the roles of boys and girls in their community.

Observing action. Identify one situation in the home and one situation in the community when the roles of boys and girls are distinctly different. Observe what these differences are.

Explain that you would like participants to share their observations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2A2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the relationship between gender and power.”

Step 1: Ask

- How do you understand “power”?
- In what ways can power be harmful?
- In what ways can power be used for good?

Step 2: Suggest

“The way we assign roles and expectations to men and women affects the level of power each has in a particular situation.”

Step 3: Explore

Provide each participant with a LIFECARD.

“This LIFECARD allows you to walk around the room freely and to interact with others freely. Walk around the room to greet and chat to each other.”

After a few minutes, stop the participants.

“Imagine you live in a new society. This new society promises four freedoms for everybody who holds a LIFECARD.”

Provide each participants with four more cards. Each card represents one of the four freedoms. The freedoms are:

- Freedom to earn money
- Freedom of movement
- Freedom to access education and health services
- Freedom to make decisions

“Continue to chat to each other.”

After a few minutes, stop the participants.

Provide each participant with one more card. Half the cards have a circle on them and the other half have a square on them.

“This card represents your position in the new society. The circles and the squares are equal. Spend some time getting to know each other a bit better.”

After a few minutes, stop the participants.

“The situation in your new society has suddenly changed. The circles are now in a higher position than the squares. The circles have the right to take away the rights from the squares. This does not mean that the squares can avoid the circles. If a circle wants to talk to a square, the square must obey. I want you to walk about your new society again. Whenever I clap my hands, everybody must stop where they are. If a circle is talking to a square at that point, the circle can take away one of the square’s rights—they can take one of the cards from the square. Once a square has no more rights left, the next time this happens they must hand over their LIFECARD, and they are no longer able to move or talk.”

Play this game until there are several participants standing still in the room.



Divide the participants into two teams—the circles and the squares.

“I want you to discuss your answers to some questions, and to prepare to share their ideas with the larger group.”

The questions are:

- How did it feel when you were first living in the new society?
- How did you feel when you were given your rights?
- How did it feel when you were divided into circles and squares?
- Squares – How did it feel when you were told you had less power than the circles?
- Circles – How did it feel when you were told you had more power than the squares?
- Squares – How did it feel when you started to lose your rights or when you lost your LIFECARD?
- Circles – How did it feel to take the rights away from the circles or to take away their LIFECARD?

Ask participants to share and discuss their responses.

Step 4: Reflect

Use the reflection time to ask the participants to reflect on gender and power.

- Does every body in a community deserve the same rights?
- What happens when one group of people are given more rights than others?
- In your community, how are people divided into different categories of people (squares and circles)?
- Which categories have more power than others?
- Do men or women have more power in your community?

Step 5: Practice

The action after this session is an *observing* action. It will challenge participants to think about their own position of power in their family or community.

Observing action. Identify one situation during the day when you feel like you have no or limited power. Think about who has power over you and why. What does this prevent you from doing? If you were a boy, how would things be different in this situation?

Explain that you would like participants to share the observations about power in those situations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2A3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the differences between the root cause of GBV and contributing factors for GBV"

Step 1: Ask

- Why does violence occur?
- Why does violence against women and girls occur?
- Why do we call violence against women and girls "gender-based violence"?

Step 2: Suggest

"There are many contributing factors that can increase the risk of GBV happening. The root cause of GBV is gender inequality. GBV is violence that one person commits against another to maintain gender power or to correct what they see as incorrect or bad gender performance."

Step 3: Explore

Introduce the participants to the start of a story.

Amira has recently met a boy her age via WhatsApp. She messages him every day. She has not yet had the chance to meet him because he lives in another town. But he seems very nice when she chats to him. One day, he sends her a message: "I am really looking forward to meeting you. I hope we will one day marry." This makes Amira very happy. Later he sends another message asking her to send him some pictures of herself via WhatsApp. Amira doesn't feel comfortable doing this, but the boy says he won't talk to her again unless she sends him the pictures. He tells her she should do what he tells her because they are now engaged, and he doesn't want to have to tell her family that she is already disobeying him.

Divide the participants into two teams and ask each team to develop the story based on your questions. You should introduce one question at a time, and give the teams some time to discuss how the story progresses.

"I want you to develop the story as a play and to act out your play at the end of the activity."

Use questions to help the teams develop their stories.

- Amira agrees to send the pictures. What happens next?
- The boy sends the pictures to his friends, one of whom knows Amira. What happens next?
- Amira's family find out about the pictures. They insist she and the boy marry quickly. What happens next?
- Amira is soon pregnant with her first child. Her new husband is out all day at work and only comes home in the evening to eat his meal. What happens next?
- Her husband likes to stay out late with his friends before coming home. What happens next?
- Her husband asks his neighbor to keep an eye on Amira so she doesn't leave the house when he is away. Amira has to go outside one day to buy food. What happens next?
- Amira tells her father about the troubles she is having at home. What happens next?

Give the teams some additional time to prepare their plays, then ask each team to act out their version of the story.



After each team has acted out their story, ask the participants to identify what the causes of the problems for Amira were. It may help to ask some additional questions to solicit some answers from participants.

- Why did the boy ask for the pictures?
- Why did Amira feel she had to send the pictures?
- Why was Amira's family upset when they found out about the pictures?
- Why does her husband get angry with her?
- Why does he ask the neighbor to keep an eye on Amira?
- Why does he react the way he does when Amira does not do as he tells her?

Write the responses on a flipchart. Highlight all the identified causes on the list that are not gender inequality.

"I bet I can give a reason for why each of these is not the cause of the GBV that Amira suffers in this story."

Go through each of the listed causes one by one, asking the participants if they too can think of a reason why it is NOT a cause of GBV.

Step 4: Reflect

Use the reflection time to ask the participants to share what they have learned from this activity.

- What first made you think that GBV is caused by these factors on the list?
- Does GBV always occur whenever this factor exists?
- Why is Amira—or somebody like her—particularly at risk of GBV?
- Has this activity changed your view on why GBV occurs?

Step 5: Practice

The action after this session is an *observing* action. It will encourage the participants to continue to think about how gender inequality is the root cause of GBV.

Observing action. Identify a situation where you see a boy gets angry. This could happen in your home or in your community. Watch how the boy deals with his anger. Does he get violent? What allows him to get violent, or what prevents him from getting violent in that situation?

Explain that you would like participants to discuss their observations at the beginning of the next session.

Program 3: Men – Session 3A1

Introduction to the session

“In this session, we will explore the idea that gender—the way we act as men and women—is socially constructed.”

Step 1: Ask

- How are men and women viewed differently in your community?
- What contributes to creating these differences?
- What do you think about these differences?

Step 2: Suggest

“The different roles of men and women in a society are created through a complex web of influences. We call this process gender socialization. It means that how we behave as men and women is not natural, but is constructed.”

Step 3: Explore

Split the participants into two teams. Provide each team with a large piece of string that contains seven markers (e.g., ribbons) attached to it. The markers should be different colors, one color for each piece of string. Identify one team to be a man and one team to be a woman.

“The rope you have represents the life of a typical man/woman in your community. The seven markers on the rope represent a different stage in that person’s life. We are going to work through the different stages of this person’s life. I will introduce one of the seven stages and will give you some questions to consider. You will have time to discuss your team’s responses to those questions. We will work through all seven stages one at a time. Your team will then be asked to share your story of a typical man/woman in your community.”

The teams can sit at either side of the room to hold their discussions. Take the teams through the different stages of life. Ask them to discuss in their teams what it means to be a man or a woman at that stage. It is better to introduce one stage at a time, and allow time for the participants to discuss that stage before moving on to the next stage.

The seven stages are as follows:

- The first marker represents birth. Discuss how the family and community react to the birth of a man/woman and how they treat a male/female baby.
- The second marker represents school. Discuss the kind of education that a boy/girl receives. How long is it for? What subjects do they study? How do parents and teachers treat them? What influences the length of time a boy/girl spends in education and the kinds of subjects they are allowed to study?
- The third marker represents marriage. Discuss what happens to a man/woman before, during and after the marriage ceremony.
- The fourth marker represents the family home. Discuss the roles of a man/woman in the home. What are their responsibilities? What do they do when they are at home?
- The fifth marker represents work. Discuss the roles of a man/woman with respect to work. What jobs can they do? What is expected of them? What opportunities do they have?
- The sixth marker represents old age. How is a man/woman treated when they are old? How are they represented? What roles do they play in the community?
- The seventh marker represents death. Discuss how the family and community react to the death of a man/woman. How does the death of a man/woman affect the family and the community?



Bring the two teams together. Ask the first team to stretch out their piece of string. You can ask volunteers to hold each end or tie it to chairs. Ask this team to tell their life story of a typical man/woman in their community. Repeat this with the other group.

Step 4: Reflect

Use the reflection time to ask the participants to summarize the key differences between a man and a woman at each of the seven stages. Two or three key differences for each stage are sufficient.

If there is time, and if you feel the group can handle the discussion, you can use additional questions to explore their understanding of gender socialization.

- How have these experiences for men and women changed in your lifetime?
- Do you see them changing in the future?
- Are the different experiences fair?
- Do you think women would consider these different experiences to be fair?

Step 5: Practice

The action after this session is an *observing* action. It will encourage participants to continue to identify differences in the roles of men and women in their community.

Observing action. Identify one situation in the home and one situation in the community when the roles of men and women are distinctly different. Observe what these differences are.

Explain that you would like participants to share their observations at the beginning of the next session.

Program 3: Men – Session 3A2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the relationship between gender and power.”

Step 1: Ask

- How do you understand “power”?
- In what ways can power be harmful?
- In what ways can power be used for good?

Step 2: Suggest

“The way we assign roles and expectations to men and women affects the level of power each has in a particular situation.”

Step 3: Explore

Provide each participant with a set of 10 cards. The cards are numbered 1 to 5 twice, and there are five with “man” and five with “woman” written on. So, each participant will have the following cards: 1 man, 1 woman, 2 man, 2 woman ... 5 man, 5 woman.

“I am going to read out five statements. Is a statement *true* for men or for women in their community? You need to make a decision either way. You can't opt out of making a decision. I may ask you to explain your decision. After reading each statement, I will pass this box. Keep the card that identifies the gender of the person for whom the statement is truer. Place in the box the card that identifies the other gender.”

An example would be, “I can go to the hospital on my own to discuss my health with a doctor in private.” If a participant thinks this statement is truer for men in their community, they keep the card marked “1 man” and place the card marked “1 woman” in the box.

There are five statements. Read one statement at a time, and ask the participants to keep or discard one card from the relevant pair.

Statement 1: “I can become a leader in my community and make decisions about the community.”

Statement 2: “I can walk outside safely at night by myself.”

Statement 3: “I can decide to leave my young children at home and go outside to work or to meet my friends.”

Statement 4: “I can go to school until I decide it is time to leave.”

Statement 5: “I can make decisions about how to spend my family's money.”

After the activity has finished, ask the participants to count how many male and female cards they have left, and write up a tally.

“The cards you have left in your hands represent who has the most power in their community. Is this men or women? The cards in the box represent who has the least power in their community. Is this men or women?”

Step 4: Reflect

Use the reflection time to ask the participants to consider what the results mean.

- Who has the most power in your community?
- Why is this the case?
- What makes this acceptable? What makes it right?
- Who benefits and who does not?
- How does this imbalance of power affect what women and men can do in your community?
- How does this imbalance of power affect relationships between women and men in your community?

Some participants (especially men) may insist that women have more power in some situations; and this could be true. You should ask them to explain why. This is an opportunity for you to learn about differences in the gender power relations in the community. It will also be an opportunity to challenge attitudes if the participants are unable to provide evidence to support their position, as they may simply be resisting the intent of the activity or a discussion on gender and power.

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to challenge their own position of power in their family or community.

Doing action. Identify one situation where you know that you have more power because you are a man. This can be a situation at home or in the community. It should be a situation where you have more power over women. When that situation next arises, try something different to change the power imbalance. For example, instead of making a decision, ask your wife what she would do in that situation.

Explain that you would like participants to share how they recognized and changed the imbalance of power in a situation at the beginning of the next session.

Program 3: Men – Session 3A3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the differences between the root cause of GBV and contributing factors for GBV"

Step 1: Ask

- Why does violence occur?
- Why does violence against women and girls occur?
- Why do we call violence against women and girls "gender-based violence"?

Step 2: Suggest

"There are many contributing factors that can increase the risk of GBV happening. The root cause of GBV is gender inequality. GBV is violence that one person commits against another to maintain gender power or to correct what they see as incorrect or bad gender performance."

Step 3: Explore

Ask the participants to provide a list of what they believe causes GBV; and write this list on a flipchart. Divide the participants into pairs, and assign one of the listed causes to each pair.

"I would like you to prepare a short argument to prove that the cause you have been given is NOT the cause of GBV. The winner will be the pair that offers the most convincing argument."

Allow the pairs about ten minutes to develop their argument.

Bring the pairs back together and provide each participant with a voting card. The voting card will contain in the first column numbers (1, 2, 3...) to represent the order of the arguments that will be presented; and in the second column a space for them to score the argument out of 10.

"You will vote on how convinced you are by the arguments you will now listen to. Next to argument one, you should enter a score of between 1 and 10. A score of 1 means the argument was not convincing at all. A score of 10 means you have been utterly convinced by the argument. This is secret voting. Don't share your voting scores with anybody else, and don't attempt to influence the voting of others. You cannot vote for your own argument."

Ask the first pair to present their argument, and remind the participants to vote on argument 1. Repeat this for all the pairs. Collect the voting cards and tally up the results. You can do this during a short break.

Inform the participants of the results and announce the winning argument. Provide a small prize to each person in the winning pair.

"Now I want to explore a case study involving violence. I want you to identify what causes the violence in this case study."

Zahid is at work. He has not been getting on with his boss lately and his boss keeps shouting at him for being a lazy employee. Zahid is upset and angry when he is at work. He is embarrassed by what the boss says about him and believes he is working hard. But he can't seem to convince him otherwise. On his way home that evening, Zahid bumps into a community elder just outside the local market. He wasn't looking where he was going and it was an accident. The elder shouts loudly at Zahid to be careful. Zahid is angry because he was shamed this way in public. He decides to stop for a chat with his friends before he goes home to relieve his stress. His friends

are in a good mood, and they make some jokes about Zahid, saying they have heard his boss has been shouting at him. One of his friends jokes that Zahid must be a very weak man to let his boss treat him that way. When he arrives at his house, he finds his wife is already asleep. There is some food on the table but it is cold. He wakes his wife and demands she cook him some fresh dinner. She says she is tired and needs to get up early in the morning to help her mother with some chores. He grabs her by the arm and pulls her out of the bed, then slaps her across the face. “Don’t you dare shame me by refusing to do what I tell you,” he shouts at her. The next day he refuses to let her go to her mother’s house and asks his neighbor to tell him if his wife leaves the house that day. The neighbor agrees.

After reading out the story, ask the participants to discuss what caused the violence in this case study.

Step 4: Reflect

Use the reflection time to ask the participants what they found convincing and what they found unconvincing in the various arguments to prove that a listed cause does NOT cause GBV.

- What makes you think that GBV is caused by these factors?
- Does GBV always occur whenever this factor exists?

Then, ask them to discuss their choices of causes for Zahid’s violence against his wife in the case study.

- Why did Zahid not get violent with his boss, the community leader, his friends or the barman?
- What gives him permission to get violent with his wife?
- What therefore is the cause of his violence?

Here are some reasons participants may offer as the cause of Zahid’s violence against his wife; and some ideas to help explain that these are not causes of his GBV.

- “He is frustrated because of his work and the way his boss treats him.” He doesn’t get violent with his boss. His boss is more powerful than he is, and he knows he will probably lose his job if he does. So, even though he may be frustrated, he has shown that he can contain that frustration.
- “He feels embarrassed because the community elder shouted at him in public.” This is similar to the situation with his boss. He chooses not to get violent with the community elder—who is the cause of his embarrassment—because he knows there will be consequences.
- “He is upset because his friends have made fun of him.” He doesn’t take his anger out on his friends even though they are the ones who are making fun of him.
- “He is angry because there is no decent food to eat.” He has had a very frustrating day, and the lack of hot food to eat may add to his frustration and stress.
- “His wife disobeys him.” We don’t act violently towards everybody who disobeys us or doesn’t do as we ask them.

Zahid chooses to act violently against his wife because he knows there will be no consequences. People, like his neighbor, may even support his behavior. This is because gender inequality is deeply embedded in his social system and practices.

Step 5: Practice

The actions after this session are a *talking* action an *observing* action. These actions will encourage the participants to continue to think about how gender inequality is the root cause of GBV. Participants can choose to do just one of both the actions.

Talking action. Have a conversation with a man you know and trust. This could be your brother, father, son or a friend. Ask them why they think some husbands beat their wives. Don’t ask for



personal information or enquire personal experience of violence within the home. Only ask in broad terms.

Observing action. Identify a situation where you see a man getting angry. This could happen in your home or in your community. Watch how the man deals with his anger. Does he get violent? What allows him to get violent, or what prevents him from getting violent in that situation?

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4A1

Introduction to the session

“In this session, we will explore the idea that gender—the way we act as men and women—is socially constructed.”

Step 1: Ask

- How are boys and girls viewed differently in your community?
- What contributes to creating these differences?
- What do you think about these differences?

Step 2: Suggest

“The different roles of men and women in a society are created through a complex web of influences. We call this process gender socialization. It means that how we behave as men and women is not natural, but is constructed.”

Step 3: Explore

Split the participants into two teams. Provide each team with a large piece of string that contains six markers (e.g., ribbons) attached to it. The markers should be different colors, one color for each piece of string. Identify one team to be a boy and one team to be a girl.

“The rope you have represents the life of a typical boy/girl in your community. The six markers on the rope represent a different stage in that person’s life. We are going to work through the different stages of this person’s life. I will introduce one of the six stages and will give you some questions to consider. You will have time to discuss your team’s responses to those questions. We will work through all six stages one at a time. Your team will then be asked to share your story of a typical boy/girl in your community.”

The teams can sit at either side of the room to hold their discussions. Take the teams through the different stages of life. Ask them to discuss in their teams what it means to be a boy or a girl at that stage. It is better to introduce one stage at a time, and allow time for the participants to discuss that stage before moving on to the next stage.

The six stages are as follows:

- The first marker represents birth. Discuss how the family and community react to the birth of a boy/girl and how they treat a male/female baby.
- The second marker represents puberty. Discuss what happens to a boy/girl when they reach puberty. How does life change? Are there rites of passage to mark this stage? How do other people treat a boy/girl at this stage?
- The third marker represents school. Discuss the kind of education that a boy/girl receives. How long is it for? What subjects do they study? How do parents and teachers treat them? What influences the length of time a boy/girl spends in education and the kinds of subjects they are allowed to study?
- The fourth marker represents marriage. Discuss what happens to a boy/girl before, during and after the marriage ceremony.
- The fifth marker represents the family home. Discuss the roles of a boy/girl in the home. What are their responsibilities? What do they do when they are at home?
- The sixth marker represents work. Discuss the roles of a boy/girl with respect to work. What jobs can they do? What is expected of them? What opportunities do they have?



Bring the two teams together. Ask the first team to stretch out their piece of string. You can ask volunteers to hold each end or tie it to chairs. Ask this team to tell their life story of a typical boy/girl in their community. Repeat this with the other group.

Step 4: Reflect

Use the reflection time to ask the participants to summarize the key differences between a boy and a girl at each of the six stages. Two or three key differences for each stage are sufficient.

If there is time, and if you feel the group can handle the discussion, you can use additional questions to explore their understanding of gender socialization.

- Why do you think different roles exist for boys and girls?
- Do you see them changing in the future, in your lifetime?
- Are the different experiences fair?

Step 5: Practice

The action after this session is an *observing* action. It will encourage participants to continue to identify differences in the roles of boys and girls in their community.

Observing action. Identify one situation in the home and one situation in the community when the roles of boys and girls are distinctly different. Observe what these differences are.

Explain that you would like participants to share their observations at the beginning of the next session.

Program 4: Adolescent Boys – Session 4A2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the relationship between gender and power.”

Step 1: Ask

- How do you understand “power”?
- In what ways can power be harmful?
- In what ways can power be used for good?

Step 2: Suggest

“The way we assign roles and expectations to men and women affects the level of power each has in a particular situation.”

Step 3: Explore

Provide each participant with a LIFECARD.

“This LIFECARD allows you to walk around the room freely and to interact with others freely. Walk around the room to greet and chat to each other.”

After a few minutes, stop the participants.

“Imagine you live in a new society. This new society promises four freedoms for everybody who holds a LIFECARD.”

Provide each participants with four more cards. Each card represents one of the four freedoms. The freedoms are:

- Freedom to earn money
- Freedom of movement
- Freedom to access education and health services
- Freedom to make decisions

“Continue to chat to each other.”

After a few minutes, stop the participants.

Provide each participant with one more card. Half the cards have a circle on them and the other half have a square on them.

“This card represents your position in the new society. The circles and the squares are equal. Spend some time getting to know each other a bit better.”

After a few minutes, stop the participants.

“The situation in your new society has suddenly changed. The circles are now in a higher position than the squares. The circles have the right to take away the rights from the squares. This does not mean that the squares can avoid the circles. If a circle wants to talk to a square, the square must obey. I want you to walk about your new society again. Whenever I clap my hands, everybody must stop where they are. If a circle is talking to a square at that point, the circle can take away one of the square's rights—they can take one of the cards from the square. Once a square has no more rights left, the next time this happens they must hand over their LIFECARD, and they are no longer able to move or talk.”

Play this game for until there are several participants standing still in the room.

Divide the participants into two teams—the circles and the squares.

“I want you to discuss your answers to some questions, and to prepare to share their ideas with the larger group.”

The questions are:

- How did it feel when you were first living in the new society?
- How did you feel when you were given your rights?
- How did it feel when you were divided into circles and squares?
- Squares – How did it feel when you were told you had less power than the circles?
- Circles – How did it feel when you were told you had more power than the squares?
- Squares – How did it feel when you started to lose your rights or when you lost your LIFECARD?
- Circles – How did it feel to take the rights away from the circles or to take away their LIFECARD?

Ask participants to share and discuss their responses.

Step 4: Reflect

Use the reflection time to ask the participants to reflect on gender and power.

- Does every body in a community deserve the same rights?
- What happens when one group of people are given more rights than others?
- In your community, how are people divided into different categories of people (squares and circles)?
- Which categories have more power than others?
- Do men or women have more power in your community?

Step 5: Practice

The action after this session is a *doing* action. It will challenge participants to think about their own position of power in their family or community.

Doing action. Identify one situation where you know that you have more power because you are a boy. This can be a situation at home or at school or in the community. It should be a situation where you have more power over girls. When that situation next arises, try something different to change the power imbalance. For example, instead of making a decision, ask your sister what she would do in that situation.

Explain that you would like participants to share how they recognized and changed the imbalance of power in a situation at the beginning of the next session.

Program 4: Adolescent Boys – Session 4A3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the differences between the root cause of GBV and contributing factors for GBV"

Step 1: Ask

- Why does violence occur?
- What makes boys get violent?
- What do you understand by the term "gender-based violence"?

Step 2: Suggest

"There are many contributing factors that can increase the risk of GBV happening. The root cause of GBV is gender inequality. GBV is violence that one person commits against another to maintain gender power or to correct what they see as incorrect or bad gender performance."

Step 3: Explore

Introduce the participants to the start of a story.

Zahid has recently met a girl his age via WhatsApp. He messages her every day. He has not yet had the chance to meet her because she lives in another town. But she is clearly very keen to chat with him because she messages him back every day too. One day, he sends her a message: "I am really looking forward to meeting you. I hope we will one day marry." This makes the girl very happy. Later he sends another message asking her to send him some pictures of herself via WhatsApp. The girl replies saying she doesn't feel comfortable doing this, but Zahid wants the pictures. He tells her he won't talk to her again unless she sends him the pictures. He tells her she should do what he tells her because they are now engaged, and he doesn't want to have to tell her family that she is already disobeying him.

Divide the participants into two teams and ask each team to develop the story based on your questions. You should introduce one question at a time, and give the teams some time to discuss how the story progresses.

"I want you to develop the story as a play and to act out your play at the end of the activity."

Use questions to help the teams develop their stories.

- The girl agrees to send the pictures. What happens next?
- Zahid shares the pictures with his friends, one of whom knows the girl. What happens next?
- The girl's family find out about the pictures. They insist she and Zahid marry quickly. What happens next?
- The girl is soon pregnant with her first child. Zahid is out all day at work and only comes home in the evening to eat his meal. What happens next?
- Zahid likes to stay out late with his friends before coming home. What happens next?
- Zahid asks his neighbor to keep an eye on his wife so she doesn't leave the house when he is away. She has to go outside one day to buy food. What happens next?
- Zahid's wife tells her father about the troubles she is having at home, and Zahid finds out about this. What happens next?

Give the teams some additional time to prepare their plays, and then ask each team to act out their version of the story.



After each team has acted out their story, ask the participants to identify what the causes of the problems for Amira were. It may help to ask some additional questions to solicit some answers from participants.

- Why did Zahid ask for the pictures?
- Why did the girl feel she had to send the pictures?
- What might Zahid's friends say to him when he shares the pictures with them?
- Why was the girl's family upset when they found out about the pictures?
- Was Zahid's family also upset?
- Why does Zahid get angry with his wife?
- Why does Zahid ask the neighbor to keep an eye on his wife?
- Why does Zahid react the way he does when his wife does not do as he tells her?

Write the responses on a flipchart. Highlight all the identified causes on the list that are not gender inequality.

"I bet I can give a reason for why each of these is not the cause of the GBV that Amira suffers in this story."

Go through each of the listed causes one by one, asking the participants if they too can think of a reason why it is NOT a cause of GBV.

Step 4: Reflect

Use the reflection time to ask the participants to share what they have learned from this activity.

- What first made you think that GBV is caused by these factors on the list?
- Does GBV always occur whenever this factor exists?
- Why is the girl—or somebody like her—particularly at risk of GBV?
- Why does Zahid behave the way he does throughout this story/his life?
- Has this activity changed your view on why GBV occurs?

Step 5: Practice

The action after this session is an *observing* action. It will encourage the participants to continue to think about how gender inequality is the root cause of GBV.

Observing action. Identify a situation where you see a boy gets angry. This could happen in your home or in your community. Watch how the boy deals with his anger. Does he get violent? What allows him to get violent, or what prevents him from getting violent in that situation?

Explain that you would like participants to discuss their observations at the beginning of the next session.



Key message B: Knowledge of and access to GBV services can save lives

Facilitators should read this introduction to knowledge of and access to GBV services before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

Access to GBV services is often restricted, especially for adolescent girls and women. Girls and women may require permission from a male member of their family or a male community leader to leave their home or to travel to locations where they can access services. Even when women and girls are able to leave their home without the permission of a man, they face significant safety and security risks, including the risk of sexual violence. This limits—and sometimes prevents—their ability to access services necessary to ensure their health, wellbeing and right to live a violence-free life.

In some communities where women and girls' safe spaces have been established, men may dictate who can attend sessions in those spaces, for how long, and the kinds of training that can be offered there. This means that access to the physical space does not always guarantee access to ideas that can help empower women and girls.

Why is this a key GBV message?

For survivors of GBV, medical attention can be urgently needed to prevent further injury or in some cases death. Ongoing access to psychosocial support and counselling are important components of the recovery process. Access gives survivors a chance to rebuild their lives so they can make positive contributions to their intimate relationships, families and communities. Unhindered access to GBV support services can bring a halt to the cycle of violence within families and communities. It is through access to GBV services that perpetrators and survivors can adopt new ways of thinking and behaving to challenge and stop the normalization of violence.

Challenges for this key message in Syria

The geographical reach of GBV services has increased in Syria. As of June 2018, 151 communities were being targeted with GBV activities, and there were 42 partner organizations offering GBV services. These services include health services, case management, psychosocial support, legal systems and referral mechanisms for survivors. In addition, available GBV activities include capacity building, awareness raising and women's empowerment.

There are still some specific barriers to accessing available services. For some people, access is limited because of geographical distance and the lack of transportation. Women and girls are prevented from travelling to access the services because they are not permitted to travel alone, and securing agreement from a man to travel the distance with them is not always easy. Women and girls may feel ashamed about what has happened to them and do not wish to disclose their experiences by accessing available services. Their families may prevent them from accessing services. Another barrier is the lack of awareness within communities about the availability and benefits of the services. There is also a risk that those who attend GBV awareness-raising sessions can be at risk of harm from family members who object to their involvement in such activities.

Responding to difficult comments and questions

Our culture does not allow women to receive this kind of education or information. It threatens the natural order of the relationship between a husband and wife. The education offered to women in the centers is often intended to improve their knowledge about health issues. This knowledge doesn't just benefit the women; it also benefits the children and the wider family. It means she can take better care



of herself. It means she can support her family more effectively. Sometimes the information she receives can also help build a stronger relationship between husband and wife, because she is better able to understand how to be a partner in a relationship.

We can provide all the support she needs in our community. Support from friends, family members and the community will help her to recover. However, this support needs to be matched with professional support. There may be specific health needs that cannot be addressed in local community health centers. The emotional recovery requires specialized expertise. It's not just a matter of telling her things will be okay.

She doesn't need any help. The violence has stopped now. It's important not to speak or make decisions on her behalf. We should ask her if she wants to access services. The violence rarely stops without intervention. There may be periods when the violence doesn't happen. But if violence has been used before, it's very likely the perpetrator will use it again. The violence may even escalate and end in death. Accessing services will allow us to work with the survivor and the perpetrator to prevent this happening. The experience of the violence also marks a person's entire life and future. It is therefore also important to provide the necessary support even if the violence has stopped.

Program 1: Women – Session 1B1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the different types of GBV that can occur. Some are obvious, but others are less obvious and often hidden.”

Step 1: Ask

- What do you understand by the term “gender-based violence”? We finished the last session with this question. Has your understanding changed in any way?
- Is all violence physical?
- What other types of violence do you see happening in your community?

Write the answers to the last question on a flipchart.

Step 2: Suggest

“There are many different types of GBV. Some are more obvious like physical violence. But some are more hidden like economic violence or the denial of resources.”

Step 3: Explore

Divide the participants into pairs and provide each pair with a copy of the scenarios.

“I want you to read the scenarios you have been given and to discuss your responses to two questions.”

The questions are:

- Is this an example of GBV?
- What type of GBV is it?

If it is not possible for the participants to read the scenarios, you can read them out and have the pairs discuss their answers to the questions. In this case, it would work better to introduce and discuss one scenario at a time.

The scenarios are:

Scenario 1: A wife does not prepare dinner on time, so her husband slaps her. (Intimate partner violence, physical violence)

Scenario 2: A man meets a beautiful woman and wants to have sex with her. The woman says she is not interested but she is happy to talk to him. He later forces her to have sex. (Sexual violence, rape)

Scenario 3: A boy accuses a girl of having sex with many boys, wearing inappropriate clothing, and being a bad girl. He tells his friends what he thinks she has done. (Psychological or emotional violence)

Scenario 4: A father refuses to let his daughter eat dinner and he makes her sleep outside, because he is angry she has not cleaned the house. (Denial of resources)

Scenario 5: A group of boys teases a young girl who is walking alone on the street. They tell her she looks beautiful and should take one of them as her boyfriend. (Psychological or emotional violence)

Scenario 6: An aid worker tells a woman she can have extra rice today if she will give him a little kiss. (Sexual exploitation)



Scenario 7: A group of older boys forces one of their younger brothers to watch pornography. (Sexual violence)

Scenario 8: A wife gets ill after giving birth but the husband says she needs to stay at home to care for the new baby and cannot go to the hospital. (Denial of resources)

Scenario 9: A boy make some false pictures of his sister's friend wearing sexy clothes and posts them on the internet. (Sexual violence)

Scenario 10: A woman would like to access some information about family planning but her husband has beat her once before after he found some leaflets she had brought home about family planning. (Physical violence, denial of access to resources)

All the scenarios involve GBV. For your guidance and to assist with the discussions, the GBV type has been included in brackets after the scenario. You should not include this when you read out the scenario.

Through the discussions, you can introduce the participants to the different types of GBV. They may explain some of these in their answers, but this is also an opportunity to introduced new and shared terminology.

Key terminology used to describe different types of GBV are:

- Intimate partner violence
- Domestic violence
- Physical violence
- Verbal violence
- Psychosocial or emotional violence
- Sexual violence
- Sexual exploitation
- Economic violence

While there are other GBV types (especially child marriage and virginity testing), this may not be the best time to introduce these unless they are raised by the participants during the discussion. Some of these GBV types will be explored in later sessions in the program.

Divide the participants into three teams. Give each team a set of cards with one of the different types of GBV form above written on each card. Each full set contains all the listed different types of GBV.

"I want you to organize the cards in a particular order. I will give each team instructions on what that order is."

Team 1: The GBV types in order of visibility in their community.

Team 2: The GBV types in order of frequency in their community.

Team 3: The GBV types in order of most important to address in their community.

Step 4: Reflect

Use the reflection time to ask the participants what they notice about the different orderings of the cards.

- Which of the GBV types is new to you?
- What can we see from the three columns of GBV types?
- Are the most frequent ones also the most visible?
- Are the most important ones to address also the most frequent?

Step 5: Practice



The action after this session is an *observing* action. It will encourage the participants to continue to identify GBV types that often remain hidden.

Observing action. Choose one of the GBV types you did not know about before this session or which you think is difficult to see. Try to observe a situation where you think somebody might be perpetrating this GBV type. What are the signs it is happening?

Explain that you would like participants to discuss their observations at the beginning of the next session.

Program 1: Women – Session 1B2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will look at the effects and consequences of GBV.”

Step 1: Ask

- How does violence in your community affect the whole community?
- What can people not do when the risk of violence in a community is high?
- What happens to all members of a family (the parents, children, grandparents) when there is violence happening in the home?

Step 2: Suggest

“The consequences of GBV go beyond the physical. There can also be long-term emotional and economic impacts. Violence against a single person can also affect more people; it can have a secondary impact on others who are connected to that person.”

Step 3: Explore

Divide the participants into two teams. Provide each team with a flipchart with the word “consequences” written at the top, and with the flipchart divided into three columns: physical, emotional, economic.

“I will give each team a scenario. I want you to discuss how the violence that takes place in the scenario might affect the person who is attacked. What types of violence do you see? What are or could be the consequences of this violence? Use the three columns on your flipchart to record the physical, emotional and economic consequences.”

The scenarios are:

Scenario 1: Iman is refusing to marry the person her father and mother want her to marry. She is forced to sleep outside every day until she agrees. She is only allowed to eat food after all the other family members have finished eating, and she has to eat alone. Her father has forbidden all the family members from talking to her. “Everything will be okay once you agree to the marriage,” he tells her.

Question 1: What types of GBV do we see in this scenario?

Question 2: What are or could be the consequences of the GBV for Iman?

Scenario 2: Hassan meets a girl on social media. He chats to her for a while and convinces her to meet him in person. When they meet, Hassan asks the girl to have sex with him. She says no. Hassan gets angry and rapes her. He takes a photo of her after the rape and threatens to send it to her parents if she tells anybody about what has happened.

Question 1: What types of GBV do we see in this scenario?

Question 2: What are or could be the consequences of the GBV for the girl?

For your guidance and to help with the discussion, here are some possible responses to the two questions for each scenario:

Scenario 1. We see emotional violence and denial of resources in this scenario. The violence could result in health problems from exposure to the weather and lack of food. Iman is likely to be extremely upset and afraid.

Scenario 2: We see sexual violence and emotional violence in this scenario. The violence will cause physical harm to the girl because of the forced intercourse. She may have been exposed to sexually transmitted infections and pregnancy. She may be exposed to further harm if members of her family find out what has happened especially if they blame her. She will be under extreme emotional stress worrying about what the boy will do with the photo.

After allowing the teams some time to complete this part of the activity, ask them to share their findings.

“Is there anybody else who could be affected by the violence?”

As soon as somebody identifies another person or group who could be affected, ask them what the consequences might be for this person or group. You may need to prompt the participants to ensure they cover the family, other friends, the community and the perpetrator.

Exploring the consequences of the violence on the perpetrator may be challenging, but this is an important part of understanding that GBV does not benefit anybody. For the perpetrator, some of the consequences may appear beneficial. For example, Iman’s father may be viewed by his brothers as strong. But what if one of his sons is secretly questioning what he is doing and losing trust in his father as a good man?

Step 4: Reflect

Use the reflection time to ask the participants to think about the consequences of GBV for their community.

- What happens to our attitudes towards GBV if we consider its long-term consequences?
- In your community, what are some of the most common consequences of GBV?
- How does GBV prevent your community from becoming a stronger community?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to think about the consequences of GBV on individuals, families and communities.

Thinking action. Imagine a situation where it might be common to find GBV in your community. Think about what type of GBV this is. Think through the consequences of the GBV on the individual, the family and the community. Consider too what the consequences of the GBV are for the perpetrator. Does the violence benefit the perpetrator in any way?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 2: Women – Session 1B3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the importance of supporting people to access GBV services.”

Step 1: Ask

- What kinds of support and services do you think people might need if they have suffered GBV?
- Are these services easily accessible in your community?
- What prevents people from accessing support services for GBV?

Step 2: Suggest

“Having easy and unhindered access to GBV support services can save lives. There may be physical consequences of GBV that require immediate medical assistance. Access to other services help GBV sufferers to deal with their experiences and to seek long-term assistance to prevent the GBV from happening again.”

Step 3: Explore

Divide the group into three teams. Assign each team a type of GBV. You can use this introduction to the activity to review their knowledge of types of GBV. You can either present them the list they completed in the previous session or ask them to create the list again (and ensure all different types are listed). Provide each team with two flipcharts.

“I want us to spend some time looking at support services for GBV sufferers. I will ask you to develop a scenario and to think about what support should be offered to the GBV sufferer in this scenario. At the top of your first flipchart, write the GBV type I have given you. Divide the rest of the flipchart into two rows. I will instruct you what to write in each row.”

Row 1: Describe a scenario of somebody suffering this type of GBV. What happens?

Row 2: List all the physical, emotional and economic consequences of this GBV for the sufferer.

“Divide your second flipchart into three columns. I will instruct you what to write in each column.”

Column 1: What support services does the survivor need?

Column 2: Which of these support services are available in your community?

Column 3: What are the barriers for the survivor to access each of these services?

Ask each team to present their work to the group.

Step 4: Reflect

Use the reflection time to explore how the participants feel about the level of support they can offer to others who suffer GBV.

- Do you know what services are available to survivors of GBV in your community?
- Do you think GBV survivors have adequate and easy access to services in your community?
- What might be some of the consequences for a survivor if they cannot access services?
- What can you do to support access to services for GBV survivors in your community?

Also, encourage them to think about their own wellbeing.

- Why is it important for you to access GBV services if you need them?



- What might prevent you from accessing these services?
- What can you do to look after your personal wellbeing?

In response to the answers the participants give to the first question in this reflection time, you should provide information on available GBV services in the community. You should include the referral phone number if one exists.

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to think about what they can do to support improvements in access to GBV support services in their community.

Thinking action. Imagine you find yourself in a position of authority. You have been given a large budget and the ability to make one change to improve access to GBV support services in your community. Identify what that change would be. What would you spend the money on?

Explain that you would like participants to share their ideas at the beginning of the next session.

Program 2: Adolescent Girls – Session 2B1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the different types of GBV that can occur. Some are obvious, but others are less obvious and often hidden.”

Step 1: Ask

- What do you understand by the term “gender-based violence”? We finished the last session with this question. Has your understanding changed in any way?
- Is all violence physical?
- What other types of violence do you see happening in your community?

Write the answers to this last question on a flipchart.

Step 2: Suggest

“There are many different types of GBV. Some are more obvious like physical violence. But some are more hidden like economic violence or the denial of resources.”

Step 3: Explore

Divide the participants into teams of four. Give each team a sheet of paper containing four squares. Instruct the teams to select four of the different types of violence from the flipchart.

If the participants did not identify the following types of violence, you should add these to the list and insist they include at least two of these in their choice of four types of violence:

- Sexual violence
- Sexual exploitation
- Denial of services/resources
- Psychological/emotional violence

“What do you know about each type of violence you have chosen? Record your knowledge in the relevant square.”

Give the teams about 10 minutes to work on this activity, and then ask the teams to share what they have written. You can use this time to ask further questions to help clarify or correct their understanding of the different types of violence.

For the next part of the activity, divide the room into two spaces: sexual verbal violence and emotional verbal violence. You can write the two terms on separate large pieces of paper and hang these on opposite walls.

“I will read out some statements that somebody might say to you. I want you to decide if the statement is sexual verbal violence or emotional verbal violence. Stand in the relevant space to show your decision; and don't copy others!”

Read the statements one at a time, and discuss with the girls why they have selected sexual verbal violence or emotional verbal violence as their answer.

The statements are:

You are useless. You are worth nothing.

When you walk, your legs move beautifully.



I like looking at your beautiful face. I want to touch it.

Nobody likes you. You have no friends.

For the final part of this activity, you will need to prepare some signs with the word VIOLENCE written on. There needs to be one sign for every participant.

“I will read out a story about a girl named Nour. Raise your sign each time you identify that Nour is exposed to an act of violence. I want you to name the type of violence and the perpetrator.”

Stop the story every time a girl raises her sign. If more than one girl does this, ask the girl who is the quickest to raise their sign to give their answer. You can have small prizes (e.g., candy) to hand out for all correct answers (or for trying in the case of a wrong answer).

Last year, Nour’s parents removed her from school because they didn’t think school was important for girls. Her situation at home is very difficult. She is unable to talk to her parents about anything. One day she decided she would try to convince her mother to let her go back to school. Her mother hit her and told her she does not have the right to go to school and should never talk about this again. When her father heard about it, he got angry and shouted at her saying: “There is no point you going to school. You are useless. You are only good for working in the house.”

Nour likes to go to the market to buy food for the family. She always goes to the same market store. Today, she is walking down the street on her way to the market when she sees a group of boys standing on the street in front of her. She crosses the road because she wants to avoid them. They start yelling at her. They tease her for the way she walks. One boy yells out: “You have a beautiful dress. You look beautiful”. She tries to walk faster to avoid them. One of the boys runs up behind her and touches her on the back. All the other boys laugh and say she must be this boy’s girlfriend now. She feels so ashamed.

The owner of the market store has always been friendly towards her. He smiles at her and always asks for a fair price for the food items. Today, when Nour goes to hand over the money to pay for the food, the store owner tells her she does not have to pay him today because he is grateful for her custom. She is very grateful in return. The following week, the same thing happens. Nour cannot believe her luck; she is able to save so much money. The next time she went to the store, the owner asked her to remove her veil so he can see what she looks like without it on. When she refused, he said to her that she must do it, in return for all the items he gave her.

Step 4: Reflect

Use the reflection time to explore what the participants have learned about different types of GBV in the session.

- Which are the most obvious types of GBV?
- Which are hidden types of GBV?
- Why are these ones hidden?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to identify hidden forms of violence that affect women and girls in their homes and communities.

Thinking action. Identify one type of violence that you now recognize affects women and/or girls in your home or community. Who perpetrates this violence, and why?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 2: Adolescent Girls – Session 2B2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how the risk of violence impacts differently on the everyday lives of girls and boys.”

It may be possible to run this session with a mixed gender group of girls and boys. The participants should be comfortable working together. Alternative methods are to run the sessions separately, then bring the two groups together to share the results of the activity; or to show the results of the activity from the girls' group to the boys, and vice versa.

Step 1: Ask

- In the last session, we explored some different types of GBV. Which of these affect your daily life?
- In what ways do these types of GBV affect your daily life?
- Which of these affect the daily life of boys in your community?

Step 2: Suggest

“While men and boys can be the victims of violence, it is mostly women and girls who experience violence perpetrated by men and boys. This means that for women and girls the risk of GBV is higher than for men and boys. For women and girls, it can be an everyday risk they have to manage.”

Step 3: Explore

Ask the participants if they can recall the different types of GBV that were discussed in the previous session. Write the types they name on a flipchart, and add those they have forgotten. Provide each participant with two small stickers, and ask them to identify the two types that have the most impact on their daily lives.

“Which two of these GBV types do you believe you are most at risk of facing in your daily life? Place your voting stickers against these two.”

Review the voting scores with the participants to identify the GBV type that has received the most stickers. You can use this GBV type in the activity. Alternatively, you can use sexual violence as the GBV type for this activity, as exploring the impacts of the risk of sexual violence on girls can be the most effective with respect to making the point that the risk affects the daily lives of girls far more so than boys.

Ensure there is a clear wall in the room.

“The length of the wall represents the length of time in a typical day. I will give you some different times of the day. I want you to tell me what you do to protect yourself from this GBV type when you are doing this activity.”

The times of day are:

- Waking up and getting dressed
- Doing some household chores
- Going to school
- Going to the market
- Meeting up with friends
- Staying home alone



- Going to the washroom
- Walking home after dark
- Going to bed

For each time of the day, move along the wall. Write down the answers they give and stick these answers to the wall in the position that represents the time of day.

As much as possible, encourage the participants to give answers that reflect their own experiences. Not all the daily activities will be relevant for all participants. For example, some girls may not attend school. In this case, they can think about the experiences of their friends or an imaginary girl who lives in their community.

When you have finished, review the answers with the participants.

“It looks like girls have to put in a lot of effort each day to protect themselves from the risk of the GBV type.”

Repeat the activity on the other wall. This time focus on boys. Ask the participants to think about what boys have to do to protect themselves from the risk of the GBV type when they are doing the same activities.

Step 4: Reflect

Use the reflection time for participants to share what they have learned about how the risk of GBV affects the lives of girls and boys differently.

- Are there differences between what the girls have to do and what the boys have to do to protect themselves from GBV?
- Does this seem fair to you?
- What does it feel like to see all the ways in which girls have to limit or alter their lives to mitigate the risk of violence committed by men and boys?
- Why do you think these differences exist?
- What do girls lack in order to be able to protect themselves fully from this GBV type?

Step 5: Practice

The action after this session is a *talking* action. It will encourage participants to continue to identify how much girls are affected by the risk of GBV in their communities.

Talking action. Find a female friend you trust very well. Ask her if she is ever concerned about violence being perpetrated against them by men or boys. What kinds of GBV is she worried about? What does she do to protect herself?

Explain that you would like participants to share the results of their conversation at the beginning of the next session.

Program 2: Adolescent Girls – Session 2B3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the importance of supporting people to access GBV services.”

Step 1: Ask

- What kinds of support and services do you think people might need if they have suffered GBV?
- Are these services easily accessible in your community?
- What prevents people from accessing support services for GBV?

Step 2: Suggest

“Having easy and unhindered access to GBV support services can save lives. There may be physical consequences of GBV that require immediate medical assistance. Access to other services help GBV sufferers to deal with their experiences and to seek long-term assistance to prevent the GBV from happening again.”

Step 3: Explore

Divide the group into three teams. Assign each team a type of GBV. You can use this introduction to the activity to review their knowledge of types of GBV. You can either present them the list they completed in the previous session or ask them to create the list again (and ensure all different types are listed). Provide each team with two flipcharts.

“I want us to spend some time looking at support services for GBV sufferers. I will ask you to develop a scenario and to think about what support should be offered to the GBV sufferer in this scenario. At the top of your first flipchart, write the GBV type I have given you. Divide the rest of the flipchart into two rows. I will instruct you what to write in each row.”

Row 1: Describe a scenario of somebody suffering this type of GBV. What happens?

Row 2: List all the physical, emotional and economic consequences of this GBV for the sufferer.

“Divide your second flipchart into three columns. I will instruct you what to write in each column.”

Column 1: What support services does the survivor need?

Column 2: Which of these support services are available in your community?

Column 3: What are the barriers for the survivor to access each of these services?

Ask each team to present their work to the group.

Step 4: Reflect

Use the reflection time to explore how the participants feel about the level of support they can offer to others who suffer GBV.

- Do you know what services are available to survivors of GBV in your community?
- Do you think GBV survivors have adequate and easy access to services in your community?
- What might be some of the consequences for a survivor if they cannot access services?
- What can you do to support access to services for GBV survivors in your community?

Also, encourage them to think about their own wellbeing.

- Why is it important for you to access GBV services if you need them?



- What might prevent you from accessing these services?
- What can you do to look after your personal wellbeing?

In response to the answers the participants give to the first question in this reflection time, you should provide information on available GBV services in the community. You should include the referral phone number if one exists.

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to think about what they can do to support improvements in access to GBV support services in their community.

Thinking action. Imagine you find yourself in a position of authority. You have been given a large budget and the ability to make one change to improve access to GBV support services in your community. Identify what that change would be. What would you spend the money on?

Explain that you would like participants to share their ideas at the beginning of the next session.

Program 3: Men – Session 3B1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the different types of GBV that can occur. Some are obvious, but others are less obvious and often hidden.”

Step 1: Ask

- What do you understand by the term “gender-based violence”? We finished the last session with this question. Has your understanding changed in any way?
- Is all violence physical?
- What other types of violence do you see happening in your community?

Write the answers to the last question on a flipchart.

Step 2: Suggest

“There are many different types of GBV. Some are more obvious like physical violence. But some are more hidden like economic violence or the denial of resources.”

Step 3: Explore

Divide the participants into pairs and provide each pair with a copy of the scenarios.

“I want you to read the scenarios you have been given and to discuss your responses to two questions.”

The questions are:

- Is this an example of GBV?
- What type of GBV is it?

If it is not possible for the participants to read the scenarios, you can read them out and have the pairs discuss their answers to the questions. In this case, it would work better to introduce and discuss one scenario at a time.

The scenarios are:

Scenario 1: A wife does not prepare dinner on time, so her husband slaps her. (Intimate partner violence, physical violence)

Scenario 2: A man meets a beautiful woman and wants to have sex with her. The woman says she is not interested but she is happy to talk to him. He later forces her to have sex. (Sexual violence, rape)

Scenario 3: A boy accuses a girl of having sex with many boys, wearing inappropriate clothing, and being a bad girl. He tells his friends what he thinks she has done. (Psychological or emotional violence)

Scenario 4: A father refuses to let his daughter eat dinner and he makes her sleep outside, because he is angry she has not cleaned the house. (Denial of resources)

Scenario 5: A group of boys teases a young girl who is walking alone on the street. They tell her she looks beautiful and should take one of them as her boyfriend. (Psychological or emotional violence)

Scenario 6: An aid worker tells a woman she can have extra rice today if she will give him a little kiss. (Sexual exploitation)



Scenario 7: A group of older boys forces one of their younger brothers to watch pornography. (Sexual violence)

Scenario 8: A wife gets ill after giving birth but the husband says she needs to stay at home to care for the new baby and cannot go to the hospital. (Denial of resources)

Scenario 9: A boy make some false pictures of his sister's friend wearing sexy clothes and posts them on the internet. (Sexual violence)

Scenario 10: A woman would like to access some information about family planning but her husband has beat her once before after he found some leaflets she had brought home about family planning. (Physical violence, denial of access to resources)

All the scenarios involve GBV. For your guidance and to assist with the discussions, the GBV type has been included in brackets after the scenario. You should not include this when you read out the scenario.

You may find some of the participants refuse to accept some of the scenarios as evidence of GBV, especially if the act is normalized in their culture. In this case, you can ask them to reflect on the root cause of GBV and the definition of GBV. Here is a possible resisting scenario:

Participant: It is not GBV when the husband hits his wife because she hasn't prepared the dinner. A husband is allowed to hit his wife. And he is doing it to correct her behavior. This is his responsibility.

Facilitator: The definition of GBV is the act of using violence to correct socially ascribed gender roles. It is not a wife's responsibility to prepare the meal in every culture. It is in your culture. This shows that this role is socially ascribed. The husband uses violence against his wife because he wants her to behave according to that role. Therefore, it is gender-based violence. He could have asked her why she hadn't prepared the meal today. Perhaps she has been ill or busy looking after his sick mother.

Through the discussions, you can introduce the participants to the different types of GBV. They may explain some of these in their answers, but this is also an opportunity to introduced new and shared terminology.

Key terminology that is used to describe different types of GBV are:

- Intimate partner violence
- Domestic violence
- Physical violence
- Verbal violence
- Psychosocial or emotional violence
- Sexual violence
- Sexual exploitation
- Economic violence

While there are other GBV types (especially child marriage and virginity testing), this may not be the best time to introduce these unless they are raised by the participants during the discussion. Some of these GBV types will be explored in later sessions in the program.

Divide the participants into three teams. Give each team a set of cards with one of the different types of GBV form above written on each card. Each full set contains all the listed different types of GBV.

"I want you to organize the cards in a particular order. I will give each team instructions on what that order is."



Team 1: The GBV types in order of visibility in their community.

Team 2: The GBV types in order of frequency in their community.

Team 3: The GBV types in order of most important to address in their community.

Step 4: Reflect

Use the reflection time to ask the participants what they notice about the different orderings of the cards.

- Which of the GBV types is new to you?
- What can we see from the three columns of GBV types?
- Are the most frequent ones also the most visible?
- Are the most important ones to address also the most frequent?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage the participants to continue to identify GBV types that often remain hidden.

Thinking action. Choose one of the GBV types you did not know about before this session or which you think is difficult to see. Try to think of a time when you might have perpetrated this GBV type. Why did you not recognize it as GBV at the time? What might you do differently next time?

Explain that you would like participants to discuss their thoughts at the beginning of the next session.

Program 3: Men – Session 3B2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will look at the effects and consequences of GBV.”

Step 1: Ask

- How does violence in your community affect the whole community?
- What can people not do when the risk of violence in a community is high?
- What happens to all members of a family (the parents, children, grandparents) when there is violence happening in the home?

Step 2: Suggest

“The consequences of GBV go beyond the physical. There can also be long-term emotional and economic impacts. Violence against a single person can also affect more people; it can have a secondary impact on others who are connected to that person.”

Step 3: Explore

Divide the participants into two teams. Provide each team with a flipchart with the word “consequences” written at the top, and with the flipchart divided into three columns: physical, emotional, economic.

“I will give each team a scenario. I want you to discuss how the violence that takes place in the scenario might affect the person who is attacked. What types of violence do you see? What are or could be the consequences of this violence? Use the three columns on your flipchart to record the physical, emotional and economic consequences.”

The scenarios are:

Scenario 1: Iman is refusing to marry the person her father and mother want her to marry. She is forced to sleep outside every day until she agrees. She is only allowed to eat food after all the other family members have finished eating, and she has to eat alone. Her father has forbidden all the family members from talking to her. “Everything will be okay once you agree to the marriage,” he tells her.

Question 1: What types of GBV do we see in this scenario?

Question 2: What are or could be the consequences of the GBV for Iman?

Scenario 2: Hassan meets a girl on social media. He chats to her for a while and convinces her to meet him in person. When they meet, Hassan asks the girl to have sex with him. She says no. Hassan gets angry and rapes her. He takes a photo of her after the rape and threatens to send it to her parents if she tells anybody about what has happened.

Question 1: What types of GBV do we see in this scenario?

Question 2: What are or could be the consequences of the GBV for the girl?

For your guidance and to help with the discussion, here are some possible responses to the two questions for each scenario:

Scenario 1. We see emotional violence and denial of resources in this scenario. The violence could result in health problems from exposure to the weather and lack of food. Iman is likely to be extremely upset and afraid.

Scenario 2: We see sexual violence and emotional violence in this scenario. The violence will cause physical harm to the girl because of the forced intercourse. She may have been exposed to sexually transmitted infections and pregnancy. She may be exposed to further harm if members of her family find out what has happened especially if they blame her. She will be under extreme emotional stress worrying about what the boy will do with the photo.

After allowing the teams some time to complete this part of the activity, ask them to share their findings.

“Is there anybody else who could be affected by the violence?”

As soon as somebody identifies another person or group who could be affected, ask them what the consequences might be for this person or group. You may need to prompt the participants to ensure they cover the family, other friends, the community and the perpetrator.

Exploring the consequences of the violence on the perpetrator may be challenging, but this is an important part of understanding that GBV does not benefit anybody. For the perpetrator, some of the consequences may appear beneficial. For example, Iman’s father may be viewed by his brothers as strong. But what if one of his sons is secretly questioning what he is doing and losing trust in his father as a good man?

Step 4: Reflect

Use the reflection time to ask the participants to think about the consequences of GBV for their community.

- What happens to our attitudes towards GBV if we consider its long-term consequences?
- In your community, what are some of the most common consequences of GBV?
- How does GBV prevent your community from becoming a stronger community?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to think about the consequences of GBV on individuals, families and communities.

Thinking action. Imagine a situation where it might be common to find GBV in your community. Think about what type of GBV this is. Think through the consequences of the GBV on the individual, the family and the community. Consider too what the consequences of the GBV are for the perpetrator. Does the violence benefit the perpetrator in any way?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 3: Men – Session 3B3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the importance of supporting people to access GBV services.”

Step 1: Ask

- What kinds of support and services do you think people might need if they have suffered GBV?
- Are these services easily accessible in your community?
- What prevents people from accessing support services for GBV?

Step 2: Suggest

“Having easy and unhindered access to GBV support services can save lives. There may be physical consequences of GBV that require immediate medical assistance. Access to other services help GBV sufferers to deal with their experiences and to seek long-term assistance to prevent the GBV from happening again.”

Step 3: Explore

Divide the group into three teams. Assign each team a type of GBV. You can use this introduction to the activity to review their knowledge of types of GBV. You can either present them the list they completed in the previous session or ask them to create the list again (and ensure all different types are listed). Provide each team with two flipcharts.

“I want us to spend some time looking at support services for GBV sufferers. I will ask you to develop a scenario and to think about what support should be offered to the GBV sufferer in this scenario. At the top of your first flipchart, write the GBV type I have given you. Divide the rest of the flipchart into two rows. I will instruct you what to write in each row.”

Row 1: Describe a scenario of somebody suffering this type of GBV. What happens?

Row 2: List all the physical, emotional and economic consequences of this GBV for the sufferer.

“Divide your second flipchart into three columns. I will instruct you what to write in each column.”

Column 1: What support services does the survivor need?

Column 2: Which of these support services are available in your community?

Column 3: What are the barriers for the survivor to access each of these services?

Ask each team to present their work to the group.

Step 4: Reflect

Use the reflection time to explore how the participants feel about the level of support they can offer to others who suffer GBV.

- Do you know what services are available to survivors of GBV in your community?
- Do you think GBV survivors have adequate and easy access to services in your community?
- What might be some of the consequences for a survivor if they cannot access services?
- What can you do to support access to services for GBV survivors in your community?

In response to the answers the participants give to the first question in this reflection time, you should provide information on available GBV services in the community. You should include the referral phone number if one exists.



Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to think about what they can do to support improvements in access to GBV support services in their community.

Thinking action. Imagine you find yourself in a position of authority. You have been given a large budget and the ability to make one change to improve access to GBV support services in your community. Identify what that change would be. What would you spend the money on?

Explain that you would like participants to share their ideas at the beginning of the next session.

Program 4: Adolescent Boys – Session 4B1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the different types of GBV that can occur. Some are obvious, but others are less obvious and often hidden.”

Step 1: Ask

- What do you understand by the term “gender-based violence”? We finished the last session with this question. Has your understanding changed in any way?
- Is all violence physical?
- What other types of violence do you see happening in your community?

Write the answers to this last question on a flipchart.

Step 2: Suggest

“There are many different types of GBV. Some are more obvious like physical violence. But some are more hidden like economic violence or the denial of resources.”

Step 3: Explore

Divide the participants into teams of four. Give each team a sheet of paper containing four squares. Instruct the teams to select four of the different types of violence from the flipchart.

If the participants did not identify the following types of violence, you should add these to the list and insist they include at least two of these in their choice of four types of violence:

- Sexual violence
- Sexual exploitation
- Denial of services/resources
- Psychological/emotional violence

“What do you know about each type of violence you have chosen? Record your knowledge in the relevant square.”

Give the teams about 10 minutes to work on this activity, and then ask the teams to share what they have written. You can use this time to ask further questions to help clarify or correct their understanding of the different types of violence.

For the next part of the activity, divide the room into two spaces: sexual verbal violence and emotional verbal violence. You can write the two terms on separate large pieces of paper and hang these on opposite walls.

“I will read out some statements that you may hear a male friend or family member say to a girl in your family or community. I want you to decide if the statement is sexual verbal violence or emotional verbal violence. Stand in the relevant space to show your decision; and don't copy others!”

Read the statements one at a time, and discuss with the boys why they have selected sexual verbal violence or emotional verbal violence as their answer.

The statements are:

You are useless. You are worth nothing.

When you walk, your legs move beautifully.



I like looking at your beautiful face. I want to touch it.

Nobody likes you. You have no friends.

For the final part of this activity, you will need to prepare some signs with the word VIOLENCE written on. There needs to be one sign for every participant.

“I will read out a story about a girl named Nour. Raise your sign each time you identify that Nour is exposed to an act of violence. I want you to name the type of violence and the perpetrator.”

Stop the story every time a boy raises his sign. If more than one boy does this, ask the boy who is the quickest to raise their sign to give their answer. You can have small prizes (e.g., candy) to hand out for all correct answers (or for trying in the case of a wrong answer).

Last year, Nour’s parents removed her from school because they didn’t think school was important for girls. Her situation at home is very difficult. She is unable to talk to her parents about anything. One day she decided she would try to convince her mother to let her go back to school. Her mother hit her and told her she does not have the right to go to school and should never talk about this again. When her father heard about it, he got angry and shouted at her saying: “There is no point you going to school. You are useless. You are only good for working in the house.”

Nour likes to go to the market to buy food for the family. She always goes to the same market store. Today, she is walking down the street on her way to the market when she sees a group of boys standing on the street in front of her. She crosses the road because she wants to avoid them. They start yelling at her. They tease her for the way she walks. One boy yells out: “You have a beautiful dress. You look beautiful”. She tries to walk faster to avoid them. One of the boys runs up behind her and touches her on the back. All the other boys laugh and say she must be this boy’s girlfriend now. She feels so ashamed.

The owner of the market store has always been friendly towards her. He smiles at her and always asks for a fair price for the food items. Today, when Nour goes to hand over the money to pay for the food, the store owner tells her she does not have to pay him today because he is grateful for her custom. She is very grateful in return. The following week, the same thing happens. Nour cannot believe her luck; she is able to save so much money. The next time she went to the store, the owner asked her to remove her veil so he can see what she looks like without it on. When she refused, he said to her that she must do it, in return for all the items he gave her.

Step 4: Reflect

Use the reflection time to explore what the participants have learned about different types of GBV in the session.

- Which are the most obvious types of GBV?
- Which are hidden types of GBV?
- Why are these ones hidden?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to identify hidden forms of violence that affect women and girls in their homes and communities.

Thinking action. Identify one type of violence that you now recognize affects women and/or girls in your home or community. Who perpetrates this violence, and why?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 4: Adolescent Boys – Session 4B2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how the risk of violence impacts differently on the everyday lives of girls and boys.”

It may be possible to run this session with a mixed gender group of girls and boys. The participants should be comfortable working together. Alternative methods are to run the sessions separately, then bring the two groups together to share the results of the activity; or to show the results of the activity from the girls' group to the boys, and vice versa.

Step 1: Ask

- In the last session, we explored some different types of GBV. Which of these affect your daily life?
- In what ways do these types of GBV affect your daily life?
- Which of these affect the daily life of boys in your community?

Step 2: Suggest

“While men and boys can be the victims of violence, it is mostly women and girls who experience violence perpetrated by men and boys. This means that for women and girls the risk of GBV is higher than for men and boys. For women and girls, it can be an everyday risk they have to manage.”

Step 3: Explore

Ask the participants if they can recall the different types of GBV that were discussed in the previous session. Write the types they name on a flipchart, and add those they have forgotten. Provide each participant with two small stickers, and ask them to identify the two types that have the most impact on their daily lives.

“Which two of these GBV types do you believe you are most at risk of facing in your daily life? Place your voting stickers against these two.”

Review the voting scores with the participants to identify the GBV type that has received the most stickers. You can use this GBV type in the activity. Alternatively, you can use sexual violence as the GBV type for this activity, as exploring the impacts of the risk of sexual violence on girls can be the most effective with respect to making the point that the risk affects the daily lives of girls far more so than boys.

Ensure there is a clear wall in the room.

“The length of the wall represents the length of time in a typical day. I will give you some different times of the day. I want you to tell me what you do to protect yourself from this GBV type when you are doing this activity.”

The times of day are:

- Waking up and getting dressed
- Doing some household chores
- Going to school
- Going to the market
- Meeting up with friends
- Staying home alone



- Going to the washroom
- Walking home after dark
- Going to bed

For each time of the day, move along the wall. Write down the answers they give and stick these answers to the wall in the position that represents the time of day.

As much as possible, encourage the participants to give answers that reflect their own experiences. Not all the daily activities will be relevant for all participants. For example, some girls may not attend school. In this case, they can think about the experiences of their friends or an imaginary girl who lives in their community.

When you have finished, review the answers with the participants.

“It looks like girls have to put in a lot of effort each day to protect themselves from the risk of the GBV type.”

Repeat the activity on the other wall. This time focus on boys. Ask the participants to think about what boys have to do to protect themselves from the risk of the GBV type when they are doing the same activities.

Step 4: Reflect

Use the reflection time for participants to share what they have learned about how the risk of GBV affects the lives of girls and boys differently.

- Are there differences between what the girls have to do and what the boys have to do to protect themselves from GBV?
- Does this seem fair to you?
- What does it feel like to see all the ways in which girls have to limit or alter their lives to mitigate the risk of violence committed by men and boys?
- Why do you think these differences exist?
- What do girls lack in order to be able to protect themselves fully from this GBV type?

Step 5: Practice

The action after this session is a *talking* action. It will encourage participants to continue to identify how much girls are affected by the risk of GBV in their communities.

Talking action. Find a female friend you trust very well. Ask her if she is ever concerned about violence being perpetrated against them by men or boys. What kinds of GBV is she worried about? What does she do to protect herself?

Explain that you would like participants to share the results of their conversation at the beginning of the next session.

Program 4: Adolescent Boys – Session 4B3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the importance of supporting people to access GBV services.”

Step 1: Ask

- What kinds of support and services do you think people might need if they have suffered GBV?
- Are these services easily accessible in your community?
- What prevents people from accessing support services for GBV?

Step 2: Suggest

“Having easy and unhindered access to GBV support services can save lives. There may be physical consequences of GBV that require immediate medical assistance. Access to other services help GBV sufferers to deal with their experiences and to seek long-term assistance to prevent the GBV from happening again.”

Step 3: Explore

Divide the group into three teams. Assign each team a type of GBV. You can use this introduction to the activity to review their knowledge of types of GBV. You can either present them the list they completed in the previous session or ask them to create the list again (and ensure all different types are listed). Provide each team with two flipcharts.

“I want us to spend some time looking at support services for GBV sufferers. I will ask you to develop a scenario and to think about what support should be offered to the GBV sufferer in this scenario. At the top of your first flipchart, write the GBV type I have given you. Divide the rest of the flipchart into two rows. I will instruct you what to write in each row.”

Row 1: Describe a scenario of somebody suffering this type of GBV. What happens?

Row 2: List all the physical, emotional and economic consequences of this GBV for the sufferer.

“Divide your second flipchart into three columns. I will instruct you what to write in each column.”

Column 1: What support services does the survivor need?

Column 2: Which of these support services are available in your community?

Column 3: What are the barriers for the survivor to access each of these services?

Ask each team to present their work to the group.

Step 4: Reflect

Use the reflection time to explore how the participants feel about the level of support they can offer to others who suffer GBV.

- Do you know what services are available to survivors of GBV in your community?
- Do you think GBV survivors have adequate and easy access to services in your community?
- What might be some of the consequences for a survivor if they cannot access services?
- What can you do to support access to services for GBV survivors in your community?

In response to the answers the participants give to the first question in this reflection time, you should provide information on available GBV services in the community. You should include the referral phone number if one exists.



Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to think about what they can do to support improvements in access to GBV support services in their community.

Thinking action. Imagine you find yourself in a position of authority. You have been given a large budget and the ability to make one change to improve access to GBV support services in your community. Identify what that change would be. What would you spend the money on?

Explain that you would like participants to share their ideas at the beginning of the next session.



Key message C: Mutual support can help prevent GBV and ensure good responses to GBV

The facilitators should read this introduction to mutual support before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

Mutual support for friends and close family members does not come easy when that support requires a response to GBV. We may be reluctant to acknowledge that the violence is happening, especially if the perpetrator is somebody we otherwise love (husband, brother etc.).

A lack of knowledge about GBV and fear of getting involved pose significant barriers to encouraging people to provide support for the peers. We may not recognize that what they are suffering is GBV. This is often so when the violence is not physical and we cannot see physical injuries. We may be scared to raise the issue in case the perpetrator uses violence against us too or in case somebody else uses violence against us because they believe we have shamed their family. We may think the person who is suffering won't like it if we get involved.

Offering support is a vital part of ensuring GBV survivors have the best chance of recovery. The survivor may not know where they can seek medical assistance. They may not be able to travel alone. They may be too scared to discuss what is happening to them with other people, because they believe we won't support them or we will blame them for what is happening. The barriers to disclosing personal experiences of GBV are as strong as the barriers that prevent us from talking about it when it is happening to somebody else. This means that both the survivor and the witness are suffering in silence.

Why is this a key GBV message?

For women and girls, peer support can offer opportunities to learn from each other about what they can do to protect themselves from GBV in their homes and in their communities. It can often be the only means through which they are able to gain knowledge about and access available support services. When women talk about GBV with our friends and family members, they can share information about the risks. They can work together to reduce the risks. They can also share knowledge about services that are available if we need them; and receive assistance to access these services if we need to.

For men and boys, peer support is an important component of developing alternative, non-violent masculinities. Through effective peer support and through linking adult men and adolescent boys in GBV learning, the pressure otherwise placed on boys to perform violent masculinities can be challenged and changed. Boys can experience relationships with people of the same gender that do not require them to act strong and tough, and do not encourage them to include violence against girls as a necessary part of their gender development.

Challenges for this key message in Syria

There is a particularly high level of shame associated with speaking about personal experiences of GBV. Family members may actively prevent women and girls from talking about GBV they have suffered because it is seen to bring shame on their family. Disclosure of GBV and seeking access without the knowledge of parents can place adolescent girls at risk of "honor killing".

Responding to difficult comments and questions



“It’s not my business to intervene when a neighbor is suffering violence by her husband.” The violence is not just affecting the wife. It is affecting the family’s children and the neighbors. It is very much your business to help create a safe and peaceful community for everyone.

“It is too dangerous for me to intervene.” In some cases, this is true. It’s important to assess the level of risk to you before you intervene. If you are unable to intervene, you should find somebody else who can. You shouldn’t just ignore it.

“Families need to deal with this in private.” Families don’t have the skills or resources to be able to respond to GBV. They are not doctors who can help heal physical injuries. They are not experienced in providing counselling. Often the violence is perpetrated within the family. It is also not shameful to ask for help. In fact, this shows strength in wanting to address the issue.

“If I help her, her family will find out and they will kill her.” This shows you have been thinking about her and you care. If there is a risk that she will be at further risk of GBV if she seeks medical help, we should manage this through a professional case manager.

Program 1: Women – Session 1C1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore and challenge attitudes about gender, gender roles and GBV.”

Step 1: Ask

- What are the differences (roles, behaviors, decision-making) between men and women in your community?
- Why do you think these differences exist?
- Do you think they are fair?

Step 2: Suggest

“Our beliefs and attitudes about men and women affect how we respond to what happens to men and women. If we want to be more supportive of all men and all women, we might need to challenge and change some of our attitudes and beliefs; or at least understand why we hold them.”

Step 3: Explore

Write “Agree” and “Disagree” on two separate pieces of paper, and stick them to the wall at either ends of the room.

“I would like to read out some statements. The statements are all about gender and gender roles. I want you to decide if they agree or disagree with the statement, and to stand next to the relevant sign. If you are not sure, you can stand in the middle.”

The idea of this activity is to encourage participants to be able to support their decision with a coherent argument. Your role as the facilitator is to ask questions when they are explaining why they agree or disagree with the statement, and to offer alternative ways of thinking. Participants may give an answer they don't really believe in, but which they hope will prevent them having to defend their position. The activity works in a way that tries to let them do this!

Read the statements one at a time, allow the participants to make their decision, and then use the relevant activities to generate a discussion.

The statements are:

Statement 1: Men have the right to have sex with their wives whenever they want to.

Activity 1: For the people who disagree and agree, what would you say to the undecided people in the middle to convince them you are correct? For the people in the middle, do these arguments work to convince you to join a particular side?

Activity 2: What if we were to revise the genders in this scenario, so it is the woman who wants the sex. Would your choice of agree or disagree be the same?

Statement 2: Men are stronger than women.

Activity 1: Explain why you agree or disagree. Now swap sides. Prepare an argument to explain why the opposite of what you originally decided is true.

Activity 2: Can you think of any examples when men are not strong? What happens to these men? How do we view them?

Statement 3: Sometimes a husband beats his wife because he loves her and wants to protect her from making mistakes.

Activity 1: For those who disagree, why do you think husbands beat their wives?

Activity 2: For those who agree, how do you think the wife feels about this? Does she feel loved and/or respected as a wife?

Activity 3: For those who are unsure, what is making it difficult for you to decide?

Split the group into two teams. Provide each team with a flipchart and some papers. The flipcharts should have a line drawn down the middle so there are two columns to write in. On one flipchart, in the column on the left-hand side, write: “Act like a man”. In the other flipchart, also in the column on the left-hand side, write: “Act like a woman”. One team will be working on “Act like a man” and the other team will be working on “Act like a woman”.

“Think of all the characteristics you see as normal for a man or a woman in their community. Write down your answers in the left-hand columns on their flipcharts.

It may be useful to use some questions to guide the brainstorming activity:

- What should men/women do?
- How should men/women behave?
- What should men/women look like?

Give the teams about five minutes to complete this part of the activity, and then ask them to share their ideas.

To complete the information in the right-hand columns, the group can work together. Start with the flipchart that has “Act like a man” written on it.

“What words can you think of that are used in our language (or other languages if they know them) to describe a man who does not behave like they have described in the opposite column.”

This part of the activity might get lively and participants may start to use offensive words. It’s important for the facilitator to not censor or judge what they say or write at this time.

Repeat this for the second flipchart with “Act like a woman” written on it.

Step 4: Reflect

Use the reflection time to explore how the participants have described boys and girls.

- How have these expectations for men and women changed in your lifetime?
- Why do we use [select a particular word] to describe women who we believe are not acting like women?
- What does this tell us about how we view women in our culture?
- What do you think the impact of this word might be on a woman?

Step 5: Practice

The action after this session is a *talking* action. It will encourage participants to continue to challenge their attitudes towards gender and gender equality.



Talking action. Identify a situation where one of the words on either of the lists is used in a conversation. When this happens, ask the person who uses the word to explain what they mean by the word and why they have used it. If you feel comfortable, challenge them about their use of the word, and explain to them what you have learned in this program about gender socialization and gender roles.

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 1: Women – Session 1C2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how you might be able to help other women to reduce their risk of GBV or to respond to GBV.”

Step 1: Ask

- Why do you think women are sometimes reluctant to help other women who are facing violence, even if they are our friends or family?
- What makes it difficult for you to promote an end to violence against women in your community?
- What about in your home?

Step 2: Suggest

“Support from other women can make it easier for women to get out of situations where they are at risk of or exposed to GBV. Support can also be critical to help sufferers of GBV to access services, such as medical assistance.”

Step 3: Explore

Divide the group into two teams.

“I want you to create some stories. I will tell the beginning of a story. Each team will continue the story in a different way. I will give you instructions to explain how you will do this. We will then watch each team perform their story as a role-play.”

Start the story:

Amira's happiness after her wedding day did not last long. She soon started arguing constantly with her husband. Often the arguments were about money. After the birth of her first child, Amira felt that her husband was spending too much of the household income on himself. This meant she and the child often had to miss meals. During one argument, her husband said he was tired of her nagging. He slapped her and threw her out of the house.

The instructions for continuing the story are:

Team A: What happens in this story if her friends decide they cannot intervene to help her? How will her friends feel? What might happen to her in the future?

Team B: What happens in this story if her friends intervene to help her? What can they do to intervene? How will she respond to her friends?

Give the teams some time to develop their stories, and then ask each team to perform their role-plays.

After the role-plays, ask the participants to discuss the following two questions:

- What prevented her friends from intervening to help her?
- What did her friends have to overcome to intervene to help her?

“Imagine you know your neighbor is suffering from GBV. Her husband has been verbally and physically abusing her. What are the barriers you face to helping her?”

Write their answers on a flipchart.

Provide each participants with two votes. You can use different colored stickers or marker pens.



“Choose the barrier you think is the most difficult to overcome. Place a [?] colored sticker against this barrier. Choose the barrier you think is the least difficult to overcome. Place a [?] colored sticker against this barrier.”

Calculate the top two most difficult and the top two least difficult barriers.

Step 4: Reflect

Use the reflection time to discuss overcoming barriers to providing support to other women they know who are suffering GBV.

- Why are these difficult barriers?
- Do you think men in your community can play a role in ending violence against women, especially domestic violence?
- How would you encourage a man to work with you to end violence against women in your community?

Step 5: Practice

The action after this session is a *talking* action. It will encourage participants to start working with other women to help them respond to or prevent GBV.

Talking action. Think of a female friend in your community—somebody who does not attend this session. Take some time to visit them and share with them what you have been learning. Let them know that you trust them and would like to be able to share with them more often if you are having any difficulties; and that you are open to them doing the same.

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 2: Women – Session 1C3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what women can do to respond to threats or acts of violence against girls.”

Step 1: Ask

- Have you ever seen a woman intervene to stop a man committing violence against a woman?
- What were the circumstance and what happened?
- What would stop you from intervening in such a situation?
- What would people in your community think about you if they saw you intervening to stop a husband from hitting his wife?

Step 2: Suggest

“Women have an important role to play in preventing violence against girls. By their actions, they show young girls what is acceptable and what is not acceptable.”

Step 3: Explore

Divide the participants into four teams. You can use fewer teams if there are not enough participants, and reduce the number of scenarios you discuss.

“I will give each team a different scenario. I want you to discuss answers to some questions.”

Scenario 1: You are walking down the street with your daughter when you see a group of boys surrounding a girl. They are making comments about the girl's body and clothes, and some of the boys are trying to touch her. The boys see this as a bit of fun and they are all laughing.

Scenario 2: Your neighbors are a married couple who are often fighting. One night you wake to hear the wife screaming as if she is being hit, and you hear the husband shouting at her. The next day you walk outside your house, and you both notice that the wife from next door has bruises on her face.

Scenario 3: Your friend tells you she has been sexually assaulted by a member of her family.

Scenario 4: You are in your home when you suddenly hear screams outside. You rush out and see your husband is grabbing your daughter by her arm. He has a stick in his hand.

Questions:

- What can you do in this situation?
- Are your actions influenced by what other people might say about you?
- What are the possible consequences of your actions for you?
- Could anything be done to prevent this situation from happening again?

Give the teams some time to discuss the scenario and their answers, and then ask them to prepare a short role-play to show an example of a positive intervention by the mother. After some practice time, run the role-plays.

Step 4: Reflect

Use the reflection time to discuss how the women can intervene to prevent or stop GBV.



- What worked well in the role-plays to stop the violence in a safe way? And what didn't work well?
- What are the risks for you as a woman to intervene to stop violence against girls in your home?
- What messages do daughters receive from their mothers about violence?

Step 5: Practice

The action from this session is a *talking action*. It will encourage participants to continue to think about how they can support their daughters (and other adolescent female family members) to understand that violence against women and girls is unacceptable.

Talking action. Take some time to discuss GBV with your daughter (or another adolescent female family member). Explain to them what it is, and what they should do if they are worried about it or exposed to it. Ask them what they would like you to do to help prevent them from suffering violence.

Explain that you would like participants to discuss the outcomes of their conversations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2C1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore and challenge attitudes about gender, gender roles and GBV.”

Step 1: Ask

- Have you ever been told to behave like a “lady” or a “proper girl”?
- How did you feel?
- What does “behaving like a lady” prevent you from doing?

Step 2: Suggest

“Our beliefs and attitudes about girls and boys affect how we respond to what happens to girls and boys. If we want to be more supportive of all boys and all girls, we might need to challenge and change some of our attitudes and beliefs; or at least understand why we hold them.”

Step 3: Explore

Write “Agree” and “Disagree” on two separate pieces of paper, and stick them to the wall at either ends of the room.

I will read out some statements. The statements are all about gender and gender roles. You need to decide if you agree or disagree with the statement, and stand next to the relevant sign. If you are not sure, you can stand in the middle.”

The idea of this activity is to encourage participants to be able to support their decision with a coherent argument. Your role as the facilitator is to ask questions when they are explaining why they agree or disagree with the statement, and to offer alternative ways of thinking. Participants may give an answer they don't really believe in, but which they hope will prevent them having to defend their position. The activity works in a way that tries to let them do this!

Read the statements one at a time, allow the participants to make their decision, and then use the relevant activities to generate a discussion.

The statements are:

Statement 1: Boys should always be strong.

Activity 1: For the participants who disagree and agree, what would you say to the undecided participants in the middle to convince them you are correct? For the participants in the middle, do these arguments work to convince you to join a particular side?

Activity 2: What if we were to revise the genders in this scenario, so it is “Girls should always be strong”. Would your choice of agree or disagree be the same?

Statement 2: It is the responsibility of women to take care of other people, especially children.

Activity 1: Explain why you agree or disagree. Now swap sides. Prepare an argument to explain why the opposite of what you originally decided is true.

Activity 2: Can you think of any examples when men take care of other people? What happens to these men? How do we view them? In what contexts are men able to care for others?

Statement 3: Sometimes a boy calls out names to a girl because he likes her.

Activity 1: For those who disagree, why do you think boys shout out names to girls?

Activity 2: For those who agree, how do you think the girl feels about this? Does she feel liked and/or respected?

Activity 3: For those who are unsure, what is making it difficult for you to decide?

Split the group into two teams. Provide each team with a flipchart and some papers. The flipcharts should have a line drawn down the middle so there are two columns to write in. On one flipchart, in the column on the left-hand side, write: “Act like a boy”. In the other flipchart, also in the column on the left-hand side, write: “Act like a girl”. One team will be working on “Act like a boy” and the other team will be working on “Act like a girl”.

“Think of all the characteristics you see as normal for a boy or a girl in their community. Write down your answers in the left-hand columns on their flipcharts.

It may be useful to use some questions to guide the brainstorming activity:

- What should boys/girls do?
- How should boys/girls behave?
- What should boys/girls look like?

Give the teams about five minutes to complete this part of the activity, and then ask them to share their ideas.

To complete the information in the right-hand columns, the group can work together. Start with the flipchart that has “Act like a boy” written on it.

“What words can you think of that are used in our language (or other languages if they know them) to describe a boy who does not behave like they have described in the opposite column.”

This part of the activity might get lively and participants may start to use offensive words. It’s important for the facilitator to not censor or judge what they say or write at this time.

Repeat this for the second flipchart with “Act like a girl” written on it.

Step 4: Reflect

Use the reflection time to explore how the participants have described boys and girls.

- How are these roles changing?
- Why do we use [select a particular word] to describe girls who we believe are not acting like girls?
- What does this tell us about how we view girls in our culture?
- What do you think the impact of this word might be on a girl?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to continue to challenge their attitudes towards gender and gender equality.



Doing action. Identify a situation where one of the words on either of the lists is used in a conversation. When this happens, ask the person who uses the word to explain what they mean by the word and why they have used it. If you feel comfortable, challenge them about their use of the word, and explain to them what you have learned in this program about gender socialization and gender roles.

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2C2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will think about what prevents us from offering support to our peers, and what kind of support we might be able to offer.”

Step 1: Ask

- Have you ever wanted to ask a friend for help but were too afraid to?
- What made you afraid?
- What were the consequences of not asking for help?

Step 2: Suggest

“Sometimes we are reluctant to offer help to friends because we worry about what others might say about us. Sometimes we don't know what to do. Helping friends who are in trouble or who are having problems is an important part of relationships and community. If we think about the kind of help we would want, this can help us think about the kind of help we would like to offer to our friends.”

Step 3: Explore

Divide the participants into teams of three. “I will give each team a list of scenarios. I want you to agree on one of three responses to each statement. First discuss their individual responses to each statement, and then make a decision about which response to choose for your team.”

The three responses are:

- I will help her
- I'm not sure what to do
- I cannot help her

The scenarios are:

- I am walking along the street. I see my friend on the other side. She passes by a group of teenage boys. They call her names and touch her clothes. .
- My brother is angry with my younger sister. He hits her.
- I see a picture of my friend online. The picture shows her half-naked. I know it is not a real picture, but I worry that it will be shared with other people.
- My friend is upset today. She tells me she met her boyfriend last night and that he touched her even though she asked him not to.

Ask the teams to share their responses. Have a discussion about why they chose the answers they did.

Hang three signs on a wall: I agree, I am not sure, I disagree.

“I will read out some more statements. You can choose one of three responses, only this time you need to make the choice on your own. Stand in front of the sign that represents your response.”

The three responses are:

- I agree
- I am not sure
- I disagree

Read the statements one at a time, and discuss the reasons why participants chose the responses they did. After the discussion, you can give the participants an opportunity to change their minds and to



stand in front of a different sign. Ask those participants who do this to explain why they have changed their mind. Throughout this part of the activity, encourage the participants to make their own decision and not to copy others.

The statements are:

- GBV is a topic that women and girls need to study more than men and boys because it only affects them.
- Educational programs about sexual health are not appropriate for girls in my community. I would be embarrassed to attend such a program.
- Women and girls suffer from violence more than men and boys because they are weaker. They can't defend themselves.
- Boys can't help themselves from teasing or touching girls. It's just the way they are.
- Girls who meet up with boys alone should not complain if the boy then touches them. It is her fault.

Step 4: Reflect

Use the reflection time to ask the participants to reflect on how they made their decisions, and to explore how their attitudes might affect the level of support they have for GBV prevention.

- About which of the statements, if any, did you have strong opinions; and why?
- How did it feel to have to come to an agreement as a team on a response to a statement? Did anybody feel they did not really agree with the team decision but they went along with it anyway? What encouraged you to agree to agree?
- How did it feel to have to express your own opinions about these statements?
- How do you think people's views on gender roles might affect their views on violence against women and girls?
- If we look at some of the statements (reference a specific statement here), which response would I need to have if I wanted to help reduce violence against women and girls?
- Why might it be difficult for you or your peers to adopt this attitude in your community?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to start to think about how they can support their peers.

Doing action. Identify a close friend. Speak to them about what we have been learning in our sessions. Tell them that you are there for them if they would like to talk to you about a problem they might have. How did they respond to what you said?

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2C3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will think about the risks of GBV linked to use of social media and new technology.”

Step 1: Ask

- What social media platforms do you use and what for?
- How do you meet new friends on social media?
- Do you have contact with boys on social media?

Step 2: Suggest

“Social media and new technologies present great opportunities for making connections and friends, and open us up to a world of experiences and ideas. There are some risks, including the risk of online GBV.”

Step 3: Explore

Hang a flipchart with two columns:

What do you like about social media?

What don't you like about social media?

Ask the participants to give you some answers and write these on the flipchart.

Ask a further general question: What's different about our relationships online and our relationships face-to-face.

Divide the participants into two teams.

“I want you to write out a conversation between two people—a boy and a girl—who have just met. For Team A, the conversation is via phone messages. For Team B, the conversation is face-to-face.”

After some time, ask for two volunteers from each team to recite their conversations.

Ask participants to share some stories they have heard about that involve GBV online. The participants might need some prompting here because they may still think of GBV as only physical violence.

Step 4: Reflect

- Do boys and girls use social media differently?
- What are your concerns about using social media?
- How do you manage the risks of GBV happening to you on social media?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to pay more attention to how they use social media.

Doing action. Wait for a time until you are having a conversation with somebody online. If this is a conversation with a boy you have met online, this would be great! While you are having the conversation, first write down on a piece of paper what you want to say to respond to his posts. Rework what you want to say on paper first, and then type it online when you are happy with it.

Explain that you would like participants to share their writings at the beginning of the next session.

Program 3: Men – Session 3C1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore and challenge attitudes about gender, gender roles and GBV.”

Step 1: Ask

- What are the differences (roles, behaviors, decision-making) between men and women in your community?
- Why do you think these differences exist?
- Do you think they are fair?

Step 2: Suggest

“Our beliefs and attitudes about men and women affect how we respond to what happens to men and women. If we want to be more supportive of all men and all women, we might need to challenge and change some of our attitudes and beliefs; or at least understand why we hold them.”

Step 3: Explore

Write “Agree” and “Disagree” on two separate pieces of paper, and stick them to the wall at either ends of the room.

“I would like to read out some statements. The statements are all about gender and gender roles. I want you to decide if they agree or disagree with the statement, and to stand next to the relevant sign. If you are not sure, you can stand in the middle.”

The idea of this activity is to encourage participants to be able to support their decision with a coherent argument. Your role as the facilitator is to ask questions when they are explaining why they agree or disagree with the statement, and to offer alternative ways of thinking. Participants may give an answer they don't really believe in, but which they hope will prevent them having to defend their position. The activity works in a way that tries to let them do this!

Read the statements one at a time, allow the participants to make their decision, and then use the relevant activities to generate a discussion.

The statements are:

Statement 1: Men have the right to have sex with their wives whenever they want to.

Activity 1: For the people who disagree and agree, what would you say to the undecided people in the middle to convince them you are correct? For the people in the middle, do these arguments work to convince you to join a particular side?

Activity 2: What if we were to revise the genders in this scenario, so it is the woman who wants the sex. Would your choice of agree or disagree be the same?

Statement 2: Men are stronger than women.

Activity 1: Explain why you agree or disagree. Now swap sides. Prepare an argument to explain why the opposite of what you originally decided is true.

Activity 2: Can you think of any examples when men are not strong? What happens to these men? How do we view them?

Statement 3: Sometimes a husband beats his wife because he loves her and wants to protect her from making mistakes.

Activity 1: For those who disagree, why do you think husbands beat their wives?

Activity 2: For those who agree, how do you think the wife feels about this? Does she feel loved and/or respected as a wife?

Activity 3: For those who are unsure, what is making it difficult for you to decide?

Split the group into two teams. Provide each team with a flipchart and some papers. The flipcharts should have a line drawn down the middle so there are two columns to write in. On one flipchart, in the column on the left-hand side, write: “Act like a man”. In the other flipchart, also in the column on the left-hand side, write: “Act like a woman”. One team will be working on “Act like a man” and the other team will be working on “Act like a woman”.

“Think of all the characteristics you see as normal for a man or a woman in their community. Write down your answers in the left-hand columns on their flipcharts.

It may be useful to use some questions to guide the brainstorming activity:

- What should men/women do?
- How should men/women behave?
- What should men/women look like?

Give the teams about five minutes to complete this part of the activity, and then ask them to share their ideas.

To complete the information in the right-hand columns, the group can work together. Start with the flipchart that has “Act like a man” written on it.

“What words can you think of that are used in our language (or other languages if they know them) to describe a man who does not behave like they have described in the opposite column.”

This part of the activity might get lively and participants may start to use offensive words. It’s important for the facilitator to not censor or judge what they say or write at this time.

Repeat this for the second flipchart with “Act like a woman” written on it.

Step 4: Reflect

Use the reflection time to challenge some of what the participants have written.

- How have these expectations for men and women changed in your lifetime?
- Why do we use [select a particular word] to describe men who we believe are not acting like men?
- What does this tell us about how we view men in our culture?
- What do you think the impact of this word might be on a man?

Step 5: Practice

The action after this session is a *talking* action. It will encourage participants to continue to challenge their attitudes towards gender and gender equality.



Talking action. Identify a situation where one of the words on either of the lists is used in a conversation. When this happens, ask the person who uses the word to explain what they mean by the word and why they have used it. If you feel comfortable, challenge them about their use of the word, and explain to them what you have learned in this program about gender socialization and gender roles.

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 3: Men – Session 3C2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what makes it difficult for men to offer support to help prevent or respond to violence against women and girls.”

Step 1: Ask

- When is it acceptable for men to show emotion?
- What do you say to boys when they cry? What do you say to girls? Why is it different?
- When was the last time you helped a stranger? What did you do?

Step 2: Suggest

“It takes courage for men to step up and intervene in violent situations. Firstly, we have to overcome our own view of the violence. Then we have to think about our own safety—is it safe to intervene? Next, we have to challenge ideas about privacy. And finally, we have to contend with what other men will think about us.”

Step 3: Explore

Place two flipcharts at either end of the room. On one flipchart write “maximum courage”; on the other write “minimum courage”.

“I have a series of courage action cards. Each courage action card contains an action that requires a certain level of courage. I will give each person one courage action card. I want you to think about how much courage you would need to carry out this action in your community.”

The courage action cards read:

- Ignore a domestic dispute that is taking place in the street in front of your house.
- Tell a female member of your family that you are concerned that she is going to get hurt by her partner.
- Tell a man you don't know very well that you don't appreciate him making jokes about women's bodies.
- Walk up to a couple who is arguing to see if someone needs to help.
- Keep quiet when you hear jokes that excuse or promote violence against women.
- Put your arm around a male friend who is upset.
- Tell your son that it is okay if he cries.
- Wear a “men against violence” t-shirt.
- Speak to your religious leader and ask him to include messages about violence against women in his sermons.

After some time, ask each person to share their thoughts.

“Arrange all the courage action cards in order stretching from the action that requires the most courage (“maximum courage”) to the action that requires the least courage (“minimum courage”). Stand in that order.”

Step 4: Reflect

Use the reflection time to explore the ordering of the courage action cards.

- What would be the easiest action to place? Why?
- Why does this one (the one next to the “maximum courage” poster) require the most courage?



- What kinds of support would you need as men to be able to take this action?

Step 5: Practice

The action from this session is a *doing* action. It will offer an opportunity for the participants to build courage.

Doing action. Choose one of the actions. See if you have an opportunity to implement this action before the next session.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 3: Men – Session 3C3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what men can do to respond to threats or acts of violence against women and girls they see in their homes and communities.”

Step 1: Ask

- Have you ever seen a man intervene to stop another man committing violence against a woman? What were the circumstance and what happened?
- What would stop you from intervening in such a situation?
- What would other men in your community think about you if they saw you intervening to stop a husband from hitting his wife?

Step 2: Suggest

“Men have an important role to play in preventing violence against women. This role includes acting as active bystanders—people who get involved to prevent or stop violence when they see it happening. This is not an easy role.”

Step 3: Explore

Divide the participants into four teams. You can use fewer teams if there are not enough participants, and reduce the number of scenarios you discuss.

“I will give each team a different scenario. I want you to discuss answers to some questions.”

Scenario 1: You are walking down the street when you see a group of boys surrounding a girl. They are making comments about the girl's body and clothes, and some of the boys are trying to touch her. The boys see this as a bit of fun and they are all laughing.

Scenario 2: Your neighbors are a married couple who are often fighting. One night you wake to hear the wife screaming as if she is being hit, and you hear the husband shouting at her.

Scenario 3: You find out that a member of your family has sexually assaulted a girl.

Scenario 4: You are in your home when you suddenly hear screams coming from outside. You rush out and see a man is grabbing a young girl by the arm. It looks like he is carrying a stick in his hand.

Questions:

- What can you do in this situation?
- Are your actions influenced by what other men might say about you?
- What are the possible consequences of your actions for you, the boys and the girl?
- Could anything else be done to prevent this situation from happening again?

Give the teams some time to discuss the scenario and their answers, and then ask them to prepare a short role-play to show the scenario, the intervention and the outcomes of the intervention. After some practice time, run the role-plays.

It's likely some of the role-plays will result in the male bystander stepping in to protect the woman who is at risk of or suffering the violence. One of the challenges of asking men to become active bystanders is that it can be easy for them to adopt the sexist role of believing they have to protect women, because they are strong and she is weak. This approach may well stop the immediate violence, but it does not

help empower women. If this is the outcome of any of the role-plays, extend the activity to include a discussion about protection versus empowerment.

- What is the difference between protecting women and empowering women?
- Why is it often easier for men to protect women rather than empower them?
- In your scenario, is the bystander protecting or empowering the woman?
- How could we change the role-play to ensure the man is empowering the woman?

If you have time, you can ask the teams to work on the revised role-plays.

Step 4: Reflect

Use the reflection time to share what they have learned about being a bystander in today's session.

- What worked well in the role-plays to stop the violence in a safe way? And what didn't work well?
- What are the risks for bystanders in your community?
- How would you persuade a male friend to become a bystander?

Step 5: Practice

The action from this session can work as a *thinking* action and *doing* action. They should only opt for the doing action if they feel comfortable and safe doing so. The action will encourage participants to continue to think about how they can be active bystanders to stop violence against women in safe ways.

Thinking action. Identify a real scenario in which you see that a woman is at risk of violence by a man. Think about what you could do to intervene. Think about the different outcomes that might result. Would the intervention be safe for you? Would it be safe for the woman?

Doing action. Identify a real scenario in which you see that a woman is at risk of violence by a man. Intervene in this situation to try to prevent the violence. What is the outcome for you and for the woman?

Explain that you would like participants to share their thoughts or discuss the outcomes of actions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4C1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore and challenge attitudes about gender, gender roles and GBV.”

Step 1: Ask

- Have you ever been told that that you are behaving like a girl?
- How did you feel?
- What does “behaving like a man” prevent you from doing?

Step 2: Suggest

“Our beliefs and attitudes about girls and boys affect how we respond to what happens to girls and boys. If we want to be more supportive of all boys and all girls, we might need to challenge and change some of our attitudes and beliefs; or at least understand why we hold them.”

Step 3: Explore

Write “Agree” and “Disagree” on two separate pieces of paper, and stick them to the wall at either ends of the room.

I will read out some statements. The statements are all about gender and gender roles. You need to decide if you agree or disagree with the statement, and stand next to the relevant sign. If you are not sure, you can stand in the middle.”

The idea of this activity is to encourage participants to be able to support their decision with a coherent argument. Your role as the facilitator is to ask questions when they are explaining why they agree or disagree with the statement, and to offer alternative ways of thinking. Participants may give an answer they don't really believe in, but which they hope will prevent them having to defend their position. The activity works in a way that tries to let them do this!

Read the statements one at a time, allow the participants to make their decision, and then use the relevant activities to generate a discussion.

The statements are:

Statement 1: Boys should always be strong.

Activity 1: For the participants who disagree and agree, what would you say to the undecided participants in the middle to convince them you are correct? For the participants in the middle, do these arguments work to convince you to join a particular side?

Activity 2: What if we were to revise the genders in this scenario, so it is “Girls should always be strong”. Would your choice of agree or disagree be the same?

Statement 2: It is the responsibility of women to take care of other people, especially children.

Activity 1: Explain why you agree or disagree. Now swap sides. Prepare an argument to explain why the opposite of what you originally decided is true.

Activity 2: Can you think of any examples when men take care of other people? What happens to these men? How do we view them? In what contexts are men able to care for others?

Statement 3: Sometimes a boy calls out names to a girl because he likes her.

Activity 1: For those who disagree, why do you think boys shout out names to girls?

Activity 2: For those who agree, how do you think the girl feels about this? Does she feel liked and/or respected?

Activity 3: For those who are unsure, what is making it difficult for you to decide?

Split the group into two teams. Provide each team with a flipchart and some papers. The flipcharts should have a line drawn down the middle so there are two columns to write in. On one flipchart, in the column on the left-hand side, write: “Act like a boy”. In the other flipchart, also in the column on the left-hand side, write: “Act like a girl”. One team will be working on “Act like a boy” and the other team will be working on “Act like a girl”.

“Think of all the characteristics you see as normal for a boy or a girl in their community. Write down your answers in the left-hand columns on their flipcharts.

It may be useful to use some questions to guide the brainstorming activity:

- What should boys/girls do?
- How should boys/girls behave?
- What should boys/girls look like?

Give the teams about five minutes to complete this part of the activity, and then ask them to share their ideas.

To complete the information in the right-hand columns, the group can work together. Start with the flipchart that has “Act like a boy” written on it.

“What words can you think of that are used in our language (or other languages if they know them) to describe a boy who does not behave like they have described in the opposite column.”

This part of the activity might get lively and participants may start to use offensive words. It’s important for the facilitator to not censor or judge what they say or write at this time.

Repeat this for the second flipchart with “Act like a girl” written on it.

Step 4: Reflect

Use the reflection time to explore how the participants have described boys and girls.

- How are these roles changing?
- Why do we use [select a particular word] to describe girls who we believe are not acting like girls?
- What does this tell us about how we view girls in our culture?
- What do you think the impact of this word might be on a girl?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to continue to challenge their attitudes towards gender and gender equality.



Doing action. Identify a situation where one of the words on either of the lists is used in a conversation. When this happens, ask the person who uses the word to explain what they mean by the word and why they have used it. If you feel comfortable, challenge them about their use of the word, and explain to them what you have learned in this program about gender socialization and gender roles.

Explain that you would like participants to share the outcome of their conversations at the beginning of the next session.

Program 4: Adolescent Boys – Session 4C2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how you might be able to work with your friends to prevent GBV.”

Step 1: Ask

- Have you ever seen a man intervene to stop another man committing violence against a woman? What were the circumstance and what happened?
- What would stop you from intervening in such a situation?
- What would other boys in your community think about you if they saw you intervening to stop a husband from hitting his wife?

Step 2: Suggest

“Boys have an important role to play in preventing violence against women. This role includes acting as active bystanders—people who get involved to prevent or stop violence when they see it happening. This is not an easy role.”

Step 3: Explore

Before the session starts, write up some posters and hang these on the wall.

Poster 1: It's not right that we make comments about a girl's body and clothes. It's not right that we try to touch her. We need to stop this behavior.

Poster 2: Men and women are equal and should have equal rights and opportunities in life. If a girl wants to continue her studies and build her career, she must be given all rights and opportunities to do that. She shouldn't be punished for her choices.

Poster 3: Most of the time violence between a husband and a wife is due to a misunderstanding between them. They can talk to resolve this. Violence isn't necessary.

Poster 4: I think men use violence to display strength. They think violence is a normal part of masculinity. I don't want to behave like this.

Poster 5: Of course a man can do household work. There's nothing stopping him from helping his wife. If you're a couple, you're in a relationship, so it should be about working together.

Poster 6: When I get married, I don't care if we have a girl or a boy. They are both as important.

“Each poster represents something a boy their age has said. I will walk from poster to poster asking you some questions about these statements.”

The questions are:

- Do you agree with this statement? Why/Why not?
- How different is this young man from young men in your community?
- How different is this young man from you?
- From what the man said, what attitudes do you think he has towards women/girls?
- Do you think this attitude would have any impact on reducing violence against women/girls? Why?
- What is your impression of this young man?
- What do you think the young man's friends would say to him or think about him if they heard him saying this?

- What do you think your friends would say to you or think about you if they heard you saying this?
- Do you think this young man is challenging the fixed perceptions or images of what it is to be a real man? In what ways?
- How difficult would it be for you to express a similar idea in your community?

You don't have to use every question for every statement.

Step 4: Reflect

Use the reflection time to explore how the participants have responded to the statements.

- Which of the posters represent the most difficult position for you to take publicly, and why?
- Why is it difficult for boys to challenge their male friends when they say something negative about women and girls?
- What can you do to help change beliefs and attitudes among your friends that support violence against women and girls in your community?

Step 5: Practice

The action from this session is a *doing* action. It will challenge participants to show active support for gender equality among their friends. They should only carry out this action if they feel comfortable and safe doing so.

Doing action. Think of a recent situation when your friends have said something or done something that appears to support violence against girls. Speak to your friends about this situation. Explain what you have learned and how your thoughts on the situation might have changed. Ask them if they will support you if you challenge them in the future about their attitudes and behaviors towards women and girls; and ask them to challenge you too in return.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4C3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will think about how boys can be respectful when they are chatting with girls on social media."

Step 1: Ask

- What social media platforms do you use and what for?
- Do you have contact with girls on social media?
- What kinds of things do your friends encourage you to say to these girls?

Step 2: Suggest

"Social media and new technologies present great opportunities for making connections and friends, and open us up to a world of experiences and ideas. There are some risks, including the risk of online GBV."

Step 3: Explore

Give each participant a piece of paper.

"I will share a true story with you. I want you to write down all the actions the boy takes in the story."

The story is:

Yousef spends a lot of time on social media. His mother is always asking him to do his homework, but he prefers to chat online. This is how Yousef makes new friends, especially girls. Yousef has recently met a new girl online. Her name is Fatima. He has been chatting to her for about a week now.

Today, he asks her to send a photo. He wants to see what she looks like. Fatima responds saying she is not comfortable sending her photo to him because they have only just met. Yousef doesn't send her any more messages for a few days, even though she sends him more to ask him why he is ignoring her. Eventually, he replies to her and says he doesn't really want to continue speaking to her unless she sends him a photo.

Fatima says she will send him one if he promises not to show it to anybody else. He promises. Fatima sends the photo. Yousef thinks she is beautiful. He contacts his friend, Hussin, to ask him what he thinks. Hussin looks at the photo and agrees, Fatima is beautiful. Hussin tells Yousef he should ask her for more photos. Yousef tells Fatima she is beautiful and that he wants to see more pictures of her. She asks him if he has shown the photo to anybody else. He says he hasn't. He promises her he won't show any of the photos to anybody. "You can trust me. I'm your boyfriend now," he types.

Over the next week, Fatima and Yousef chat a lot. In total, Fatima has now sent Yousef 10 photos. He has shown most of them to Hussin. One day, Hussin sends one of the photos back to Yousef. He has photo-shopped it to make it look like Fatima is naked. "That is good!" Yousef responds.

Yousef asks Fatima to meet him in person. Fatima says she doesn't want to, not yet. He says he can't continue to be her boyfriend if she won't meet him. Fatima is upset but she is too scared to meet him. "Maybe we can meet after some more time?" she writes. Yousef doesn't respond. He is angry. He posts the naked photo of Fatima online.



About a week later, one of Fatima's friends shows her the photo. Fatima is distraught. She worries that her family will see it and believe it is really her. She contacts Yousef and begs him to remove it. Yousef responds: "I will, but first you have to meet me and have sex with me".

Ask the participants to list all the actions that Yousef took during that story. You can help include some more if the participants miss them, but you only need about five actions for this activity. Write each action on a flipchart. Stand in front of one flipchart. Ask the participants to discuss:

Why do you think Yousef did this?

What was his motivation?

What could he have done instead?

Step 4: Reflect

Use the reflection time to explore why boys are sometimes disrespectful to girls and how this might affect girls.

- Why do you sometimes feel under pressure to do what your friends tell you, even if you think it's not right?
- Why do some boys think it's okay to harass girls online?
- How might this kind of behavior affect the girls?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to reflect on their use of social media.

Thinking action. Think of a time when you wrote or said something online that you knew wasn't very nice. What did you do? What would you do differently now?

Explain that you would like participants to share their thoughts at the beginning of the next session.

Key message D: Child marriage is a form of GBV

The facilitators should read this introduction to child marriage before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

Child marriage (sometimes also referred to as early marriage) is a difficult topic to discuss under the umbrella for GBV. Many people do not associate child marriage with violence. To the contrary, they believe that the marriage of a girl at an early age is a way of protecting her from violence and from future financial insecurity. This belief that marriage offers the best—or only—opportunity of safety for a young girl fails to address underlying gender inequalities that deny women the right to live safe lives. It is a belief that reinforces the disempowerment of women through promoting protection by men (i.e., their future husbands) as necessary.

Child marriage is an example of systemic violence against women. It is regularly promoted as the norm in a particular culture. Arguments against child marriage are regularly criticized for being disrespectful of cultural norms and for seeking to impose “foreign ideas” on a culture. The reality is that child marriage is a common practice in many societies. It is especially common in societies that sustain distinct differences between men and women, and promote the dominance of men over women in and through assigned gender roles.

Why is this a key GBV message?

Child marriage places adolescent girls at risk of suffering serious health consequences especially if an outcome of the marriage is early pregnancy. The girl’s body may not be mature enough to bear children. This can result in physical injury to the mother and pose health risks to child. Child marriage can also result in the girl being forced to stop her education. This denies adolescent girls the right to develop skills can help her achieve economic independence and empowerment. Recognizing child marriage as a form of violence against girls is an important step in working with parents to identify alternatives. Through exploring the potential consequences of the violence, parents and adolescent girls can move beyond the utopian representations of marriage to explore the long-term benefits—for the girl, her future children and her family—of delaying marriage. Challenging the idea that early marriage provides protection for adolescent girls is also an important part of GBV prevention work because it helps expose the risks of violence within marriage.

Challenges for this key message in Syria

Child marriage has become more commonplace in Syria since the outbreak of the conflict. The lack of access to secure livelihoods and income have strengthened the belief that marriage is the best—sometimes only—way of ensuring safety for adolescent girls. The shortage of men in many communities also means that parents may be quick to agree to any offer of marriage for their daughter, even if the marriage is to a man who is much older and/or who already has other wives. The strengthening of conservative views on social norms and the role of women in many Syrian communities has strengthened opposition to criticism of the practice. There is a risk that criticism of child marriage is read as a criticism of the entire culture and as an attempt to undermine male power within this culture. Many mothers support the marriage of their adolescent daughters because they too fear for their daughter’s physical and economic safety. Equally, many adolescent girls have internalized the safety of child marriage because marriage is represented to them as glamorous and because they assign celebrity status to their peers who marry.

Responding to difficult questions and statements and statements



Find me a job and then we can talk about an alternative to marrying off my young daughter. The economic gains of child marriage are short-term. Your daughter may move into a household where there are more resources available. However, she will be at risk if the availability of these resources later change. She will not have finished her education, and so she will not easily be able to earn money. This also means she will not be able to provide for you when you are older. Your daughter and your family will always be reliant on the goodwill of her husband. This is not economic security.

Child marriage is part of our culture. You can't change the way our culture is. We have a right to practice our culture. Child marriage happens in many societies, not just yours. It is more rightfully explained as a social practice and not a cultural norm. A cultural norm is something that is fundamental to the survival of a culture, such as a language. A social norm is something that people in a culture see as normal, such as driving on the right-hand side of the road. Social norms inform how we work as a society, but if they change, the society will not end. In many societies where child marriage is regularly practiced, there are still people who don't agree with it. Their decision not to marry their adolescent daughter offers a different way of living in those societies, but it does not bring about the collapse of the cultures. And cultures too change. That's how cultures survive and thrive.

Criticism of child marriage is a western way of thinking. In fact, some people in western cultures support child marriage. This is because they have ties to societies where child marriage is normal. And in some societies where child marriage is practiced, we can always find some individuals who don't agree with the practice. So, the idea that we are looking at a difference in opinion between western societies and non-western societies is not strictly accurate. The issue is that child marriage places adolescent girls at risk of GBV. That's why we criticize it.

Program 1: Women – Session 1D1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore why families often support child marriage for their daughters."

Step 1: Ask

- Do all families in your community want their daughters to get married as early as possible?
- What makes families think this way?
- What about their sons? Do they think the same way about their sons?

Step 2: Suggest

"We often say that child marriage for adolescent girls is necessary because they need somebody to support them for economic reasons. But the root cause of child marriage for our daughters is gender inequality."

Step 3: Explore

Divide the participants into two equal teams. Tell one team they are the "things". They cannot make decisions or question anything. They cannot react emotionally to anything. They can only do what they are told by the persons. The other team are the "persons". The persons can ask the things to do anything they like; and the things must comply.

"Line up in your teams facing each other. The person you are facing is your partner. Interact with your partner. Remember things have to do what persons tell them to do!"

After some minutes, ask the participants to respond to some questions to discuss this activity:

- For the "things," how did your "persons" treat you? What did you feel? Why? Would you like to have been treated differently?
- For the "persons," how did you treat your "things"? How did it feel to treat someone as an object?
- How does the community and society *support* the treatment of some people like "things"?
- How can this activity help you think about and, perhaps, make changes in your own relationships?

"I want to read a letter. An adolescent girl has written this letter. After I have finished, you will work in the same pairs to answer a question I will give you. You are still things or persons. The participant who is the "thing" should respond from the position of the adolescent girl. The participant who is the "person" should respond from the position of the father."

This is the letter:

Hello. My name is Rima and I am 14 years old. I was married six months ago to a 17-year-old boy from a different community. When I was first told about the marriage, I was scared. I have only ever lived with my parents in my community. I don't know what life is like somewhere else. Some of my friends said I should be happy and they wished they were me.

Whenever I am asked about my marriage and my new husband, I just smile and say nothing even though I am sad and scared. I used to enjoy school and wanted to become a teacher. I had to leave school after I got married to take care of my husband. I am now pregnant with my first child.



I asked my father if I could delay the marriage to finish school. He said: "This is the way things are in our culture. We can't help it. If you do not get married now, people will think something is wrong with you and with our family. Also, we have no money to keep sending you to school, so be a good daughter and listen to your parents."

Provide each pair of participants with one question. Remind them you would like them to respond to the question from two perspectives: the daughter's and the father's.

The questions are:

- What was the cause of the marriage?
- How did the marriage affect Rima's life?
- What is meant when the father says, "This is the way things are in our culture"?
- Did the father feel powerless in this situation?
- Was there an alternative to the marriage?

Finally, ask the group to create a still photo that represents the feelings of the mother to this situation.

Step 4: Reflect

Use the reflection time to explore how the participants responded to the letter.

- Does Rima's story sound similar?
- Why do many people in your community think child marriage is good for adolescent girls?
- Why do women in this community support it?

Step 5: Practice

The action from this session is a *thinking action*. It will challenge participants to think more about how gender inequality often means adolescent girls can't enjoy the same rights as adolescent boys.

Thinking action. Identify a situation where things are different for boys and girls. This could be a situation in your community or in your home. Think about how the situation is different for boys and girls, and why these differences are seen as normal. Think of what might happen to the girls if you challenged this situation.

Explain that you would like participants to discuss their thoughts at the beginning of the next session.

Program 1: Women – Session 1D2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore some of the negative consequences of child marriage.”

Step 1: Ask

- What excites you about the future marriage of your daughter/niece/granddaughter?
- What concerns you about the future marriage of your daughter/niece/granddaughter?
- At what age were you married, and what was your experience at that time?

Step 2: Suggest

“Child marriage can have negative impacts on adolescent girls. It can affect her physical and mental health, her opportunities for education and economic empowerment, and her risk of GBV.”

Step 3: Explore

Prepare a list of cards with one consequence written on each card.

Consequences:

- Inability to read or write
- Inability to manage pregnancies
- Domestic violence
- Sexual violence
- Sexually transmitted infections
- Death in childbirth
- Death of babies
- Poverty
- Depression
- Isolation

Place all the cards on the floor face up. Ask the participants to discard those cards that they believe are not common consequences of child marriage. Encourage them to discuss each card so they can come to a consensus.

After some time, inform them that in fact all the cards show common consequences of child marriage.

Divide the participants into pairs and give each pair one of the cards.

“I want each pair to develop a presentation to explain to others why child marriage leads to this consequence; how this consequence affects the girl; and how this consequence affects the community.”

Give the participants some time to prepare, and then invite them to share their presentations.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards child marriage.

- Have your views on child marriage been challenged by anything in particular today?
- Do you disagree with anything that has been discussed?
- What do you think adolescent girls would say if they were told about these consequences?

Step 5: Practice



The action from this session is a *thinking action*. It will help participants to challenge their views on child marriage.

Thinking action. Identify the consequence from the list that you agree with the least. Think some more about this consequence. Clarify why you disagree that this is a consequence of child marriage.

Explain that you would like participants to discuss their thoughts at the beginning of the next session.

Program 2: Women – Session 1D3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore alternatives to child marriage and what mothers in their community might be able to do to support delaying marriage for their daughters.”

Step 1: Ask

- When you were a young girl, what did you hope to achieve in your life?
- When you reflect back on those dreams, how do you feel?
- What do you think are the dreams of adolescent girls in your community today?

Step 2: Suggest

“Delaying marriage gives time for the girls’ body to develop fully so it is able to produce healthy children without negative impacts on the mother. It gives time for the girl to continue her education so she can learn skills that will benefit the family over the long-term. We should support alternatives to child marriage.”

Step 3: Explore

Divide the participants into pairs. Provide each pair with some blank cards. Give each pair a decade (e.g., 11 - 20). You should use as many decades as there are pairs, starting from 0 -10.

“I want us to develop a story of a typical girl in your community. The girl has just been born. I have given each pair a decade. I want you to identify the key events that will happen to this girl during each past decade. Write down one key event on a card.”

After some time, identify a large space on a wall and divide the space into the relevant decades. Ask the pairs to stick their cards to the area of the wall that corresponds with their decade.

Start at the first decade of the girl’s life (age 0 - 10). Ask the pair to introduce the key events that will happen in the girl’s life during that decade. Repeat this for all the pairs.

You will find that some activities overlap—there will be the same activity in multiple decades (e.g., had first child). You should discuss these with the group to see if they can come to an agreement on which decade is most appropriate for this activity. It may be possible for the same activity to occur in multiple decades (e.g., had a child) so you don’t have to remove all duplicates.

You may also find that some key events are missing. Offer these to the participants as further ideas. Key events that should be included on the timeline are marriage, birth of first child, finished education, marriage of first daughter.

Once the timeline for the girl has been finalized, draw attention to some of the key events and ask:

- Why will this key event happen at this time?
- What are the influencers (social norms, persons) that determine this key event will happen at this time?

“I would like to move some of the key events into a different decade. I want you to share with me your thoughts on how the girl’s life might change if this happens.”

Start with an example for the group to discuss together. For example, you could move “had first child” to a later decade. The participants may respond only with negative changes (e.g., sadness about not



having children), so you should also ask about possible positive changes (e.g., more time to finish education).

Move marriage to a later decade.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards delaying marriage.

- What do you feel about the idea of girls getting married later in life?
- How might your lives have been different if you had not married until you were 25 or 30?
- How can you support girls in your community, perhaps your daughters, who want to delay marriage?

Step 5: Practice

The action from this session is a *doing action*. It will help participants to explore further how they might support girls in their family who want to delay marriage.

Doing action. Find a suitable time to have a discussion with your husband about the marriage of your daughter. If you don't have an unmarried daughter, identify a close friend who does. Ask them how they would feel if this girl did not get married until later in life. How would it affect her and her family? What might be the benefits? What difficulties might she face as a result?

Explain that you would like participants to share the results of their discussions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2D1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore attitudes towards marriage for adolescent girls.”

Step 1: Ask

- What is marriage?
- Why do people get married?
- Why might a girl your age get married in your community?

Step 2: Suggest

“Different cultures and different people have different views about marriage. Often we are taught to believe that marriage is the single most important thing in our lives. But there are other important things too.”

Step 3: Explore

Ask the participants to sit in a circle. You can also join the circle to make it fair. Place an empty plastic bottle in the middle of the circle.

“I want us to play a truth game. The idea is to find out as much as we can about each other's views on marriage. This is a safe space. There are no bad views. We should respect all views. We should also ensure we do not discuss what has been said in this session outside this room. I will spin the bottle. The person to whom the bottle points when it has finished spinning will be asked a question. They need to offer a truthful response to the question.”

As an alternative, you can write all the questions on separate cards beforehand and place these in the middle too. This way, the participants can choose the question they will answer.

The questions are:

- What age do you think is suitable for a girl to get married?
- When you hear that one of your friends is getting married, what do you think?
- Who should make the decision about when a girl gets married?
- Who should make the decision about when a boy gets married?
- How do you imagine your future marriage?
- Who normally makes the decision on marriage?
- Who should be involved in a decision about marriage?
- Why do some girls in your community want to get married?
- Why do some girls in your community not want to get married?

“Thank you for your honesty. I have learned a lot about your attitudes towards marriage.”

Divide the participants into two teams. Give each team some pictures that represent marriage. Make sure the pictures are relevant to the local cultural context. You can find these in magazines or from the internet.

“For Team A, I would like you to discuss what you like about your images. For Team B, I would like you to discuss what you dislike about your images. Write your answers on a flipchart.”

After some time, asks the teams to share their likes and dislikes.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards marriage.

- Is marriage more exciting or more scary for you?
- If one of your friends your age told you today they were getting married, what would you say to them?
- How would you feel if you were told today that you were getting married?

Step 5: Practice

The action from this session is a talking activity. They should only do this activity if they feel comfortable and safe. It will help participants think more about child marriage.

Talking action. Have a conversation with somebody you know who was married before they were 16. This could be a friend, your sister or mother. Ask them how they felt when they found out they were getting married.

Explain that you would like participants to share their conversations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2D2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore some of the negative consequences of child marriage.”

Step 1: Ask

- What excites you about your future marriage?
- What concerns you about the future marriage?
- At what age do you think you will marry?

Step 2: Suggest

“Child marriage can have negative impacts on adolescent girls. It can affect her physical and mental health, her opportunities for education and economic empowerment, and her risk of GBV.”

Step 3: Explore

Prepare a list of cards with one consequence written on each card.

Consequences:

- Inability to read or write
- Inability to manage pregnancies
- Domestic violence
- Sexual violence
- Sexually transmitted infections
- Death in childbirth
- Death of babies
- Poverty
- Depression
- Isolation

Place all the cards on the floor face up. Ask the participants to discard those cards that they believe are not common consequences of child marriage. Encourage them to discuss each card so they can come to a consensus.

After some time, inform them that in fact all the cards show common consequences of child marriage.

Divide the participants into pairs and give each pair one of the cards.

“I want each pair to develop a presentation to explain to others why child marriage leads to this consequence; how this consequence affects the girl; and how this consequence affects the community.”

Give the participants some time to prepare, and then invite them to share their presentations.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards child marriage.

- Have your views on child marriage been challenged by anything in particular today?
- Do you disagree with anything that has been discussed?
- What do you think your friends would say if they were told about these consequences?

Step 5: Practice



The action from this session is a *thinking action*. It will help participants to challenge their views on child marriage.

Thinking action. Identify the consequence from the list that you agree with the least. Think some more about this consequence. Clarify why you disagree that this is a consequence of child marriage.

Explain that you would like participants to share their thoughts at the beginning of the next session.

Program 2: Adolescent Girls – Session 2D3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore alternatives to child marriage and what mothers in their community might be able to do to support delaying marriage for their daughters.”

Step 1: Ask

- What do you hope to achieve in your life?
- Who do you imagine will share your life experiences with you?
- How realistic do you think your life dreams are right now?

Step 2: Suggest

“Delaying marriage gives time for the girls’ body to develop fully so it is able to produce healthy children without negative impacts on the mother. It gives time for the girl to continue her education so she can learn skills that will benefit the family over the long-term. We should support alternatives to child marriage.”

Step 3: Explore

Divide the participants into pairs. Provide each pair with some blank cards. Give each pair a decade (e.g., 11 - 20). You should use as many decades as there are pairs, starting from 0 -10.

“I want us to develop a story of a typical girl in your community. The girl has just been born. I have given each pair a decade. I want you to identify the key events that will happen to this girl during each past decade. Write down one key event on a card.”

After some time, identify a large space on a wall and divide the space into the relevant decades. Ask the pairs to stick their cards to the area of the wall that corresponds with their decade.

Start at the first decade of the girl’s life (age 0 - 10). Ask the pair to introduce the key events that will happen in the girl’s life during that decade. Repeat this for all the pairs.

You will find that some activities overlap—there will be the same activity in multiple decades (e.g., had first child). You should discuss these with the group to see if they can come to an agreement on which decade is most appropriate for this activity. It may be possible for the same activity to occur in multiple decades (e.g., had a child) so you don’t have to remove all duplicates.

You may also find that some key events are missing. Offer these to the participants as further ideas. Key events that should be included on the timeline are marriage, birth of first child, finished education, marriage of first daughter.

Once the timeline for the girl has been finalized, draw attention to some of the key events and ask:

- Why will this key event happen at this time?
- What are the influencers (social norms, persons) that determine this key event will happen at this time?

“I would like to move some of the key events into a different decade. I want you to share with me your thoughts on how the girl’s life might change if this happens.”

Start with an example for the group to discuss together. For example, you could move “had first child” to a later decade. The participants may respond only with negative changes (e.g., sadness about not

having children), so you should also ask about possible positive changes (e.g., more time to finish education).

Move marriage to a later decade.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards delaying marriage.

- What would be some of the positive changes in the girl's life if she married later?
- What difficulties might she face if this were to happen?
- How do you think your community would react to this girl if she didn't get married until she was around 25?

Step 5: Practice

The action from this session is a *doing action*. It will help participants to explore further what life is like for women in their community who did not get married until they were over the age of 20.

Doing action. Identify a woman in your family who did not get married until after they turned 20, or a woman who is older than 20 and not married. Ask them if you can conduct an interview with them. Imagine that you are conducting the interview to write a story about women who don't marry until later in life for a magazine or newspaper or online blog. Conduct the interview and take notes to record the responses.

Explain that you would like participants to share the results of their interviews at the beginning of the next session.

Program 3: Men – Session 3D1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore why men often support child marriage for their daughters."

Step 1: Ask

- Do all men in your community want their daughters to get married as early as possible?
- What makes men think this way?
- What about their sons? Do they think the same way about their sons?

Step 2: Suggest

"We often say that child marriage for adolescent girls is necessary because they need somebody to support them for economic reasons. But the root cause of child marriage for our daughters is gender inequality."

Step 3: Explore

Divide the participants into two equal teams. Tell one team they are the "things". They cannot make decisions or question anything. They cannot react emotionally to anything. They can only do what they are told by the persons. The other team are the "persons". The persons can ask the things to do anything they like; and the things must comply.

"Line up in your teams facing each other. The person you are facing is your partner. Interact with your partner. Remember things have to do what persons tell them to do!"

After some minutes, ask the participants to respond to some questions to discuss this activity:

- For the "things," how did your "persons" treat you? What did you feel? Why? Would you like to have been treated differently?
- For the "persons," how did you treat your "things"? How did it feel to treat someone as an object?
- How does the community and society *support* the treatment of some people like "things"?
- How can this activity help you think about and, perhaps, make changes in your own relationships?

"I want to read a letter. An adolescent girl has written this letter. After I have finished, you will work in the same pairs to answer a question I will give you. You are still things or persons. The participant who is the "thing" should respond from the position of the adolescent girl. The participant who is the "person" should respond from the position of the father."

This is the letter:

Hello. My name is Rima and I am 14 years old. I was married six months ago to a 17-year-old boy from a different community. When I was first told about the marriage, I was scared. I have only ever lived with my parents in my community. I don't know what life is like somewhere else. Some of my friends said I should be happy and they wished they were me.

Whenever I am asked about my marriage and my new husband, I just smile and say nothing even though I am sad and scared. I used to enjoy school and wanted to become a teacher. I had to leave school after I got married to take care of my husband. I am now pregnant with my first child.



I asked my father if I could delay the marriage to finish school. He said: "This is the way things are in our culture. We can't help it. If you do not get married now, people will think something is wrong with you and with our family. Also, we have no money to keep sending you to school, so be a good daughter and listen to your parents."

Provide each pair of participants with one question. Remind them you would like them to respond to the question from two perspectives: the daughter's and the father's.

The questions are:

- What was the cause of the marriage?
- How did the marriage affect Rima's life?
- What is meant when the father says, "This is the way things are in our culture"?
- Did the father feel powerless in this situation?
- Was there an alternative to the marriage?

Finally, ask the group to create a still photo that represents the feelings of the mother to this situation.

Step 4: Reflect

Use the reflection time to explore how the participants responded to the letter.

- Does Rima's story sound similar?
- Why do many people in your community think child marriage is good for adolescent girls?
- Why do men in this community support it?

Step 5: Practice

The action from this session is a *thinking action*. It will challenge participants to think more about how gender inequality often means adolescent girls can't enjoy the same rights as adolescent boys.

Thinking action. Identify a situation where things are different for boys and girls. This could be a situation in your community or in your home. Think about how the situation is different for boys and girls, and why these differences are seen as normal. Think of what might happen to the girls if you challenged this situation.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 3: Men – Session 3D2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore some of the negative consequences of child marriage.”

Step 1: Ask

- What excites you about the future marriage of your daughter/niece/granddaughter?
- What concerns you about the future marriage of your daughter/niece/granddaughter?
- At what age were you married, and what was your experience at that time?

Step 2: Suggest

“Child marriage can have negative impacts on adolescent girls. It can affect her physical and mental health, her opportunities for education and economic empowerment, and her risk of GBV.”

Step 3: Explore

Prepare a list of cards with one consequence written on each card.

Consequences:

- Inability to read or write
- Inability to manage pregnancies
- Domestic violence
- Sexual violence
- Sexually transmitted infections
- Death in childbirth
- Death of babies
- Poverty
- Depression
- Isolation

Place all the cards on the floor face up. Ask the participants to discard those cards that they believe are not common consequences of child marriage. Encourage them to discuss each card so they can come to a consensus.

After some time, inform them that in fact all the cards show common consequences of child marriage.

Divide the participants into pairs and give each pair one of the cards.

“I want each pair to develop a presentation to explain to others why child marriage leads to this consequence; how this consequence affects the girl; and how this consequence affects the community.”

Give the participants some time to prepare, and then invite them to share their presentations.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards child marriage.

- Have your views on child marriage been challenged by anything in particular today?
- Do you disagree with anything that has been discussed?
- What do you think adolescent girls would say if they were told about these consequences?

Step 5: Practice



The action from this session is a *doing action*. Advise participants that this is an important activity that they must do because it will affect their learning in the next session.

Doing action. Identify an object that you associate with a female who is important in your life. Ideally, this should be your daughter. For those participants who do not have a daughter, it can be your niece or your mother or your wife. Bring this object to the next session. Don't forget!

Explain that you would like participants to use the participant's objects in the activity in the next session.

Program 3: Men – Session 3D3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the participants’ relationships with their daughters (or other key females in their lives).”

Step 1: Ask

- Have you been thinking about your daughter/niece/sister since our last session?
- Have our sessions so far changed the way you interact with women in your family?
- Do you think it would be possible to support your daughter if she said she did not want to get married?

Step 2: Suggest

“It can be useful to stop and think about what people mean to us. In our busy lives, we don’t always have time to do this. Thinking about how important women and girls are to us as men helps us rethink our attitudes and behaviors, and can help us realize that we may need to support them in ways that are challenging but right.”

Step 3: Explore

“This activity is about sharing experiences and feelings. We have a key commitment to confidentiality. Nothing that is said or shared during the session must be discussed with anybody else at any time. You are not obliged to say anything you do not wish to say. If you want to discuss the activity with me further, you can do so in private after the session. Please reveal the objects you have brought with you.”

For those that forgot to bring an object (and there will be some!), tell them they can imagine or draw an object; and use this.

Invite the participants to look around at the differing objects.

“What are your initial thoughts? What do you think when you see these objects?”

Divide the participants into pairs.

“I want you to share a story with your partner to explain why you chose this object, how it is associated with your daughter; and what you think about when they see this object.”

Give the pairs some time to complete this activity, and then ask some volunteers to share what they discussed with the group.

Divide the participants into two teams. Give each team a flipchart.

“I want each team to develop a list according to your instructions and then share their list with the group. For Team A, make a list of the things you can do as a father to help your daughter lead a full and happy life. For Team B, make a list of the things that prevent you from helping your daughter to lead a full and happy life.”

After participants have had some time to develop their lists, ask the teams to share their lists with the group.

Step 4: Reflect

Use the reflection time to explore the participants’ thoughts about being a father.



- How do traditional definitions of masculinity affect the way that fathers can interact with their daughters in Syrian culture?
- What is the one thing you wish you could offer your daughter as her father?
- What are the best things about being a father?

Step 5: Practice

There are two actions from this session—a *doing action* and a *talking action*. It may not be possible in all areas to run the doing action.

Talking action. Identify a close male friend and share with him the work we have been doing to explore child marriage. What does your friend say in response? Do you find that your views on child marriage have changed?

Explain that you would like participants to share their conversations at the beginning of the next session.

Doing action. Let's organize a session where fathers and daughters come together to discuss what they are learning in this program; and how it has changed their lives so far. (For instructions, see the next page in this toolkit.)

Program 3: Men – Session 3D4 (Optional)

Welcome all the fathers and daughters (or nieces, sisters etc.).

It might be a good idea to start this session with an icebreaker to help everybody relax. If possible, also try to make it a party atmosphere. Don't try to be too formal!

You could run two activities in this optional session.

Activity 1

Ask the fathers to sit around the edges of the room. The girls will sit in a tighter circle in the center of the room.

Advise participants you would like to have a discussion with the girls first. The fathers should listen but they are not allowed to talk. Once you have finished the discussion with the girls, you will ask the father and the daughters to swap places. This time, you will have a discussion with the fathers. The girls should listen, but they cannot talk.

Use the questions to guide the discussion with each group.

Questions for girls

- What is the best part about being a girl?
- What do you think is the most difficult part about being a girl in this community?
- What do you find difficult to understand about boys and men? What would you like your father to know to better understand girls?
- Imagine yourself 5 years from now.
- What are your hopes and dreams for the future?

Questions for fathers

- What is the best part about being a father?
- What is the most difficult part about being a father in this community?
- What do you find difficult to understand about girls and women? How can fathers and sons empower and support girls?
- Reflect back on your experiences as a young boy. What was the most difficult part of being a boy? What did you like?
- Imagine your family 5 years from now. What are your hopes and dreams for the future?

Bring all the participants together, and have them sit in the same circle. Ask two further questions:

To the fathers: What did you learn about the girls from listening to that discussion?

To the girls: What did you learn about your fathers from listening to that discussion?

Activity 1

Divide the participants into teams of four—two fathers and two daughters.

Advise participants you will give each team a challenge that you want them to work on. Ask them to nominate a leader in each team and to identify their leader. If a team nominates a man as their leader, tell them you want to change their leader. All leaders of the teams must be girls. Advise participants that only the team leader can direct the work that needs to be done to work on the challenge. Everybody else must follow the leader's instructions. They cannot advise the leader or give them any ideas. The leader must lead!

Give each team a different challenge.



Challenge 1: Build a human machine using all team members. The leader must be able to explain what the machine does, and what each team member's function is within the machine.

Challenge 2: Put on a 2-minute dramatic piece that begins with the line "Is she still breathing?"

Challenge 3: Create a name for an imaginary country and design its national flag. The leader must be able to explain the significance of each element of the flag's design.

Challenge 4: Choreograph a dance to represent a wedding. All team members must participate in the dance

After teams have had some time to complete their challenge, ask the teams to share the outcomes with the group.

Debrief this activity by asking the teams and their leaders some questions.

To the Team Leaders:

- What did you enjoy about being Team Leader?
- What was difficult?
- What did you learn about leadership?
- What did you learn about yourself?

To everyone else:

- What did you learn by watching the team leaders go through the challenge?
- What are some positive leadership qualities you saw both in your group and in the presentation of other groups?
- What are one or two things that the leaders could have done better?
- What was it like being led by a girl?

Program 4: Adolescent Boys – Session 4D1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore attitudes towards marriage for adolescent girls.”

Step 1: Ask

- What is marriage?
- Why do people get married?
- Why might a girl your age get married in your community?

Step 2: Suggest

“Different cultures and different people have different views about marriage. Often we are taught to believe that marriage is the single most important thing in our lives. But there are other important things too.”

Step 3: Explore

Ask the participants to sit in a circle. You can also join the circle to make it fair. Place an empty plastic bottle in the middle of the circle.

“I want us to play a truth game. The idea is to find out as much as we can about each other's views on marriage. This is a safe space. There are no bad views. We should respect all views. We should also ensure we do not discuss what has been said in this session outside this room. I will spin the bottle. The person to whom the bottle points when it has finished spinning will be asked a question. They need to offer a truthful response to the question.”

As an alternative, you can write all the questions on separate cards beforehand and place these in the middle too. This way, the participants can choose the question they will answer.

The questions are:

- What age do you think is suitable for a boy to get married?
- What age do you think is suitable for a girl to get married?
- Who should make the decision about when a girl gets married?
- Who should make the decision about when a boy gets married?
- Why do some girls in your community want to get married?
- Why do some girls in your community not want to get married?
- What would you think of a boy who didn't want to get married?
- What would you think of a girl who didn't want to get married?

“Thank you for your honesty. I have learned a lot about your attitudes towards marriage.”

Divide the participants into two teams. Give each team some pictures that represent marriage. Make sure the pictures are relevant to the local cultural context. You can find these in magazines or from the internet.

“For Team A, I would like you to discuss what you like about your images. For Team B, I would like you to discuss what you dislike about your images. Write your answers on a flipchart.”

After some time, asks the teams to share their likes and dislikes.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards marriage.



- If one of your friends told you today they were getting married, what would you say to them?
- Do you think all girls want to get married when they are young?
- What are some of the things that concern you or worry you about marriage?

Step 5: Practice

The action from this session is a talking activity. They should only do this activity if they feel comfortable and safe. It will help participants think more about child marriage.

Talking action. Have a conversation with somebody you know who was married before they were 16. This could be a friend, your sister or mother. Ask them how they felt when they found out they were getting married.

Explain that you would like participants to share their conversations at the beginning of the next session.

Program 4: Adolescent Boys – Session 4D2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore some of the negative consequences of child marriage.”

Step 1: Ask

- Does marriage make people happy or sad?
- Why is marriage important?
- Do you think it would be possible for somebody not to marry?

Step 2: Suggest

“Child marriage can have negative impacts on adolescent girls. It can affect her physical and mental health, her opportunities for education and economic empowerment, and her risk of GBV.”

Step 3: Explore

Prepare a list of cards with one consequence written on each card.

Consequences:

- Inability to read or write
- Inability to manage pregnancies
- Domestic violence
- Sexual violence
- Sexually transmitted infections
- Death in childbirth
- Death of babies
- Poverty
- Depression
- Isolation

Place all the cards on the floor face up. Ask the participants to discard those cards that they believe are not common consequences of child marriage. Encourage them to discuss each card so they can come to a consensus.

After some time, inform them that in fact all the cards show common consequences of child marriage.

Divide the participants into pairs and give each pair one of the cards.

“I want each pair to develop a presentation to explain to others why child marriage leads to this consequence; how this consequence affects the girl; and how this consequence affects the community.”

Give the participants some time to prepare, and then invite them to share their presentations.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards child marriage.

- Have your views on child marriage been challenged by anything in particular today?
- Do you disagree with anything that has been discussed?
- What do you think your friends would say if they were told about these consequences?

Step 5: Practice



The action from this session is a *doing action*. Advise participants that this is an important activity that they must do because it will affect their learning in the next session.

Doing action. Identify an object that you associate with a female who is important in your life. Ideally, this should be your sister. For those participants who do not have a sister, it can be your niece or your mother. Bring this object to the next session. Don't forget!

Explain that you would like participants to use the participant's objects in the activity in the next session.

Program 4: Adolescent Boys – Session 4D3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the participants' relationships with their sister (or another key female in their lives).”

Step 1: Ask

- Have you been thinking about your sister since our last session?
- Have our sessions so far changed the way you interact with women in your family?
- Do you think it would be possible to support your sister if she said she did not want to get married?

Step 2: Suggest

“It can be useful to stop and think about what people mean to us. In our busy lives, we don't always have time to do this. Thinking about how important women and girls are to us as boys helps us rethink our attitudes and behaviors, and can help us realize that we may need to support them in ways that are challenging but right.”

Step 3: Explore

“This activity is about sharing experiences and feelings. We have a key commitment to confidentiality. Nothing that is said or shared during the session must be discussed with anybody else at any time. You are not obliged to say anything you do not wish to say. If you want to discuss the activity with me further, you can do so in private after the session. Please reveal the objects you have brought with you.”

For those that forgot to bring an object (and there will be some!), tell them they can imagine or draw an object; and use this.

Invite the participants to look around at the differing objects.

“What are your initial thoughts? What do you think when you see these objects?”

Divide the participants into pairs.

“I want you to share a story with your partner to explain why you chose this object, how it is associated with your daughter; and what you think about when they see this object.”

Give the pairs some time to complete this activity, and then ask some volunteers to share what they discussed with the group.

Divide the participants into two teams. Give each team a flipchart.

“I want each team to develop a list according to your instructions and then share their list with the group. For Team A, m Make a list of the things you can do as a brother to help your sister lead a full and happy life. For Team B, Make a list of the things that prevent you from helping your sister to lead a full and happy life.”

After participants have had some time to develop their lists, ask the teams to share their lists with the group.

Step 4: Reflect

Use the reflection time to explore the participants' thoughts about being a brother.



- How do traditional definitions of masculinity affect the way that boys can interact with their sisters in Syrian culture?
- What is the one thing you wish you could offer your sister as her brother?
- What are the best things about being a brother?

Step 5: Practice

There are two actions from this session—a *doing action* and a *talking action*. It may not be possible in all areas to run the doing action.

Talking action. Identify a close male friend and share with him the work we have been doing to explore child marriage. What does your friend say in response? Do you find that your views on child marriage have changed?

Explain that you would like participants to share their conversations at the beginning of the next session.

Doing action. Let's organize a session where brothers and sisters come together to discuss what they are learning in this program; and how it has changed their lives so far. (For instructions, see the next page in this toolkit.)

Program 3: Boys – Session 4D4 (Optional)

Welcome all the boys and girls.

It might be a good idea to start this session with an icebreaker to help everybody relax. If possible, also try to make it a party atmosphere. Don't try to be too formal!

You could run two activities in this optional session.

Activity 1

Ask the boys to sit around the edges of the room. The girls will sit in a tighter circle in the center of the room.

Advise participants that you would like to first have a discussion with the girls. The boys should listen but they are not allowed to talk. Once you have finished the discussion with the girls, you will ask the boys and the girls to swap places. This time, you will have a discussion with the boys. The girls should listen, but they cannot talk.

Use the questions to guide the discussion with each group.

Questions for girls

- What is the best part about being a girl?
- What do you think is the most difficult part about being a girl in this community?
- What do you find difficult to understand about boys and men? What would you like your brother or male friends to know to better understand girls?
- Imagine yourself 5 years from now. What are your hopes and dreams for the future?

Questions for fathers

- What is the best part about being a boy?
- What is the most difficult part about being a boy in this community?
- What do you find difficult to understand about girls and women? How can boys empower and support girls?
- Imagine yourself 5 years from now. What are your hopes and dreams for the future?

Bring all the participants together, and have them sit in the same circle. Ask two further questions:

To the boys: What did you learn about the girls from listening to that discussion?

To the girls: What did you learn about the boys from listening to that discussion?

Activity 1

Divide the participants into teams of four—two boys and two girls.

Advise participants that you will give each team a challenge that you want them to work on. Ask them to nominate a leader in each team and to identify their leader. If a team nominates a boy as their leader, tell them you want to change their leader. All leaders of the teams must be girls. Advise participants that only the team leader can direct the work that needs to be done to work on the challenge. Everybody else must follow the leader's instructions. They cannot advise the leader or give them any ideas. The leader must lead!

Give each team a different challenge.

Challenge 1: Build a human machine using all team members. The leader must be able to explain what the machine does, and what each team member's function is within the machine.



Challenge 2: Put on a 2-minute dramatic piece that begins with the line “Is she still breathing?”

Challenge 3: Create a name for an imaginary country and design its national flag. The leader must be able to explain the significance of each element of the flag’s design.

Challenge 4: Choreograph a dance to represent a wedding. All team members must participate in the dance

After teams have had some time to complete their challenge, ask the teams to share the outcomes with the group.

Debrief this activity by asking the teams and their leaders some questions.

To the Team Leaders:

- What did you enjoy about being Team Leader?
- What was difficult?
- What did you learn about leadership?
- What did you learn about yourself?

To everyone else:

- What did you learn by watching the team leaders go through the challenge?
- What are some positive leadership qualities you saw both in your group and in the presentation of other groups?
- What are one or two things that the leaders could have done better?
- What was it like being led by a girl?

Key message E: Domestic violence is a form of GBV

The facilitators should read this introduction to domestic violence before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

Domestic violence is a common form of GBV. For many people it has become a normal part of their family environment and family relationships. Many people do not accept that husbands are committing violence when they beat or rape their wives. They consider this necessary because it helps maintain the “normal” gender power dynamics in the family and is a sign of the husband’s strength. The law can often permit violence by a husband against his wife, or can remain silent on the issue.

Gender norms and gender socialization regularly link normal masculinity the being tough. Men are under intense pressure—both externally and internally—to prove and show they are normal “real men” by acting out a masculinity that reveals strength, power and dominance over women. This type of masculinity informs the way men behave in the home and how they treat women in their home. Violence against mothers, sisters, daughters and in-laws in the home therefore becomes a signifier of “good” masculinity.

Both men and women are taught from childhood that it is the man who should control the family. This means that women also internalize the idea that violence against them in their home is a normal part of life. They may not speak out about their experiences because they are afraid to make others aware of what is happening in their homes, but also because they too see the violence against them as normal.

Why is this a key GBV message?

Domestic violence is one of the most common forms of GBV, but it is also the most normalized. It is within the home where people learn patterns of violence—who it is permissible to be violent against, what forms of violence to use, and when to use violence. When children see domestic violence taking place, they learn that it is acceptable for men to express their power through violence. For boys, this increases their risk of using violence against their sisters and their future wives. For girls, the lack of responses by the women who suffer the violence show them that violence against women—including themselves—is something they should tolerate in silence.

Challenges for this key message in Syria

The war has led to a situation in Syria whereby many families now live in smaller houses. There is less space in the home. This can create tensions between family members. Children and adolescents may have to go and live with other family members if their parents are unable to support them or have died. The new family may resent the arrival of this new person because he/she takes up more space and resources. The lack of livelihoods and secure income means male members of a family spend more time at home. In many families, the male head of household of the family has died or is absent for long periods. These are all factors that increase the risk of domestic violence occurring.

Responding to difficult comments and questions

A man owns his wife. It is his duty to correct her. Violence is not the only way we can correct somebody. When a child gives a wrong answer to a question in school, the teacher doesn’t automatically use violence to correct the child. The child is more likely to learn the correct answer if it is explained to them. In fact, the threat of violence can make a person extremely scared so they are unable to concentrate and are likely to make more mistakes.

Domestic violence is a private issue. This is not true. The violence occurs in what we might see as a private space—the home. However, the causes and impacts of the violence extend beyond the home. Gender inequality in a society increases the risk of domestic violence occurring in homes because women are afforded fewer—perhaps no—opportunities to resist or respond to the violence. When a person suffers from domestic violence in the home, they may need to seek medical assistance. They may need to take time off work. These consequences of the violence are public issues.

Domestic violence is a short-term means of getting long-term benefits. The wife will become a stronger person as a result. When a wife suffers domestic violence, she may not be able to carry out her regular household duties. She may not be able to care for the family. This does not create a good environment in which a family can be strong. The impacts of the domestic violence can last a long time, sometimes a lifetime. The violence weakens a person's ability to be able to contribute fully to the family and community. The long-term impacts are therefore a weaker family and weaker relationships between family members.

The wife will learn to respect her husband more. She may appear to respect him. She may avoid doing anything to upset him because this is how she can help prevent future violence. She may do what he asks of her. This does not mean she respects him. She is responding out of fear for herself and a desire to protect her children.

Program 1: Women – Session 1E1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore domestic violence as a type of GBV."

Step 1: Ask

- What common issues do people fight about in their homes?
- Has the fighting between family members increased since the war?
- What is the impact of this domestic fighting on the family?

Step 2: Suggest

"Domestic violence is a form of GBV. It is linked to power, and often masculinity, that is played out in the relationships between family members. Domestic violence is extremely common but can often be hidden because people don't like to intervene in what they see as a "private" space."

Step 3: Explore

Divide the participants into three teams. Provide each team with a scenario of a family fight.

"I want each team to develop a role-play to show what happens in each scenario. You will have some time to prepare your role-plays, and you will then perform them."

The scenarios for the role-plays are:

Scenario 1: Hassan is fond of good food. His wife generally cooks well; in spite of this, there are times when he is not happy with her cooking. One evening he comes back home from work, tired after a long day at work. His wife serves dinner. She has cooked his favorite dish. Hassan takes a mouthful and spits it out immediately. It is too salty. Flinging his plate away, he gets up, furious with his wife. He yells at her, shouts abuse and raises a hand to her.

Scenario 2: Zada has been married to her husband for about a year. She lives in his home with his mother. Her husband spends a lot of time out of the house at work. Zada looks after the housework and cooking with her mother-in-law. She is six months pregnant. Her mother-in-law is always telling Zada that she needs to work harder to keep a good house. She tells Zada that her cooking tastes awful and that she is at risk of losing her husband if she doesn't learn to cook better food. Today, Zada's mother-in-law asks Zada how she thinks she will cope with all the housework after she has given birth. "You'll probably be a very bad mother," she says. "Your children won't respect you and my son will probably find another wife."

Scenario 3: Sabah is newly married. It is only a few months since she has come to her married home. She lives in a joint family with her husband's parents, elder brother and his family. Whenever she finds herself alone in a room with her brother-in-law, she feels very nervous. The brother-in-law always tries to find some excuse or the other to come close to her and touch her. This has happened quite a few times. When she tries to bring up this topic with her husband, he gets furious. He shouts at her for showing disrespect to his brother and warns her never to say such things again.

"I want you to now discuss and answers some questions about another team's role-play."

The questions are:

- What kind of violence was depicted?
- Is this kind of violence common in your community?

- Why did the violence occur?

Ask each team to present their answers.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards domestic violence.

- Why does violence happen in homes?
- We have learned before about gender socialization and power. How is the violence depicted in the role-plays linked to masculinity?
- What would you say to somebody who said they believed a husband has the right to be violent against his wife?

Step 5: Practice

The action from this session is an *observing action*. It will encourage participants to continue to think about the causes of domestic violence.

Observing action. Watch how the men in your family interact with the women in your family. Can you identify the use of violence? Remember there are different types of violence, not just physical violence. How does it make you feel seeing this?

Explain that you would like participants to discuss what they have observed at the beginning of the next session.

Program 1: Women – Session 1E2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore intimate partner violence as a type of GBV."

Step 1: Ask

- What common issues do intimate partners (e.g., husbands and wives) fight about?
- What causes violence between intimate partners?
- What are the consequences of violence between intimate partners?

Step 2: Suggest

"Intimate partner violence is a form of GBV. In many cultures, IPV is not recognized as violence, especially if it is violence from a husband to his wife."

Step 3: Explore

Divide the group into four teams. Provide each team with a flipchart and a card.

"I want us to look at one common form of violence in an intimate partnership: sexual violence. You will discuss this topic in your team. The card indicates what you should discuss. Write your answers on the flipchart.

The cards are:

Card 1: Reasons why men want to have sex in an intimate relationship

Card 2: Reasons why men don't want to have sex in an intimate relationship

Card 3: Reasons why women want to have sex in an intimate relationship

Card 4: Reasons why women don't want to have sex in an intimate relationship

After some time, ask each team to present their answers.

"I want to put two teams together. One team represents a man, and the other team represents a woman. They are in an intimate relationship. I want you to negotiate having sex. Their views on sex are what you have on your card, so the team with Card 1 is a man who want to have sex in their intimate relationship."

Pair Team A with Team D, and Team B with Team C.

Give some time for the teams to discuss and prepare their negotiations, and then have the teams show these negotiations in action.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards negotiating sex between intimate partners.

- Were these negotiations realistic?
- What might be the benefits for intimate partners to have these kinds of negotiations before the issue gets too heated?
- How do men react when women say they do not want to have sex, and why?

Step 5: Practice



The action from this session is a *doing action*. It will encourage participants to think of ways to improve their intimate partnerships.

Doing action. Think of something around the house that you always do; that your husband never does. Ask him if he would be able to help you do this task. How did he respond?

Explain that you would like participants to discuss the outcomes of this action at the beginning of the next session.

Program 2: Women – Session 1E3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore using effective communication skills to help reduce the risk of violence when facing domestic disputes.”

Step 1: Ask

- What is “communication”?
- How do you know if the person understands what you are saying?
- What can happen if there is miscommunication?

Step 2: Suggest

“Conflict and violence can easily erupt because people don’t have the skills to engage in good communication. If we learn these skills, we can use them to reduce the risk of violence. A better understanding of how communication works and better skills in how to engage in effective, non-violent communication will benefit you, your families and your community. It will help you to create more enjoyable relationships with your family members.”

Step 3: Explore

Write the following on four flipcharts and hang one flipchart on each wall in the room:

- Fact
- About me
- About us
- Appeal

“We can think about communication as having four sides. These four sides are as shown on the flipcharts.

- **Fact.** The communication gives information.
- **About me.** The communication says something about me (my state, condition, position etc.)
- **About us.** The communication says something about you or our relationship (e.g., what I think of you/us.)
- **Appeal.** The communication expresses a desire.

As an example, a person might say: “It’s hot in here.”

This statement could contain many different meanings, depending on which side of the communication the speaker is speaking from:

Fact = It is actually hot in here. The temperature is above 35 degrees.

About me = I am hot. I am feeling uncomfortable because it is hot. I don’t feel well.

About us = I care if you are hot. If you are hot, I’d like to do something about it because I don’t want you to feel unwell.

Appeal = I’d like you to switch on the air-con for me.

Do you understand this?”

Provide some more examples for the participants to work on. There are two ways to run this activity:



1. You can walk around the room and stand in front of each side of communication in turn, and ask participants to give an interpretation of the statement from that side.
2. You can read out the statement and ask the participants to stand by the side of communication that best reflects their initial interpretation of the statement; and then ask them to explain this.

“What are the possible different meanings of the communication, considering how it is interpreted from each of the four sides of communication?”

Some example statements you can use in this activity are:

- “These bags are really heavy.”
- “Your brother called to see you again.”
- “The repairs to the house will cost a lot of money.”
- “I don’t have any work today.”
- “The weather is looking really good today.”

“It is possible for both the sender of the message (the speaker) and the receiver of the message (the listener) to adopt any one of these four sides when they send/receive the communication. This means, the speaker can say: “It is hot in here” and mean “I care if you are hot”. But the listener can hear “It’s hot in here” and interpret the communication to mean that the speaker is feeling hot and uncomfortable. The speaker is speaking about the listener, but the listener thinks the speaker is speaking about them self.”

“I will read a different statement. Think of a possible interpretation for the statement that comes from one of the four sides of communication. Stand by the flipchart that identifies the side from which you are interpreting the communication.”

This should result in different participants standing by different flipcharts.

Some example statements you can use in this part of the activity are:

- “I am worried about your exam results.”
- “That dog is very sick.”
- “There’s no food in the house to cook this evening.”

Choose two participants to share their different interpretations of the statement. The first represents what the speaker meant; the second how the listener interpreted it. You can use the same statement multiple times and pick different participants to express the intended meaning and the interpreted meaning.

“Because there are so many different possible interpretations, the risk of the sender and the listener interpreting the communication differently is quite high. This is why we often see miscommunication. Understanding communication in the same way requires some skills. We will now learn some new skills to help understand communication.”

Divide the participants into teams of three people.

“I will give each team a different scenario and I want you to practice a role-play of how this scenario progresses. One person will play the husband, one person will play the wife, and one person will be the observer.

The scenarios are:

Scenario 1: For the past few days, the husband has come home from work and there has been no food on the table. He has been working late every day, sometimes getting home after 9 pm. His wife is always in bed by then. He is angry with his wife.



Scenario 2: The husband has decided that their daughter will no longer go to school. He wants her to stay at home to help with the chores. The wife disagrees. She secretly lets the daughter continue to go to school. One day the father sees his daughter walking into the school. He is angry with his wife.

Scenario 3: The wife goes to visit her elderly mother. She says she will be away for only two days but doesn't return until after a week. The husband is angry with his wife.

Scenario 4: The husband hasn't given his wife any money to buy food for more than a week. There is little food in the house. He is out every day but she doesn't know what he is doing. The wife is angry with her husband.

Allow the teams some time to develop their role-plays, and then ask them to show these to the group. You can expect to witness a lot of conflict and anger in the role-plays!

"I want you to rework your role-plays. This time, the non-angry character (i.e., the person who is the recipient of the other person's anger) can only ask questions. They cannot make any statements."

Allow the teams some time to develop their updated role-plays, and then ask them to show these to the group again. You can expect to witness a little less conflict and anger in the role-plays now!

"I want you to rework the role-plays again. This time, the non-angry character can still ask questions and they can use confirming statements to summarize what they have heard the other person say. Confirming statements start with words such as "From what you have said, I understand that..." or "What you are saying is..." or "You believe that..." They cannot make any new statements."

Allow the teams some time to develop their updated role-plays again, and then ask them to show these to the group one final time. You can expect to witness a lot less conflict and anger in the role-plays now!

Step 4: Reflect

Use the reflection time to reflect on miscommunication.

- Why does miscommunication regularly occur?
- How can we reduce the risk of miscommunication?
- How will today's lesson help you solve problems in your home?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to put their new communications skills into practice.

Doing action. Identify a disagreement in your family that involves you. This could be a disagreement you have with your husband or child or a parent or other family member. Speak to that family member about the problem. Use only questions and confirming statements to understand how the other person feels, how they view the situation and what they want.

Explain that you would like participants to share the outcomes of their action (i.e., if the problem has been resolved) at the beginning of the next session.

Program 2: Adolescent Girls – Session 2E1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore GBV in the home."

Step 1: Ask

- Based on your new knowledge of different types of GBV from previous sessions, what types of violence can we imagine might happen in the home?
- Who is responsible for this violence in the home?
- What impacts does it have on the family?

Step 2: Suggest

"Domestic violence is a form of GBV. It often affects women and girls in their own home, and is perpetrated by people they otherwise believe love them."

Step 3: Explore

"I will read out a story in five parts. After each part, I will give you a question to reflect on."

They can reflect on the questions in pairs or small teams depending on the total number of participants in the group.

Read each part in turn, and provide the questions. For each story part, there is a particular way of asking the participants to respond to the questions. You should introduce the response method after they have discussed the questions in their pairs/teams.

If possible, draw some pictures to illustrate each part of the story on cards, and use these cards as visual aids for the story.

Story part 1: This morning I picked up an old photo album containing some pictures of my wedding to my husband. I started to cry, thinking about how happy we were then and how kind my husband used to be.

Question 1: What is happening in this story?

Question 2: What is the woman thinking about?

Question 3: Is the woman who is talking different in personality and feelings from the picture of her in the album? In what way?

Question 4: What do you imagine might have brought about this change?

Response method: Discuss and give a summary of your answer.

Story part 2: The first two years of the marriage passed quickly. I was happy, even though my husband suddenly stopped me from going to work. Then my son was born. Once when my son was ill all day, I didn't have time to do the housework and the meal I prepared was not very nice. I realized my husband wasn't happy when he pushed the plate aside and started shouting. I tried to explain but he hit me across the face. I was shaking from the shock. The next day he said he was sorry, and promised that it would never happen again. He seemed genuinely upset. I believed him. He had never done anything like this before.

Question 1: Why did her husband slap her?

Question 2: Do you think he was justified?



Question 3: How do you think she felt?

Question 4: The husband promised not to do it again. Do you think he kept his promise?

Response method: Ask your question to the rest of the group and see if their response is the same as the one you discussed in your team.

Story part 3: That was all 20 years ago. Since then, there have been some good days but also many bad days. The hitting became more frequent. Slaps, punches, kicks. I have had so many years of living in fear and uncertainty. Not knowing whether today will be a good day or a bad day. I have three children now. I wonder how all this is affecting the children. I try to be careful they don't hear him or see him in one of his rages.

Question 1: Why do you think her husband has been able to continue the violence on his wife?

Question 2: Over the years, what do you think has been the impact of the violence on her?

Question 3: Do you think the children would have noticed what went on between their parents?

Question 4: What impact would this have had on them?

Response method: Create a frozen picture to show the husband, mother and children at this stage of the story.

Story part 4: I did my best to protect my children. My eldest son is very moody. He has started to get into more fights and I have heard him shouting at his new wife. My youngest daughter was so clever. But she got too scared to challenge her father. She didn't even question him when he arranged her marriage at 15. I should have done more to protect them.

Question 1: How has the violence affected the mother?

Question 2: How has the violence affected her daughter?

Question 3: How has the violence affected her son?

Question 4: How has the violence affected the father?

Response method: You have all considered the effects of the violence on individuals within the family. How do you think the violence has affected the family?

Story part 5: I am still with my husband today.

Question 1: Why does she stay with her husband?

Question 2: What prevents her from leaving him?

Question 3: What would happen to her if she left him?

Question 4: What does she think of her husband?

Response method: Create a group role-play to show what her life is like today.

Step 4: Reflect

Use the reflection time to explore what the participants have learned about domestic violence in the session today.

- What have you learned about domestic violence today?



- How does it make you think differently about women who suffer from domestic violence?
- What do you think the impacts of domestic violence are on girls in your community?

Step 5: Practice

The action this week is a *talking* action. It will give participants an opportunity to share what they have learned in today's session with somebody they trust.

Talking action. Identify somebody in your family you trust. This could be your mother or sister, or an aunt. Ask them why they think violence happens in people's homes. Share with them the story you explored today, and explain to them what this story has taught you.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2E2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will develop skills that will help us explain why domestic violence is not acceptable.”

Step 1: Ask

- What are some reasons that people give for why domestic violence happens?
- Which of these reasons do you agree/disagree with?
- Why is it difficult to prevent or stop domestic violence from happening?

Step 2: Suggest

“There can be no justification for domestic violence.”

Step 3: Explore

Divide the participants into two teams.

“I would like to role-play a situation in a courtroom. I will play the judge.”

Arrange the room so that the seating looks a bit like a courtroom.

Give each team a scenario.

Team A needs to come up with an argument for why the domestic violence that happens in the scenario is wrong. Team B needs to come up with an argument for why the domestic violence that happens in the scenario is right. You should select one person from their team to be the lawyer who will present the argument to you, the judge. I will not easily accept their argument, so you should be prepared to fight your case!”

The scenarios are:

Scenario 1: Nabil sees his sister Yara talking to his friend Mahdi on the street corner. He does not like it at all. Even without asking her to explain how she met Mahdi, he assumes the worst, drags her home and starts shouting at her. He forbids her to leave the house without his permission. He threatens to lock her up, if she disobeys him for any reason, even to go to school.

Give the teams some time to prepare their respective cases. When they are ready, remind the lawyers from each team that they have to fight their case and convince you, the judge, that the act of domestic violence committed is totally right or wrong.

If there is time, you can repeat this activity a further one or two times, but swapping the roles of each team so both teams get to argue for and against the domestic violence that has occurred.

Scenario 2: Fatima’s husband is always suspicious of her. He doesn’t trust her to go to the market alone. He is always criticizing what she wears telling her that she is shaming their family. His mother-in-law supports her son and tells Fatima that she has been a bad wife to her son since the day they first married.

Scenario 3: As soon as Saad sees his father come through the door, he tells him he needs some money to pay his school fees. His father gets angry and slams Saad’s head against the wall. “Every time I come home, you ask for money, money, money!”

Step 4: Reflect



Use the reflection time to explore what the participants have learned about having to put forward arguments against domestic violence today.

- Did the violence in any of the scenarios help to solve the problem?
- Why was the real purpose of the violence?
- How do these scenarios reflect domestic violence in your community?

Step 5: Practice

The action this week is a *thinking* action. It will help them further develop their skills in being able to speak out against domestic violence.

Thinking action. Think of a story that involves domestic violence. Imagine you have to give an argument for why the violence is wrong but you can only give three reasons. What reasons would you give?

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2E3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will develop skills that will help us to solve problems in constructive and peaceful ways.”

Step 1: Ask

- What are some of the problems girls your age face at home?
- How do girls deal with problems they have?
- Based on what you have learned about GBV so far, do you think that problems in the home are generally solved in peaceful ways or in ways that involve some kind of GBV?

Step 2: Suggest

“Everyone has problems. We all disagree with people at times. Girls can feel empowered by solving problems in the home in peaceful and constructive ways. Girls can also show others in the home that problems can be solved without having to sue violence.”

Step 3: Explore

Divide the participants into two teams.

“I want you to create short scenario of a problem that involves a girl and somebody else in their family. Try to create scenarios that are realistic, but they don't have to be real. The scenario should set the scene for the problem or conflict. It shouldn't explain what happens.”

Ask each team to share their scenarios.

Keep the participants in the same teams, but ask each team to work on the other team's scenario.

“We are going to develop two different outcomes for each scenario. First, work on a role-play that shows an escalation of the problem.”

Some questions to guide this part of the activity:

- Who says what about the problem, and to whom?
- How do people react to what is said or to the situation?
- What do they do that makes the problem worse?
- What do they do that makes the relationships in the home worse?
- What is the risk of violence being introduced into the home because of this problem, and what kinds of violence occur?

After allowing the teams some time to prepare their role-plays, ask each team to present this version of their scenario.

After both teams have shown their role-plays, ask:

- Is anybody involved in this scenario happy?
- Are you happy?
- What has happened to the problem?

“I now want each team to work on an alternative version of their scenario. Select people to play the people who are most involved in the problem. The rest of the team will act as the problem-solvers. I will give the problem-solvers a list of questions. They can interrupt the role-play at any time, and ask a question to any of the people involved in the problem. If a person is asked a question, they must

respond, and the response must inform how the role-play continues. For example, if an angry brother is asked why he is angry with his sister, the brother must explain the reason for his anger. Now that we know the reason for the brother's anger, the sister may respond differently in the situation. This will be a slow process, but that the aim is to think about alternative ways for the problem to be dealt with based on information that comes from answering the questions."

The problem-solvers' questions are:

- Why are you angry?
- Why do you think this other family member is angry?
- Are you angry about a person or about a situation?
- Have you been angry about this issue before?
- How does the anger make you feel?
- Who do you feel is to blame for this problem, and why?
- How do you think other people in your family feel about this problem?
- Are you worried that the anger might get violent?
- Is there another way you could discuss this problem?
- What would you like to see as the solution to the problem?

The problem-solvers do not have to ask all the questions.

Step 4: Reflect

Use the reflection time to reflect on how effective this method of problem solving was.

- How did the questions help to diffuse the situation and reduce the anger?
- What do you think was happening in these versions that was not happening in the previous versions?
- How might this approach help you to participate in peaceful resolutions to problems in your home?

Step 5: Practice

The action this week is a *doing* action. It will help the participants to practice peaceful resolutions of problems in their homes.

Doing action. Identify a disagreement in your home. The activity will work better if you are involved in this disagreement. Find a time to speak to somebody else who is involved—somebody you disagree with. Ask them what they feel about the disagreement. Ask them why they think the way they do. Ask the how they would like the disagreement to be resolved.

Explain that you would like participants to share the outcomes of their actions at the beginning of the next session.

Program 3: Men – Session 3E1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore domestic violence as a type of GBV."

Step 1: Ask

- What common issues do people fight about in their homes?
- Has the fighting between family members increased since the war?
- What do you think are the roles of men in this fighting?

Step 2: Suggest

"Domestic violence is a form of GBV. It is linked to power, and often masculinity, that is played out in the relationships between family members. Domestic violence is extremely common but can often be hidden because people don't like to intervene in what they see as a "private" space."

Step 3: Explore

Divide the participants into three teams. Provide each team with a scenario of a family fight.

"I want each team to develop a role-play to show what happens in each scenario. You will have some time to prepare your role-plays, and you will then perform them."

The scenarios for the role-plays are:

Scenario 1: Hassan is fond of good food. His wife generally cooks well; in spite of this, there are times when he is not happy with her cooking. One evening he comes back home from work, tired after a long day at work. His wife serves dinner. She has cooked his favorite dish. Hassan takes a mouthful and spits it out immediately. It is too salty. Flinging his plate away, he gets up, furious with his wife. He yells at her, shouts abuse and raises a hand to her.

Scenario 2: Zada has been married to her husband for about a year. She lives in his home with his mother. Her husband spends a lot of time out of the house at work. Zada looks after the housework and cooking with her mother-in-law. She is six months pregnant. Her mother-in-law is always telling Zada that she needs to work harder to keep a good house. She tells Zada that her cooking tastes awful and that she is at risk of losing her husband if she doesn't learn to cook better food. Today, Zada's mother-in-law asks Zada how she thinks she will cope with all the housework after she has given birth. "You'll probably be a very bad mother," she says. "Your children won't respect you and my son will probably find another wife."

Scenario 3: Sabah is newly married. It is only a few months since she has come to her married home. She lives in a joint family with her husband's parents, elder brother and his family. Whenever she finds herself alone in a room with her brother-in-law, she feels very nervous. The brother-in-law always tries to find some excuse or the other to come close to her and touch her. This has happened quite a few times. When she tries to bring up this topic with her husband, he gets furious. He shouts at her for showing disrespect to his brother and warns her never to say such things again.

"I want you to now discuss and answers some questions about another team's role-play."

The questions are:

- What kind of violence was depicted?
- Is this kind of violence common in your community?

- Why did the violence occur?

Ask each team to present their answers.

Step 4: Reflect

Use the reflection time to explore the participants' attitudes towards domestic violence.

- We have learned before about gender socialization and power. How is the violence depicted in the role-plays linked to masculinity?
- Why do men use violence against women in their homes?
- What would you say to somebody who said they believed a man has the right to be violent against women in his home?

Step 5: Practice

The action from this session is an *observing action*. It will encourage participants to continue to think about the causes of domestic violence.

Observing action. Watch how the men in your family interact with the women in your family. Can you identify the use of violence? Remember there are different types of violence, not just physical violence. How does it make you feel seeing this?

Explain that you would like participants to discuss what they have observed at the beginning of the next session.

Program 3: Men – Session 3E2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore intimate partner violence as a type of GBV."

Step 1: Ask

- What common issues do intimate partners (e.g., husbands and wives) fight about?
- What causes violence between intimate partners?
- What are the consequences of violence between intimate partners?

Step 2: Suggest

"Intimate partner violence is a form of GBV. In many cultures, IPV is not recognized as violence, especially if it is violence from a husband to his wife."

Step 3: Explore

Show participants a flipchart divided into five columns. At the top of the columns write: fear, affection, happiness, sadness, anger.

Give each participant a piece of paper and ask them to copy down the five emotions.

"Put a number 1 next to the emotion you find the easiest to express, a number 2 next to the next easiest, and so on."

Collect the responses and write up the rankings of the flipchart.

Explain that the number 1 represents the emotion they may express in exaggerated ways or often too quickly. The number 5 represents the emotion they keep hidden. The number 3 represents the emotion they express well.

You can ask some questions to help the participants process the results:

Is there anything we notice from these rankings about men and emotions?

How might our numbers 1s affect our intimate relationship?

Divide the group into four teams. Provide each team with a flipchart and a card.

"I want us to look at one common form of violence in an intimate partnership: sexual violence. You will discuss this topic in your team. The card indicates what you should discuss. Write your answers on the flipchart.

The cards are:

Card 1: Reasons why men want to have sex in an intimate relationship

Card 2: Reasons why men don't want to have sex in an intimate relationship

Card 3: Reasons why women want to have sex in an intimate relationship

Card 4: Reasons why women don't want to have sex in an intimate relationship

After some time, ask each team to present their answers.

"I want to put two teams together. One team represents a man, and the other team represents a woman. They are in an intimate relationship. I want you to negotiate having sex. Their views on sex are



what you have on your card, so the team with Card 1 is a man who wants to have sex in their intimate relationship.”

Pair Team A with Team D, and Team B with Team C.

Give some time for the teams to discuss and prepare their negotiations, and then have the teams show these negotiations in action.

Step 4: Reflect

Use the reflection time to explore the participants’ attitudes towards negotiating sex between intimate partners.

- Were these negotiations realistic?
- What might be the benefits for intimate partners to have these kinds of negotiations before the issue gets too heated?
- How do men react when women initiate sex?

Step 5: Practice

The action from this session is a *doing action*. It will encourage participants to think of ways to improve their intimate partnerships.

Doing action. Think of something around the house that you never do; that your wife always does. Offer to help her with this task. How did she respond?

Explain that you would like participants to discuss the outcomes of this action at the beginning of the next session.

Program 3: Men – Session 3E3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore using effective communication skills to help reduce the risk of violence when facing domestic disputes.”

Step 1: Ask

- What is “communication”?
- How do you know if the person understands what you are saying?
- What can happen if there is miscommunication?

Step 2: Suggest

“Conflict and violence can easily erupt because people don’t have the skills to engage in good communication. If we learn these skills, we can use them to reduce the risk of violence. A better understanding of how communication works and better skills in how to engage in effective, non-violent communication will benefit you, your families and your community. It will help you to create more enjoyable relationships with your family members.”

Step 3: Explore

Write the following on four flipcharts and hang one flipchart on each wall in the room:

- Fact
- About me
- About us
- Appeal

“We can think about communication as having four sides. These four sides are as shown on the flipcharts.

- **Fact.** The communication gives information.
- **About me.** The communications says something about me (my state, condition, position etc.)
- **About us.** The communication says something about you or our relationship (e.g., what I think of you/us.)
- **Appeal.** The communication expresses a desire.

As an example, a person might say: “It’s hot in here.”

This statement could contain many different meanings, depending on which side of the communication the speaker is speaking from:

Fact = It is actually hot in here. The temperature is above 35 degrees.

About me = I am hot. I am feeling uncomfortable because it is hot. I don’t feel well.

About us = I care if you are hot. If you are hot, I’d like to do something about it because I don’t want you to feel unwell.

Appeal = I’d like you to switch on the air-con for me.

Do you understand this?”

Provide some more examples for the participants to work on. There are two ways to run this activity:

3. You can walk around the room and stand in front of each side of communication in turn, and ask participants to give an interpretation of the statement from that side.
4. You can read out the statement and ask the participants to stand by the side of communication that best reflects their initial interpretation of the statement; and then ask them to explain this.

“What are the possible different meanings of the communication, considering how it is interpreted from each of the four sides of communication?”

Some example statements you can use in this activity are:

- “These bags are really heavy.”
- “Your brother called to see you again.”
- “The repairs to the house will cost a lot of money.”
- “I don’t have any work today.”
- “The weather is looking really good today.”

“It is possible for both the sender of the message (the speaker) and the receiver of the message (the listener) to adopt any one of these four sides when they send/receive the communication. This means, the speaker can say: “It is hot in here” and mean “I care if you are hot”. But the listener can hear “It’s hot in here” and interpret the communication to mean that the speaker is feeling hot and uncomfortable. The speaker is speaking about the listener, but the listener thinks the speaker is speaking about them self.”

“I will read a different statement. Think of a possible interpretation for the statement that comes from one of the four sides of communication. Stand by the flipchart that identifies the side from which you are interpreting the communication.”

This should result in different participants standing by different flipcharts.

Some example statements you can use in this part of the activity are:

- “I am worried about your exam results.”
- “That dog is very sick.”
- “There’s no food in the house to cook this evening.”

Choose two participants to share their different interpretations of the statement. The first represents what the speaker meant; the second how the listener interpreted it. You can use the same statement multiple times and pick different participants to express the intended meaning and the interpreted meaning.

“Because there are so many different possible interpretations, the risk of the sender and the listener interpreting the communication differently is quite high. This is why we often see miscommunication. Understanding communication in the same way requires some skills. We will now learn some new skills to help understand communication.”

Divide the participants into teams of three people.

“I will give each team a different scenario and I want you to practice a role-play of how this scenario progresses. One person will play the husband, one person will play the wife, and one person will be the observer.

The scenarios are:

Scenario 1: For the past few days, the husband has come home from work and there has been no food on the table. He has been working late every day, sometimes getting home after 9 pm. His wife is always in bed by then. He is angry with his wife.



Scenario 2: The husband has decided that their daughter will no longer go to school. He wants her to stay at home to help with the chores. The wife disagrees. She secretly lets the daughter continue to go to school. One day the father sees his daughter walking into the school. He is angry with his wife.

Scenario 3: The wife goes to visit her elderly mother. She says she will be away for only two days but doesn't return until after a week. The husband is angry with his wife.

Scenario 4: The husband hasn't given his wife any money to buy food for more than a week. There is little food in the house. He is out every day but she doesn't know what he is doing. The wife is angry with her husband.

Allow the teams some time to develop their role-plays, and then ask them to show these to the group. You can expect to witness a lot of conflict and anger in the role-plays!

"I want you to rework your role-plays. This time, the non-angry character (i.e., the person who is the recipient of the other person's anger) can only ask questions. They cannot make any statements."

Allow the teams some time to develop their updated role-plays, and then ask them to show these to the group again. You can expect to witness a little less conflict and anger in the role-plays now!

"I want you to rework the role-plays again. This time, the non-angry character can still ask questions and they can use confirming statements to summarize what they have heard the other person say. Confirming statements start with words such as "From what you have said, I understand that..." or "What you are saying is..." or "You believe that..." They cannot make any new statements."

Allow the teams some time to develop their updated role-plays again, and then ask them to show these to the group one final time. You can expect to witness a lot less conflict and anger in the role-plays now!

Step 4: Reflect

Use the reflection time to reflect on miscommunication.

- Why does miscommunication regularly occur?
- How can we reduce the risk of miscommunication?
- How will today's lesson help you solve problems in your home?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to put their new communications skills into practice.

Doing action. Identify a disagreement in your family that involves you. This could be a disagreement you have with your wife or child or a parent or other family member. Speak to that family member about the problem. Use only questions and confirming statements to understand how the other person feels, how they view the situation and what they want.

Explain that you would like participants to share the outcomes of their action (i.e., if the problem has been resolved) at the beginning of the next session.

Program 4: Adolescent Boys – Session 4E1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore GBV in the home."

Step 1: Ask

- Based on your new knowledge of different types of GBV from previous sessions, what types of violence can we imagine might happen in the home?
- Who is responsible for this violence in the home?
- What impacts does it have on the family?

Step 2: Suggest

"Domestic violence is a form of GBV. It often affects women and girls in their own home, and is perpetrated by people they otherwise believe love them."

Step 3: Explore

"I will read out a story in five parts. After each part, I will give you a question to reflect on."

They can reflect on the questions in pairs or small teams depending on the total number of participants in the group.

Read each part in turn, and provide the questions. For each story part, there is a particular way of asking the participants to respond to the questions. You should introduce the response method after they have discussed the questions in their pairs/teams.

If possible, draw some pictures to illustrate each part of the story on cards, and use these cards as visual aids for the story.

Story part 1: This morning I picked up an old photo album containing some pictures of my wedding to my husband. I started to cry, thinking about how happy we were then and how kind my husband used to be.

Question 1: What is happening in this story?

Question 2: What is the woman thinking about?

Question 3: Is the woman who is talking different in personality and feelings from the picture of her in the album? In what way?

Question 4: What do you imagine might have brought about this change?

Response method: Discuss and give a summary of your answer.

Story part 2: The first two years of the marriage passed quickly. I was happy, even though my husband suddenly stopped me from going to work. Then my son was born. Once when my son was ill all day, I didn't have time to do the housework and the meal I prepared was not very nice. I realized my husband wasn't happy when he pushed the plate aside and started shouting. I tried to explain but he hit me across the face. I was shaking from the shock. The next day he said he was sorry, and promised that it would never happen again. He seemed genuinely upset. I believed him. He had never done anything like this before.

Question 1: Why did her husband slap her?

Question 2: Do you think he was justified?



Question 3: How do you think she felt?

Question 4: The husband promised not to do it again. Do you think he kept his promise?

Response method: Ask your question to the rest of the group and see if their response is the same as the one you discussed in your team.

Story part 3: That was all 20 years ago. Since then, there have been some good days but also many bad days. The hitting became more frequent. Slaps, punches, kicks. I have had so many years of living in fear and uncertainty. Not knowing whether today will be a good day or a bad day. I have three children now. I wonder how all this is affecting the children. I try to be careful they don't hear him or see him in one of his rages.

Question 1: Why do you think her husband has been able to continue the violence on his wife?

Question 2: Over the years, what do you think has been the impact of the violence on her?

Question 3: Do you think the children would have noticed what went on between their parents?

Question 4: What impact would this have had on them?

Response method: Create a frozen picture to show the husband, mother and children at this stage of the story.

Story part 4: I did my best to protect my children. My eldest son is very moody. He has started to get into more fights and I have heard him shouting at his new wife. My youngest daughter was so clever. But she got too scared to challenge her father. She didn't even question him when he arranged her marriage at 15. I should have done more to protect them.

Question 1: How has the violence affected the mother?

Question 2: How has the violence affected her daughter?

Question 3: How has the violence affected her son?

Question 4: How has the violence affected the father?

Response method: You have all considered the effects of the violence on individuals within the family. How do you think the violence has affected the family?

Story part 5: I am still with my husband today.

Question 1: Why does she stay with her husband?

Question 2: What prevents her from leaving him?

Question 3: What would happen to her if she left him?

Question 4: What does she think of her husband?

Response method: Create a group role-play to show what her life is like today.

Step 4: Reflect

Use the reflection time to explore what the participants have learned about domestic violence in the session today.

- What have you learned about domestic violence today?



- How does it make you think differently about women who suffer from domestic violence?
- What do you think the impacts of domestic violence are on boys in your community?

Step 5: Practice

The action this week is a *talking* action. It will give participants an opportunity to share what they have learned in today's session with somebody they trust.

Talking action. Identify somebody in your family you trust. This could be your father or brother, or an uncle. Ask them why they think violence happens in people's homes. Share with them the story you explored today, and explain to them what this story has taught you.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4E2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will develop skills that will help us explain why domestic violence is not acceptable.”

Step 1: Ask

- What are some reasons that people give for why domestic violence happens?
- Which of these reasons do you agree/disagree with?
- Why is it difficult to prevent or stop domestic violence from happening?

Step 2: Suggest

“There can be no justification for domestic violence.”

Step 3: Explore

Divide the participants into two teams.

“I would like to role-play a situation in a courtroom. I will play the judge.”

Arrange the room so that the seating looks a bit like a courtroom.

Give each team a scenario.

Team A needs to come up with an argument for why the domestic violence that happens in the scenario is wrong. Team B needs to come up with an argument for why the domestic violence that happens in the scenario is right. You should select one person from their team to be the lawyer who will present the argument to you, the judge. I will not easily accept their argument, so you should be prepared to fight your case!”

The scenarios are:

Scenario 1: Nabil sees his sister Yara talking to his friend Mahdi on the street corner. He does not like it at all. Even without asking her to explain how she met Mahdi, he assumes the worst, drags her home and starts shouting at her. He forbids her to leave the house without his permission. He threatens to lock her up, if she disobeys him for any reason, even to go to school.

Give the teams some time to prepare their respective cases. When they are ready, remind the lawyers from each team that they have to fight their case and convince you, the judge, that the act of domestic violence committed is totally right or wrong.

If there is time, you can repeat this activity a further one or two times, but swapping the roles of each team so both teams get to argue for and against the domestic violence that has occurred.

Scenario 2: Fatima’s husband is always suspicious of her. He doesn’t trust her to go to the market alone. He is always criticizing what she wears telling her that she is shaming their family. His mother-in-law supports her son and tells Fatima that she has been a bad wife to her son since the day they first married.

Scenario 3: As soon as Saad sees his father come through the door, he tells him he needs some money to pay his school fees. His father gets angry and slams Saad’s head against the wall. “Every time I come home, you ask for money, money, money!”

Step 4: Reflect



Use the reflection time to explore what the participants have learned about having to put forward arguments against domestic violence today.

- Did the violence in any of the scenarios help to solve the problem?
- Why was the real purpose of the violence?
- How do these scenarios reflect domestic violence in your community?

Step 5: Practice

The action this week is a *thinking* action. It will help them further develop their skills in being able to speak out against domestic violence.

Thinking action. Think of a story that involves domestic violence. Imagine you have to give an argument for why the violence is wrong but you can only give three reasons. What reasons would you give?

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4E3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will develop skills that will help us to respond to domestic problems in ways that do not involve violence.”

Step 1: Ask

- What makes you mad at home?
- What do you do when these things happen?
- What do you think your role is in your family?

Step 2: Suggest

“Boys are socialized to use violence to sort out problems. This is not because boys are naturally violent or because boys like violent. It is because violence is seen as the correct way for boys to behave, and because there are rarely alternative ways offered to them. But boys—and men—can and do respond to problems without violence.”

Step 3: Explore

Divide the group into three teams.

“I would like you to develop two different versions of the same story. I will give each team a theme (written on a card) to help you develop your team's version. I want each version to show what happens, how others respond, and what the consequences are.”

The story: A boy about your age is trying to do some homework in his house. His mother is cooking. The baby is crying. His two sisters are running around playing. The house is very noisy and he can't concentrate.

Theme 1: The boy deals with the problem using violence.

Theme 2: The boy deals with the problem without using violence.

Theme 3: No violence at all but a resolution to the problem

Give the teams some time to develop their version of the story, and then ask each team to show their role-play.

Ask participants to brainstorm different emotions. Write the list on a flipchart. Discuss:

Which of these are difficult for you to express? Why?

Does being a boy make it difficult to express these emotions?

What happens if a boy expresses these emotions?

“Anger is not a natural response to all situations. It is okay to get angry. But when the anger escalates to violence, this is a problem. For boys and men, however, this can be a quick escalation, because men and boys are taught that strong, aggressive emotions are good.”

Ask the participants to reflect on the story again. Ask:

Was the boy right to be angry?

What was the problem?

Divide the participants into pairs.

“Develop a strong “I statement” that clearly explains how the boy is feeling and what he wants. The statement should be two sentences, both beginning with “I”. The first sentence explains his feelings; the second sentence describes what he wants.”

After some time, ask each pair to share their statements.

Step 4: Reflect

Use the reflection time to explore how effective this method of solving problems was.

- Why are “I statements” effective?
- Have you used these before?
- How could you encourage your friends to use this tactic to help resolve their problems?

Step 5: Practice

The action this week is a *doing* action. It will help the participants to own their problems in non-violent ways.

Doing action. Identify a problem you have. Think about why this is a problem for you and how you would like to resolve it. Approach the person who can help you resolve it, and speak to them using two “I statements”: my problem and my desired response.

Explain that you would like participants to share the outcomes of their actions at the beginning of the next session.

Key Message F: It is not shameful to discuss sexuality and sexual violence

The facilitators should read this introduction to sexual violence before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

Sexual violence is one of the most commonly cited types of GBV affecting women and girls. While sexual violence can affect men and boys, adolescent girls are most at risk. The perpetrator of sexual violence is most often an adult male and sometimes an adolescent boy. The sexual violence that women and girls experience can take many forms, including sexual harassment in public, child marriage, sexual exploitation (in exchange for aid or services) and rape (including marital rape).

Sexual violence causes long-term and sometimes irreparable physical and emotional damage to sufferers. However, many forms of sexual violence are seen to be normal social practices. In many societies, communities and families, people refuse to acknowledge that sexual violence takes place. There is enormous stigma associated with being a victim of sexual violence, and many people can feel ashamed that it is happening to somebody they know and care about. They may feel they have failed to protect this person. They may feel powerless to intervene or might be at risk of sexual violence themselves if they do. This places enormous psychological stress on people who witness the sexual violence but who are forced to remain silent.

Equally, it can be difficult for women and girls to speak out when they suffer sexual violence. Even as they do not want the violence to continue, they may feel powerless or ashamed to speak about it to anybody else. This is often the case when women and girls experience sexual harassment in public spaces, including on public transportation. The harassment frightens them, but they feel compelled to remain silent. Afterwards, they may feel doubly ashamed because they did not speak out, and they may question if they were responsible for the violence that happened.

Many people blame women and girls for sexual violence. They say the sexual violence has happened because the women and girls were acting in a sexual manner through either their attire or their behaviors. They say women and girls should not have been in a location at a particular time of day. They say women and girls are weak and vulnerable, and so they should protect themselves more. These blaming tactics seek to legitimize men's sexual violence against women and girls, to deflect away from the behaviors of the perpetrators, and to undermine efforts to promote gender equality.

Why is this a key GBV message?

We cannot ignore sexual violence in GBV awareness-raising work. Addressing sexual violence is not just another part of the effort to create stronger gender equality. It is fundamental to this work. Our struggles against GBV must place an emphasis on addressing sexual violence against women and girls who can never be truly empowered while they continue to be at risk of and experiencing sexual harassment and abuse.

Sexual violence against women and girls continues to be used as a tool to sustain gender inequalities. This happens in wartimes and in peace times. Men commit sexual violence against women and girls not because they are naturally violent or because they cannot control their sexual desires. They do so to maintain dominance over women and to strengthen patriarchal systems that locate women as inferior to men and as subordinates to men. Claims that men have the right to enact sexual violence against are growing louder. There have been several examples recently of men committing violent acts against strangers and claiming they do this to punish the women who will not allow them their right to be real men by fulfilling their sexual needs. These claims pose a serious and significant threat to efforts to



empower women. It is therefore urgent that we double our efforts to speak out and prevent sexual violence against women and girls.

Challenges for this key message in Syria

The issue of sexual violence has been identified as a specific GBV type that many actors find difficult to raise and discuss in their communities. They fear a backlash against them and their organizations by community leaders, armed forces and men. They also say they do not have the skills or knowledge to discuss this topic with confidence. Discussing sexual violence with men and adolescent boys is seen as especially difficult.

Sexual exploitation—one form of sexual violence—has been identified as occurring more regularly in Syrian communities. Women and girls are at increased risk of being subjected to sexual exploitation in return for access to services and aid. The perpetrators of sexual exploitation are often men who hold and wield power in their communities. They maintain control over access to the services and aid. This makes it especially difficult for actors to discuss sexual exploitation because in doing so they have to challenge the position of these powerful men.

Many forms of sexual violence are not recognized within Syrian communities as acts of violence linked to gender, and the impacts of these acts are not well understood. For adolescent boys in particular there is growing pressure to take on the role of being leaders in their communities and families more quickly than might previously have been expected, primarily because of the absence of adult men. The social construction of masculinity within Syrian culture encourages the use of violence, including sexual violence, against women and girls as a means of performing and proving real manhood. This situation has been exacerbated by the conflict where violence against women has been used as a weapon of war and has become normalized behavior. This increases the risk of adolescent boys perpetrating sexual violence and adolescent girls suffering sexual violence.

There are certainly some challenges when seeking to discuss sexual violence in Syria; and facilitators should be aware of these challenges to ensure they are equipped to introduce and discuss sexual violence in ways that do not place them, their organization or local women and adolescent girls at risk.

- Sexual violence is a product of the patriarchal culture that normalizes the subordination of women. Many people may view some or all types of sexual violence as normal.
- Even in cases when a man supports gender equality, he may still believe he has the right to force his wife to have sex with him whenever he chooses, because he believes she is his property.
- Sexual violence may be perpetrated by men who hold significant power, including community leaders and armed forces. These men may resist any discussion about sexual violence.
- Sexual violence can also be used as a means of attaining power. Adolescent boys in particular may view sex as a rite of passage into “real” manhood. They may internalize this view and may be encouraged by their peers and other male family members to think and act this way.
- Forced marriage may be seen as a way to preserve the honor of a family or the survivor after rape has occurred. The concept of honor is extremely important in Syrian culture.
- Women and girls are at high risk of further vulnerabilities or punishment if they disclose having suffered sexual violence. They can face economic consequences through divorce. They are also at risk of being killed to preserve the reputation of the family—so-called “honor killings”.

Responding to difficult questions and statements and statements or statements

“Girls suffer from sexual violence because they are weak.” The reason girls suffer from sexual violence is not because they are weak. It is because men choose to perpetrate sexual violence against them. The man may be able to overpower the girl physically, reducing her ability resist. But girls also already occupy a position of low status, which means, even if they want to, they cannot resist. They cannot call out. They cannot stop the violence. They know they will be shamed, that they will receive very little



support, and that they might even be punished for what has happened to them. Girls suffer from sexual violence because men are unfairly powerful.

“Men cannot control themselves.” Isn't it strange that we talk about men being strong and dominant, and then we say they can't control themselves? Men can control themselves. Men make choices not to act violently against many people during their daily life, including people who make them angry. Men choose to perpetrate sexual violence against women and girls because they know they are less likely to get into trouble for doing so. There is also no truth to the claim that men have a biological need for sex. The requirement that men have a lot of sex is part of the gender socializing of men that informs them that their level of masculinity is linked to their sexual behaviors. Men often engage in sex—and perpetrate sexual violence—because they see this as a way to prove themselves to be real men.

“Some women invite the harassment they receive because they wear revealing clothes.” The decision about what to wear is not linked to giving consent to sex. Women don't choose their clothes for the day to entice or arouse men. If a man reads a woman's clothes this way, it is because he has been socialized to view women as sexual objects there purely for his pleasure. We would never use the same excuse for violence against men. We would never say a man was murdered because he was wearing the wrong clothes.

Program 1: Women – Session 1F1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the issue of sexual harassment against adolescent girls. Practices of sexual harassment by men and boys against girls are often hidden and rarely spoken about.”

Step 1: Ask

- Have you heard about the #MeToo campaign?³ What do you think about this?
- What is “sexual harassment”?
- What kinds of sexual harassment against adolescent girls occur in your community?

Step 2: Suggest

“Sexual harassment is a form of sexual violence. It is often not recognized as violence. It can be interpreted as teasing or just having fun. It makes lives very difficult for adolescent girls.”

Step 3: Explore

Give each participant a set of three cards: Yes, no, not sure.

“I will read out some scenarios and I would like you to decide if you think the scenario shows sexual harassment (yes) or not (no), or if you are unsure. Select the appropriate card, and place this card in front of you.”

The scenarios are:

Scenario 1: The boy sees an attractive girl on the bus. He pushes through to get close to her and stands right next to her. He smiles at her and touches her hand.

Scenario 2: The group of boys see a girl across the street. They shout out to her. “You are beautiful.” “Be my girlfriend.”

Scenario 3: The boy contacts the girl on WhatsApp. She does not reply. He contacts her again, telling her he has seen her and he thinks she is beautiful. She responds, asking him not to contact her again. He sends her several messages every day. He tells her he won't give up until she agrees to be his girlfriend because he loves her.

Scenario 4: The boys secretly hide in the room and wait for the girls to come in. They are hoping to spy on the girls as they undress.

The answer is “yes” in all four scenarios.

Step 4: Reflect

Use the reflection time to explore how sexual harassment affects adolescent girls.

- Why do you think boys sexually harass girls?

³ #MeToo was a popular social media campaign started by the Hollywood actress Alyssa Milano in 2015. Milano encouraged women and girls to write #MeToo in response to her tweet if they had been sexually harassed or assaulted. It rapidly turned into a social movement that sought to raise awareness of the prevalence of sexual violence against women and girls globally. The “me too” movement was originally founded in 2006 to help young women of color in low income communities who were survivors of sexual violence. For further information, go to www.metoomvmt.org.



- How does the risk of sexual harassment affect what you say to your daughters or nieces or granddaughters?
- What do you not allow them to do because of the risk of sexual harassment?

Step 5: Practice

The action after this session is a *doing* action. It will encourage participants to learn more about how adolescent girls in their community are affected by sexual harassment.

Doing action. Identify an adolescent girl you know well. This could be a member of your family. Ask them what they worry about, especially linked to the behaviors of boys their age.

Explain that you would like them to share their conversations at the beginning of the next session.

Program 1: Women – Session 1F2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the issue of rape.”

Step 1: Ask

- What is “sexual violence”?
- What kinds of sexual violence occur in your community?
- Why does sexual violence happen?

Step 2: Suggest

“Rape is about power, about humiliating, hurting and controlling a woman. Rape is never about love. It is never an acceptable thing for a man (including a husband) to do.”

Step 3: Explore

Divide the participants into two teams.

“I would like you to work on a role-play about a situation involving rape. You can decide how you want to run the role-play. It can be as a spoken drama or as still images. Each team will develop their role-play in three stages.”

The role-play scenarios are:

Role-play 1: A woman is walking alone down the street. She is attacked and raped by a stranger.

Role-play 2: A woman is at home alone. She is attacked and raped by her husband.

The idea of these role-plays is for you, as the facilitator, to learn what attitudes the participants have about rape, the perpetrator and the survivor; and to be able to use this information in the second part of the activity.

Give the teams Stage 1 of the role-play to develop. After some time, ask them to show their role-play. Do this for each stage of the role-play, but ensure they show the full role-play as it grows.

The stages of the role-play are:

Stage 1: What happens?

Stage 2: What caused this to happen?

Stage 3: What are the consequences of this happening?

Give each participant a list of causes.

“I would like to explore the causes of rape in more detail. I want you to rank the causes in order. You should give a number 10 to the cause you think is the biggest cause of rape, then 9, then 8, and so on through to 1 (the least likely cause).

List of causes:

- Men cannot control themselves
- Gender inequality
- Women don't protect themselves
- Women wear inappropriate clothing
- Women go out alone

- Men want to dominate women
- There is no legal protection
- Men like doing it
- The man is entitled to sex especially if it is his wife
- Women do something wrong

After they have completed their ranking, collect the responses.

This might be an ideal time to take a break, as you will need some time to calculate the results. Alternatively, you can do this in front of the group who may be interested to see the votes as they come in.

Add up the votes and show the totals against each cause on a flipchart. Use the results as an opportunity to explore and challenge attitudes. Key here is challenging the belief that women are to blame for rape and that rape is normal for men.

Step 4: Reflect

Use the reflection time to explore the barriers to discussing rape.

- Why do we sometimes believe that women are to blame for rape?
- How do you think this affects a woman who has been raped?
- Why do men not want us to talk publicly about rape?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to learn more about how sexual violence is hidden and normalized in their community.

Thinking action. Identify a situation where you cannot go out alone because you believe or because somebody else tells you it is too dangerous. What is said about who is responsible for the danger? To what extent is the potential perpetrator blamed for the situation, or not?

Explain that you would like to discuss their thoughts at the beginning of the next session.

Program 2: Women – Session 1F3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how the participants might contribute to preventing sexual violence in their community.”

Step 1: Ask

1. Has your view of sexual violence changed since we started talking about this topic?
2. How does sexual violence in your community impact on the lives of girls?
3. Why is sexual violence perpetrated by boys against girls in your community?

Step 2: Suggest

“Women can play an active role in preventing sexual violence in their communities. The outcome of this work will be safer spaces and more secure lives for their daughters, sisters, mothers, friends etc.”

Step 3: Explore

Ask participants: What are the most important/urgent sexual violence issues to address in your community?

Write the responses on a flipchart. You may wish to add some that you know exist in the community but which the participants have not identified (e.g., sexual exploitation, sexual harassment).

Divide the participants into two teams.

“Each team can choose one of these issues. You develop a campaign to raise awareness about this issue with adolescent girls in their community. I will guide you through the development process.”

Provide each team with flipcharts and pens.

Guide the development of the campaign by introducing one stage of the work at a time, and allowing participants the time to respond.

Stage 1: Describe the issue (what it is and who is involved).

Stage 2: Brainstorm a creative way to engage adolescent girls to think about this issue.

Stage 3: Identify what you would need to implement this campaign.

Stage 4: Brainstorm how girls might respond and what you would do/say.

Stage 5: Identify what you would like to achieve?

Ask each team to present their campaign plan, and ask the group to provide further input/ideas/feedback on each campaign.

Step 4: Reflect

Use the reflection time to explore if the women would like to pursue their campaigns.

- Why do you think it is important to talk to adolescent girls about sexual violence?
- What do you think we might learn from the girls when we run these campaigns?
- How do you feel about running these campaigns?

Step 5: Practice



The actions this week are two *doing* actions. These actions will help participants develop their campaigns further.

Doing action. Arrange a time for your team to meet again. Discuss your campaign and identify who will do what when you run it with the adolescent girls.

Doing action. Discuss the issue of sexual violence with your son(s). Explain to them what you have learned and how you expect them to treat all women and girls.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2F1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the issue of sexual harassment against adolescent girls. Practices of sexual harassment by men and boys against girls are often hidden and rarely spoken about.”

Step 1: Ask

- Have you heard about the #MeToo campaign? What do you think about this?
- What is “sexual harassment”?
- What kinds of sexual harassment against adolescent girls occur in your community?

Step 2: Suggest

“Sexual harassment is a form of sexual violence. It is often not recognized as violence. It can be interpreted as teasing or just having fun. It makes lives very difficult for adolescent girls.”

Step 3: Explore

Give each participant a set of three cards: Yes, no, not sure.

“I will read out some scenarios and I would like you to decide if you think the scenario shows sexual harassment (yes) or not (no), or if you are unsure. Select the appropriate card, and place this card in front of you.”

The scenarios are:

Scenario 1: The boy sees an attractive girl on the bus. He pushes through to get close to her and stands right next to her. He smiles at her and touches her hand.

Scenario 2: The group of boys see a girl across the street. They shout out to her. “You are beautiful.” “Be my girlfriend.”

Scenario 3: The boy contacts the girl on WhatsApp. She does not reply. He contacts her again, telling her he has seen her and he thinks she is beautiful. She responds, asking him not to contact her again. He sends her several messages every day. He tells her he won't give up until she agrees to be his girlfriend because he loves her.

Scenario 4: The boys secretly hide in the room and wait for the girls to come in. They are hoping to spy on the girls as they undress.

The answer is “yes” in all four scenarios.

Step 4: Reflect

Use the reflection time to explore how the girls have responded to a discussion about sexual harassment.

- What did you find difficult about today's session?
- Why do you think boys often sexually harass girls?
- Do you think it is unfair that girls have to cope with sexual harassment in their lives?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to think about what they would like to learn about sexual harassment.



Thinking action. Try to think of a question you have about what we have learned today. At the beginning of the next session, I will ask you to write this question down. Your question will be private and nobody else will know that you asked that question.

Explain that you will try your best to answer all the questions at the beginning of the next session.

Program 2: Adolescent Girls – Session 2F2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the issue of consent."

Step 1: Ask

1. How do you know if you should do something or not?
2. What do you do if you know you shouldn't do something, but somebody else tells you to do it?
3. How do you know if somebody agrees to let you do something?

Step 2: Suggest

"For sex to be consensual, this means that everybody involved must agree to what is happening at all times. People can refuse to give consent. They can give consent and then withdraw it."

Step 3: Explore

Introduce the participants to two signals on the wall – consent, no consent.

"I will introduce some scenarios. Decide if there is consent or no consent in each scenario."

The scenarios are:

Scenario 1: A man has married a woman. They have had sex regularly, but the woman tells her husband that she does not want to have sex on one occasion. The man forces his wife to have sex.

Scenario 2: A young girl meets a boy she has been chatting to online. They meet and sleep in the same bed. The boy has sex with her while she is sleeping.

Scenario 3: A woman and a man are kissing on a bed with their clothes off. They have never had sex before. The man asks if she wants to have sex. She says yes.

You can adapt this activity to avoid all participants making the same choice (because they are scared to stand out). Options are:

- Give a scenario to a pair and ask them to decide in the pair, then to share their scenario and reason for their choice.
- Ask participants to argue in favor of the opposite of their choice.
- Divide the participants into two teams and instruct each team to come up with one strong reason for why consent was given and not given.

Step 4: Reflect

Use the reflection time to discuss what the participants have learned in today's session.

- Why is it important to be able to have the freedom to give consent or not?
- Can you think of any situations when it might be difficult for a girl to say no to sex even though she does not want to have sex?
- Why do you think boys sometimes think they don't need consent to have sex with a girl?

Step 5: Practice

The action after this session is an *observing* activity. It will help participants to recognize when they are denied the right to make a choice.



Observing activity. Identify a situation where a decision is made on your behalf about something that affects you. Who made the decision? Do you agree with the decision? What did it feel like not to be asked for your consent?

Explain that you would like participants to share their observations at the beginning of the next session.

Program 2: Adolescent Girls – Session 2F3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the issue of how to support your peers who may be at risk of or who have experienced sexual violence.”

Step 1: Ask

1. What kinds of sexual violence are girls your age afraid in your community?
2. Do you ever talk to your friends about sexual violence?
3. How do you think you would respond if one of your friends raised the issue of sexual violence with you?

Step 2: Suggest

“Providing support to friends is a key element of preventing and responding to sexual violence. All support should maintain confidentiality for the person involved.”

Step 3: Explore

Prepare a picture of a young girl. You can either draw this on a flipchart or use an image from a magazine.

Invite the participants to stand in front of the image.

I want us to think about how we can offer support to our friends who have suffered sexual violence. Imagine this girl in the picture has been raped. What might she need?”

Invite the participants to write their responses over the picture.

Divide the participants into three teams. Give each team a question and ask them to prepare a short presentation as their answer.

“I want each team to think about your response to a question. The question relates to this girl in the picture.”

The questions are:

- What might make it difficult for her to tell you or someone else what has happened to her?
- What might make it difficult for you to hear what she is telling you?
- What are your responsibilities now that she is sharing the situation with you?

Split the group into pairs.

“I will give each person some instructions. The instructions will be different for each person in a pair.”

Instructions for Person A: Tell a story about a situation that has really frustrated you.

Instructions for Person B: As your partner is speaking, do four things without telling them why:

Look away while they are talking

Interrupt them and tell them what you think they should do

Wave at one of your friends in the room

Stare at the person who is speaking and say nothing

After some time, bring the group back together and ask some questions:

What did it feel like telling your story?

What made it difficult to share your story?

What would have made it easier?

How can we become better listeners for our friends?

Step 4: Reflect

Use the reflection time to explore what else might be important when offering help to a friend who has suffered sexual violence.

Why is confidentiality important?

Why is active listening important?

What are the limitations of what you can do when a friend has suffered a serious incident of sexual violence?

Step 5: Practice

The action after this session is a *doing* activity.

Doing activity. Wait for a friend to tell you something this week. It does not have to be a serious issue. It can be anything they want to tell you. Practice active listening.

Explain that you want to hear about their experiences at the beginning of the next session.

Program 3: Men – Session 3F1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore sexual violence, and think about why some types of sexual violence are not always obvious.”

Step 1: Ask

1. Based on what we have explored in the previous two sessions, how would you describe “sexual violence” to somebody who has not heard this term before?
2. Are there different types of sexual violence?
3. What are the different types of sexual violence?

Step 2: Suggest

“We often think of sexual violence as sexual assault or rape against a woman by a stranger. Sexual violence can also occur in the home. It can be committed by somebody the woman knows, including a family member. There are some forms of sexual violence that are so common; they can affect women and girls every day. A strong belief in gender stereotypes and a weak belief in gender equality are key reasons why men perpetrate sexual violence against women.”

Step 3: Explore

Prepare three flipcharts and hang these on the wall: It is sexual violence, it is not sexual violence, we don't know.

“I will give you some scenarios. I want you to identify if each scenario represents sexual violence or not. You can opt for “not sure” if you cannot decide. The decision must be a group decision and it must be unanimously agreed. So, you will need to discuss each scenario in detail.”

The scenarios are:

Scenario 1: Mahmoud liked a girl in his neighborhood. On quite a few occasions, they have had opportunities to meet and talk. One day, they have an opportunity to be by themselves. Both of them start to kiss each other. Mahmoud persuades her to take off her clothes. She complies but she is a bit embarrassed and upset. She decides she wants to leave. Mahmoud tells her it would be best for her if she has sex with him. He says he won't tell anybody if she does. She asks him not to tell anybody. He says he won't as long as she agrees to have sex with him.

Scenario 2: Mohammed used to tease girls in the local trains. Whenever girls smiled or laughed, he tried to touch their bodies. Even then, some girls used to laugh and smile over his acts and Mohammed thought that girls liked these things. He showed his friends how to do it.

Scenario 3: Khaled and Fatima have been married for two years and they have an enjoyable sex life. Sometimes, Khaled comes home late and by that time, Fatima is fast asleep. Khaled generally wakes her up and asks for sex. Even if Fatima is not willing, she gives in to Khaled.

Scenario 4: Adnan is walking home when he passes a group of teenage boys. They tease him and start to tug at his clothes until they come loose and fall off. The boy is a bit embarrassed and quickly goes home.

Step 4: Reflect

Use the reflection time to investigate what the participants know about sexual violence.



- What have you learned about sexual violence today?
- Why do you think sexual violence happens?
- What do you think would be the consequences of sexual violence?

Step 5: Practice

The action this week is a *thinking* action. It will help participant to think about why sexual violence is often not recognized as violence.

Thinking action. Think about what we have learned in previous sessions about different types of GBV. Apart from rape (physical violence), how else could sexual violence be perpetrated?

Explain that you would like participants to discuss their thoughts at the beginning of the next session.

Program 3: Men – Session 3F2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the risk of sexual violence, and how this risk affects men and women differently.”

Step 1: Ask

1. What are some of the risks that people face regularly in your community?
2. Do these risks affect everybody in the same way?
3. What are some of the reasons why these risks exist?

Step 2: Suggest

“Women and girls react differently to the risk of sexual violence than men and boys. Women and girls have to think about the risk more often.”

Step 3: Explore

Prepare a piece of rope or string. Attach this from one end of the room to the other; or ask two volunteers to hold each end of the rope. Attach four markers (e.g., ribbons) to the rope, spaced out. Explain to participants that each marker represents a different time in the everyday life of a person in their community.

Marker 1 signifies when the person is alone in the house

Marker 2 signifies when the person is outside the home (e.g., to work, to buy food, to go to school)

Marker 3 signifies when the person is attending a community event (e.g., a festival, a ceremony)

Marker 4 signifies when the person is sleeping

“I want us to walk through the everyday of men and women in their community. We will start with men. I will ask you some questions to guide the discussion about the kinds of risks that men face at each marker.”

Move from marker to marker asking the same questions.

The questions are:

What is the person afraid of now?

What risks do they face now?

Whom do they fear now?

What should they do to protect themselves at this time?

Repeat the activity asking the participants to think about the typical day for a woman in their community.

If the participants do not specifically identify the risk of sexual violence, you can add some questions.

What are the risks of sexual violence for this person right now?

What does the person do at this time in the day to protect themselves from sexual violence?

Step 4: Reflect

Use the reflection to explore differences in the experiences of men and women in their community with respect to how they respond to the risk of sexual violence.

- Why is the risk of sexual violence different for men and women?
- Have you noticed this difference before? If not, why not?
- How do you feel about knowing that women have to do these things to protect themselves from sexual violence by men? Is it fair?

If there is time, and if you feel the group can handle the discussion, you can use some additional questions to explore sexual violence and men.

- Can men also suffer from sexual violence?
- Is this something that you are aware of in your community?
- How do men (and boys) deal with the risk of sexual violence?

Step 5: Practice

The learning actions will encourage the participants to continue to think about how men and women respond differently to the risk of sexual violence in their community.

Ask participants to choose a *talking* action or an *observing* action.

Talking action. Have a conversation with a woman you know. This could be your wife, sister, mother or daughter. Ask them if they feel safe in their community, at all times. Ask them if they ever worry about sexual violence. Ask them what they do to help protect themselves from sexual violence when they are outside the house.

Observing action. Go to a particular location in your community. This could be a street, park, school or any public space. It does not have to be a special place. Think about what it would be like for a man to be in that space alone after dark. Think about what it would be like for a woman to be in that space alone after dark. What fears do the man and woman have? What do the man and woman do to help reduce their risk of sexual violence in that space?

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session.

Program 3: Men – Session 3F3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how the participants might contribute to preventing sexual violence in their community.”

Step 1: Ask

1. Has your view of sexual violence changed since we started talking about this topic?
2. How does sexual violence in your community impact on the lives of girls?
3. Why is sexual violence perpetrated by boys against girls?

Step 2: Suggest

“Men can play an active role in preventing sexual violence in their communities. The outcome of this work will be safer spaces and more secure lives for their daughters, sisters, mothers, friends etc.”

Step 3: Explore

Ask participants: What are the most important/urgent sexual violence issues to address in your community?

Write the responses on a flipchart. You may wish to add some that you know exist in the community but which the participants have not identified (e.g., sexual exploitation, sexual harassment).

Divide the participants into two teams.

“Each team can choose one of these issues. You develop a campaign to raise awareness about this issue with adolescent boys in their community. I will guide you through the development process.”

Provide each team with flipcharts and pens.

Guide the development of the campaign by introducing one stage of the work at a time, and allowing participants the time to respond.

Stage 1: Describe the issue (what it is and who is involved).

Stage 2: Brainstorm a creative way to engage adolescent boys to think about this issue. The focus should be on changing their attitudes towards this issue.

Stage 3: Identify what you would need to implement this campaign.

Stage 4: Brainstorm how boys might respond and what you would do/say.

Stage 5: Identify what you would like to achieve?

Ask each team to present their campaign plan, and ask the group to provide further input/ideas/feedback on each campaign.

Step 4: Reflect

Use the reflection time to explore if the men would like to pursue their campaigns.

- Why do you think it is important to engage boys on the issue of sexual violence?
- What do you think we might learn from the boys when we run these campaigns?
- How do you feel about running these campaigns?

Step 5: Practice



The actions this week are two *doing* actions. These actions will help participants develop their campaigns further.

Doing action. Arrange a time for your team to meet again. Discuss your campaign and identify who will do what when you run it with the adolescent boys.

Doing action. Discuss the issue of sexual violence with your son(s). Explain to them what you have learned and how you expect them to treat all women and girls.

Explain that you would like participants to discuss the outcomes of their actions at the beginning of the next session. During this feedback time, you will need to ensure the campaigns focus on GBV prevention work and are aimed at changing attitudes towards sexual violence among adolescent boys. Implementation of any campaigns will require further support from you.

Program 4: Adolescent Boys – Session 4F1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore the issue of sexuality. Understanding sexuality is an important component of understanding why sexual violence occurs.”

This can be a difficult and uncomfortable topic for boys, so it's important to introduce the session by stating that there are no silly questions, the boys should not feel embarrassed to share or discuss, and that everything that is discussed is to be kept confidential among the group.

Step 1: Ask

- How do boys in your community learn about intimate relationships?
- What kind of information do boys get from social media about sex and sexuality?
- Who else teaches you about sex and sexuality, and what do they say?

Step 2: Suggest

“Understanding that sexuality plays an important role in preventing violence, because it helps us learn how to respect that we and others should have control over the use of our bodies.”

Step 3: Explore

Place three joined flip charts on the floor and ask a volunteer participant to lie down on it. Ask another participant to draw the outline of the participant.

Give each participant some blank cards and a pen, and ask them to write down all the issues that boys their age face or worry about. They should only write one concern on a card.

Ask the participants to place the cards on the part of the human figure where they think it applies. For example, if the concern is something they think about, it will be placed on the head. If it is a sexual matter, it will be placed on the genital area. If it is an emotion, it will be placed on the heart.

Wait for the participants to place all their cards on the human figure.

“Adolescence can be a very crucial and confusing time for many boys; there are a lot of physical and emotional changes to deal with. These changes are normal and almost every adolescent boy experiences these in one way or the other. Today we will try to discuss some of the issues around our changing bodies.”

Divide participants into four teams with at least three participants in each; and hand each team a card that identifies a sexuality topic, a definition of that topic and a question to discuss. If the total number of participants is too small, you can use two teams and give each team two of the sexuality topics instead of one.

Group 1: Sexual identity

Sexual identity is how we define ourselves based on our sexual desires and interests.

How many kinds of sexual identities are there?

Group 2: Sensuality

Sensuality is how our bodies get and give pleasure.

What types of activities involve pleasure?

Group 3: Intimacy

Intimacy is the part of sexuality that deals with relationships.

What is needed for a healthy relationship?

Group 4: Sexual Health

Sexual health involves our behavior related to producing children, enjoying sexual behaviors, and maintaining our healthy sexual and reproductive organs.

What sexual health issues do boys face in your community?

Ask the teams to present a summary of their discussions. Use this as an opportunity to answer any questions they may have and to encourage them to think about how the topics may differ for girls.

- Is there anything you would like to know about this topic?
- How is this topic different for girls?

Collect the sexuality topic cards and place these on the floor. Take a larger card and write the word “control” in the center of it. Place this card on top so it covers, or partially covers, the other four cards.

Ask the participants to speak about how some people might use sexuality to control somebody else. Ask for specific examples of how this might occur linked to the four sexuality topics.

- What might a person do to prevent somebody from expressing their sexual identity?
- What might a person do to violate sensuality?
- How might a person try to control intimacy with their partner?
- In what ways can people’s sexual health be controlled?

Step 4: Reflect

Use the reflection time to check how the boys feel about the topics they have discussed today.

- What did you find difficult about today’s session?
- Is this the first time you have discussed these issues in a group?
- What do you think you have learned that has helped you to understand your life as a boy better?

Step 5: Practice

The action after this session is a *thinking* action. It will encourage participants to continue to think about what they would like to learn about sexuality.

Thinking action. Try to think of a question you have about what we have learned today. At the beginning of the next session, I will ask you to write this question down. Your question will be private and nobody else will know that you asked that question.

Explain that you will try your best to answer all the questions at the beginning of the next session.

Program 4: Adolescent Boys – Session 4F2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

"In this session, we will explore the issue of consent."

Step 1: Ask

1. How do you know if you should do something or not?
2. What do you do if you know you shouldn't do something, but somebody else tells you to do it?
3. How do you know if somebody agrees to let you do something?

Step 2: Suggest

"For sex to be consensual, this means that everybody involved must agree to what is happening at all times. People cannot give consent. They can give consent and then withdraw it."

Step 3: Explore

Introduce the participants to three traffic signals on the wall – a red signal, an orange signal and a green signal. Ask them to identify what each of these signals mean when driving a car (stop, wait, go).

Ask some questions about other ways stop, wait and go are expressed in their culture.

What words can be used to express stop? Wait? Go?

What hand gestures or body gestures can be used to express stop? Wait? Go?

Why is it important to have these signals?

Ask participants to think about the yellow signal again, and to imagine they are driving a car.

What should you do if the signal turns orange as you are approaching it?

If you speed up to race past what the orange signal, what might happen?

Why would it be better to slow down and prepare to stop?

What do you do if the signal has been on red and turns to orange?

Why is it still not okay to drive ahead yet?

Provide each participant with a piece of paper and three colored pens (red, orange and green).

"I want to tell you a story about a boy around your age who has recently met a new girl he likes. There will be five points in the story when I will pause, and I will ask them to draw a colored dot depending on whether they think the boy should stop (red), wait (orange) or go ahead (green) with his planned actions."

Read the story to the participants.

The boy is walking on his way to school when he sees the girl for the first time. He has not seen her before, so he thinks she might be new to his town. He thinks she is very pretty and he thinks about kissing her. PAUSE POINT 1. He thinks about asking her if she would like to meet him after school. PAUSE POINT 2. The girl says yes, and they agree to meet later that day in a nearby park. Later that day, the two meet, and they are sitting on a bench and chatting together. She seems very relaxed and so the boy thinks now is his time to kiss her. PAUSE POINT 3. He asks her if he can kiss her and she says yes. PAUSE POINT 4. They kiss for a while until another couple walk into the park. The girl sees the couple and pulls away from the boy. She moves further down the



bench and looks embarrassed. He thinks about moving closer so he can kiss her again. *PAUSE POINT 5.*

Discuss the different colors the participants have drawn against each of the five pause points. Ask them to explain why they chose that color for each pause point. If there are differences, ask each participant to share their thinking.

The correct answers are:

Pause point 1 – Stop. She has not agreed that he can kiss her. She doesn't even know him.

Pause point 2 – Go. It is okay for him to ask her, as long as she has the freedom to make a decision.

Pause point 3 – Wait. Even though she is relaxed with him, she has still not yet agreed that he can kiss her.

Pause point 4 – Go. She has agreed to the kiss.

Pause point 5 – Stop. She clearly does not want to kiss him right now.

If there is time, ask the participants to create another story based on their own experiences with some pause points, and to share these stories with the group. They can work in pairs or small teams for this part of the activity.

Step 4: Reflect

Use the reflection time to explore further the issue of consent.

- Why is it important to be able to know when somebody is giving consent or not?
- What can happen if we don't wait for the go signal from the other person before having sex?
- What should we do if consent is withdrawn while we are having sex?
- Can boys also give or refuse consent (for kissing or sex)?

Step 5: Practice

The action after this session is an *observation* activity. It will help participants to think more about the importance of consent in their relationships.

Observation activity. Ask the participants to pay attention to their interactions with other people between now and the next session, and to identify pause points when they need to think about consent. Should they stop? Do they need to wait? Is it okay to go? Ask them to record at least one interaction with pause points to share in the next session. The interaction can be with anybody; it does not have to be with a girl.

Explain that you will ask the participants to share their observations at the beginning of the next session.

Program 4: Adolescent Boys – Session 4F3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore how to enjoy sexuality without violence.”

Step 1: Ask

1. Do boys in your community talk with each other about sex and sexuality?
2. What do they say about girls in these discussions?
3. How do you think being a boy affects your view of sex?

Step 2: Suggest

“Developing positive sexual relationships can help you build enjoyable intimate relationships. It is not necessary to use violence when you want to have sex. In fact, this is a very damaging and dangerous approach, for you and for girls.”

Step 3: Explore

Give each participant two cards: True and False.

“I will read out some statements. I want you to raise the card they you is the correct answer. Use your own knowledge. Don't copy others. They may be wrong!”

Read out the statements one at a time and discuss the answers the participants have selected as well as the correct answer.

The statement are:

- Sexual feelings begin at puberty. FALSE
- Having sex means having intercourse. FALSE
- Adolescent males have a greater sex drive than adolescent girls. FALSE
- Males sometimes cannot control their sex drive. FALSE
- Males are responsible for the sexual satisfaction of their female partners. FALSE
- Girls need love. Boys need sex. FALSE
- The sexual behavior of adolescents is strongly influenced by the perception of his or her gender role. TRUE
- Sometimes girls encourage boys to demand sex because of the way they dress or what they say. FALSE

Divide the participants into two teams.

“I will give you some more statements about boys' sexuality, and I want each team to argue if it is true or false. I will pick which the side the team has to argue. I will allow each team some time to develop their argument before presenting it me as the judge.”

The statements are:

Statement 1: If I want sex, it is my right to demand it.

Statement 2: If she is my wife, she must agree to have sex with me.

Statement 3: The man should always be on top when having sex because he is the strongest.

Statement 4: If I ask my girlfriend to have sex with me, she should say yes to show she loves me.

Statement 4: If a girl has been flirting with me and kissing with me, this means she wants sex.



In all cases, you should side with the FALSE team, and repeat some of their arguments that are true.

Step 4: Reflect

Use the reflection time encourage the participants to explore how gender socialization affects their view about sex.

- Why is it important for boys to have sex?
- What do you think of a boy who does not want sex?
- What would you think of a girl if she asked you to have sex?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to explore how gender norms encourage men and boys to link their sexuality with violence.

Thinking activity. What have you been told about being a boy that encourages you to believe you cannot control your sexuality? Who told you? What do you think about this now?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Key message G: Virginity testing is a form of sexual violence

The facilitators should read this introduction to virginity testing before leading any of the sessions. The information in this introduction is intended to provide an overview of the key GBV message. It may contain some information that is not appropriate to share with participants or others outside your organization.

Introduction to the topic

“Virginity testing” is the inspection of the female genitalia to assess if the examinee has had or has been habituated to sexual intercourse. It is a practice some communities use to detect which women and girls are virgins (i.e., they have not had sexual intercourse). Some medical practitioners use virginity testing as part of the sexual assault assessment of female rape survivors. It is not an accurate test of virginity. Some women may be born without a hymen. The membrane can be ruptured or stretched during daily activities other than sexual intercourse (e.g., carrying heavy loads). The World Health Organizations upholds the medical view that virginity tests are useless.

Why is this a key GBV message?

Virginity testing causes physical, physiological and social harm. It may result in physical harm to women and girls during an examination, including aggravation of existing injuries. If the test produces a failed result (using highly questionable and accurate methods), the women or girl can be at risk of violence by family members as punishment for what they believe to be unacceptable behavior and shaming the family. This violence can include honor killing. A failed test may also lead to suicide. The test places women and girls under extreme psychological stress. It terrifies them. It violates their privacy. It generates feeling of shame, self-hatred and depression. Virginity testing denies women and girls equality with men with respect to ownership of the body and sexual behaviors. It is an act of gender discrimination and sexual violence against women and girls. This is the case even when there is consent from the girl who may not be fully aware of the negative consequences and scientific invalidity of the test; and who may be giving consent under duress or because she is offered no other choice.

Challenges for this key message in Syria

Virginity testing is widespread among Syrian populations. This is primarily due to sustained traditional norms that support the use of this practice out of a cultural belief that the test can confirm that women and girls have not had sexual relations before marriage. Tests are performed when women are accused of crimes deemed to be immoral, if they have run away from home, or to confirm virginity prior to marriage. In some Syrian communities, girls and women approach medical facilities to request the test. When this happens, many doctors, midwives and other health service providers find it difficult to refuse because they believe it is their duty to perform the examination.

Responding to difficult questions and statements

“Virginity tests are necessary because we have to honor virginity before marriage.” The honor of virginity only applies to women, not to men. This is discriminatory. But the tests are not accurate. They do not provide proof of whether a woman or girl has had sexual intercourse.

“Virginity testing is not that invasive. It doesn’t really hurt.” It is a form of sexual violence. It can result in severe physical and emotional consequences for the woman or girl.

“Women and girls want these tests. They want to show their future husbands they have not had sex with anybody else.” Some women and girls request the test. This does not alter the fact that the test is not accurate and that it is a violation of their rights. Women and girls may not be aware that the tests don’t work. They may be under extreme social and family pressure to request the test.

Program 1: Women – Session 1G1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards women’s sexuality. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. How is a woman’s sexuality different from a man’s sexuality?
2. Are there some sexual things that men can do that women cannot do, and vice versa?
3. Why do you think this is the case? Are the differences all due to biological differences between men and women, or do cultural norms and social expectations also play a role?

Step 2: Session key message

“In this session, I’d like us to explore the idea that many of our ideas about women’s sexuality are the result of gender socialization and that some of these ideas might prevent women’s empowerment.”

Step 3: Explore

Before the session, prepare five flipcharts with the gender statements and hang these on the wall.

Five gender statements about sexuality:

- It is okay to have sex before marriage.
- It is important to undergo a virginity test before marriage.
- It is okay to ask for sex.
- It is okay to have sex for pleasure, not for reproduction.
- It is okay to masturbate.

Divide the group into two teams. One team will respond to the statements as if they apply to women, and the other team will respond as if the statements apply to men.

“I would like you to spend some time in your groups thinking about these statements. Do you agree that these statements are true for women (Team A) or for men (Team B)? Or do you disagree? Or are you not sure? I will give you some time to discuss each statement.”

After some time, provide each team with a set of 15 cards – 5 with AGREE, 5 with DISAGREE and 5 with NOT SURE. The activity will work easier if you use different colored cards for the two teams.

“Please place your answer against each statement.”

Discuss the responses.

Step 4: Reflect

Use the debrief session to ask the participants to justify their responses and to think about how their attitudes towards women’s sexuality are informed by their culture and prevailing social norms.

- Why do we see different responses for men and women?
- Based on your answers, who would you say has more freedom to express their sexuality?
- Why is this the case?
- Do you think it is fair?



- How might freedom of sexuality be linked to women's empowerment?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to reflect on how cultural and social norms have affected their sexuality.

Thinking activity. Think of a time when you were told you could not act out your sexuality in a particular way because you are a woman.

Explain that you will ask the participants to share their stories at the beginning of the next session.

Program 1: Women – Session 1G2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards virginity. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Why is virginity important?
2. Can men and women be virgins?
3. What is the difference between an unmarried woman who is not a virgin and an unmarried man who has sex?

Step 2: Session key message

“In this session, I’d like us to consider how our attitudes towards virginity might place women and girls at serious risk of GBV.”

Step 3: Explore

Divide the group into two teams. One team will develop the scenario assuming the sexual activity of the girl is not exposed, and the other team will develop the scenario assuming her sexual activity is discovered.

“I would like each team to work on developing a role-play to show what happens to a girl in a particular scenario. Please try to base the content of the role-play on how this situation might develop in your community. We will then show and discuss the role-plays.

Scenario 1: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. The last time they met, they had sex. Both the boy and the girl look forward to meeting again. A family member of the girl has found out about the sex.”

Scenario 2: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. They have had sex several times. The girl is extremely worried about somebody in her family finding out.

After some time, ask each team to show their role-plays.

Step 4: Reflect

Use the debrief session to ask the participants to explore how both scenarios place the girl at risk of GBV, and to consider why this is the case.

- In the case of being found out, what types of GBV do we imagine the girl might face?
- In the case of being able to keep the sex a secret, how might this affect the girl’s emotional state? Is this GBV?
- Why is the situation different for the boy?
- How do our attitudes towards virginity place girls at risk of GBV?

Step 5: Practice



The action after this session is a *thinking* activity. It will help participants to think about why they hold their attitudes towards virginity for girls.

Thinking activity. Imagine that you find out about an adolescent girl and an adolescent boy having sex. Imagine the girl is a member of your family. How could you respond to this in ways that do not enact GBV against the girl but which empower the girl? What might prevent you taking this kind of response?

Explain that you will ask the participants to share their ideas at the beginning of the next session.

Program 2: Women – Session 1G3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what we think about virginity testing. We will also explore some myths and facts about virginity testing. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about what virginity testing is and what it can do. This new knowledge will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Is virginity testing a good thing?
2. What should it be used for?
3. What would happen if a woman or girl refused to undergo the test?

Step 2: Session key message

“In this session, I’d like us to consider that the virginity test might be more about disempowering women and girls than it is actually about testing for virginity.”

Step 3: Explore

Divide the group into two teams. Give each team a set of blank cards.

“I would like us to prepare for a big debate. The topic of the debate today is virginity testing. This is an important debate because the outcome of this debate will determine a new law in our community. This is only pretend of course! I will be the community leader, and I will make the final decision. You are the divided community members. Team A represents the community members who believe virginity testing should continue. Team B are the community members who want virginity testing to be banned in the community. Take some time to discuss in your teams your position, and to develop some compelling marketing messages to strengthen your position. Write one marketing message on one piece of card. The messages should be short, strong and snappy. You should develop at least five messages.”

After some time, arrange the room so you are sitting in the middle with the two teams either side of you.

“Welcome to this final debate in our community about virginity testing. Today, we will make the final decision. Will we continue to practice virginity testing in our community or will we ban it?”

Decide which team will go first. Ask them to read out one of their marketing messages. Ask them some questions to get them to explain why they hold this view. Next, ask the second team to present one of their marketing messages. Continue until each team has presented their arguments.

“Before I hand down my final position, I would like to ask you all to complete a virginity testing test. I want to find out what you know about virginity testing, and to see if you know what you are talking about! I want to base my decision on facts, not just opinion.”

Hand out a copy of the short virginity test to each participant. An alternative is to hand them an answer sheet only and to read out the statements.

Statement 1: A virginity test will tell for certain if a girl has had sex or not. True or false?

The answer is false. The test is not accurate.



Statement 2: The World Health Organization recommends virginity testing for rape cases.

The answer is false. WHO considers the test useless.

Statement 3: The hymen can only be torn as a result of penetration by a penis.

The answer is false. This can happen many other ways.

Statement 4: Having sex with a virgin will cure HIV.

The answer is false.

Review the answers of the participants, and announce your decision.

"I hereby place a permanent ban on virginity testing in this community. We have for too long been relying on myth and not facts. This practice places women and girls at risk of GBV. It also undermines our efforts to promote gender equality."

Step 4: Reflect

Use the debrief session to explore if the participants now have a different view of virginity testing from when they started the session.

- How do you feel about my decision?
- How do you think such a decision would be received by people in your community?
- Why does virginity testing place women and girls at risk of GBV?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to think more about why virginity testing is considered a practice of sexual violence.

Thinking activity. If you have undergone a virginity test, reflect on how you felt at the time. Who made the decision for this to happen, and why? If you haven't, imagine how you would feel if you were told you had to do this.

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 2: Adolescent Girls – Session 2G1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards girl’s sexuality. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about girl’s sexuality that place girls at risk of GBV and limit girls’ empowerment.”

Step 1: Ask

1. How is a girl’s sexuality different from a boy’s sexuality?
2. Are there some sexual things that adolescent boys can do that adolescent girls cannot do, and vice versa?
3. Why do you think this is the case? Are the differences all due to biological differences between males and females, or do cultural norms and social expectations also play a role?

Step 2: Session key message

“In this session, I’d like us to explore the idea that many of our ideas about girls’ sexuality are the result of gender socialization and that some of these ideas might prevent girls’ empowerment.”

Step 3: Explore

Before the session, prepare five flipcharts with the gender statements and hang these on the wall.

Five gender statements about sexuality:

- It is okay to have sex before marriage.
- It is important to undergo a virginity test before marriage.
- It is okay to ask for sex.
- It is okay to have sex for pleasure, not for reproduction.
- It is okay to masturbate.

Divide the group into two teams. One team will respond to the statements as if they apply to adolescent girls, and the other team will respond as if the statements apply to adolescent boys.

“I would like you to spend some time in your groups thinking about these statements. Do you agree that these statements are true for girls (Team A) or for boys (Team B)? Or do you disagree? Or are you not sure? I will give you some time to discuss each statement.”

After some time, provide each team with a set of 15 cards – 5 with AGREE, 5 with DISAGREE and 5 with NOT SURE. The activity will work easier if you use different colored cards for the two teams.

“Please place your answer against each statement.”

Discuss the responses.

Step 4: Reflect

Use the debrief session to ask the participants to justify their responses and to think about how their attitudes towards girls’ sexuality are informed by their culture and prevailing social norms.

- Why do we see different responses for girls and boys?
- Based on your answers, who would you say has more freedom to express their sexuality?
- Why is this the case?



- Do you think it is fair?
- How might freedom of sexuality be linked to women and girls' empowerment?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to reflect on how cultural and social norms have affected constructions of good sexuality for girls.

Thinking activity. Think of something sexual you know girls should not do. Can boys do this? How did you learn this? How do you feel about it?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 2: Adolescent Girls – Session 2G2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards virginity. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

4. Why is virginity important?
5. Can boys and girls be virgins?
6. What is the difference between an unmarried adolescent girl who is not a virgin and an unmarried adolescent boy who has sex?

Step 2: Session key message

“In this session, I’d like us to consider how our attitudes towards virginity might place women and girls at serious risk of GBV.”

Step 3: Explore

Divide the group into two teams. One team will develop the scenario assuming the sexual activity of the girl is not exposed, and the other team will develop the scenario assuming her sexual activity is discovered.

“I would like each team to work on developing a role-play to show what happens to a girl in a particular scenario. Please try to base the content of the role-play on how this situation might develop in your community. We will then show and discuss the role-play.

Scenario 1: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. The last time they met, they had sex. Both the boy and the girl look forward to meeting again. A family member of the girl has found out about the sex.”

Scenario 2: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. They have had sex several times. The girl is extremely worried about somebody in her family finding out.

After some time, ask each team to show their role-plays.

Step 4: Reflect

Use the debrief session to ask the participants to explore how both scenarios place the girl at risk of GBV, and to consider why this is the case.

- In the case of being found out, what types of GBV do we imagine the girl might face?
- In the case of being able to keep the sex a secret, how might this affect the girl’s emotional state? Is this GBV?
- Why is the situation different for the boy?
- How do our attitudes towards virginity place girls at risk of GBV?

Step 5: Practice



The action after this session is a *thinking* activity. It will help participants to think about why they hold their attitudes towards virginity for girls.

Thinking activity. Imagine that you find out that a friend your age has had sex. How could you respond to this in ways that do not enact GBV against the girl but which empower the girl? What might prevent you taking this kind of response?

Explain that you will ask the participants to share their ideas at the beginning of the next session.

Program 2: Adolescent Girls – Session 2G3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what we think about virginity testing. We will also explore some myths and facts about virginity testing. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about what virginity testing is and what it can do. This new knowledge will prepare us to better respond to negative attitudes about women’s sexuality that place girls at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Is virginity testing a good thing?
2. What should it be used for?
3. What would happen if a woman or girl refused to undergo the test?

Step 2: Session key message

“In this session, I’d like us to consider that the virginity test might be more about disempowering women and girls than it is actually about testing for virginity.”

Step 3: Explore

Divide the group into two teams. Give each team a set of blank cards.

“I would like us to prepare for a big debate. The topic of the debate today is virginity testing. This is an important debate because the outcome of this debate will determine a new law in our community. This is only pretend of course! I will be the community leader, and I will make the final decision. You are the divided community members. Team A represents the community members who believe virginity testing should continue. Team B are the community members who want virginity testing to be banned in the community. Take some time to discuss in your teams your position, and to develop some compelling marketing messages to strengthen your position. Write one marketing message on one piece of card. The messages should be short, strong and snappy. You should develop at least five messages.”

After some time, arrange the room so you are sitting in the middle with the two teams either side of you.

“Welcome to this final debate in our community about virginity testing. Today, we will make the final decision. Will we continue to practice virginity testing in our community or will we ban it?”

Decide which team will go first. Ask them to read out one of their marketing messages. Ask them some questions to get them to explain why they hold this view. Next, ask the second team to present one of their marketing messages. Continue until each team has presented their arguments.

“Before I hand down my final position, I would like to ask you all to complete a virginity testing test. I want to find out what you know about virginity testing, and to see if you know what you are talking about! I want to base my decision on facts, not just opinion.”

Hand out a copy of the short virginity test to each participant. An alternative is to hand them an answer sheet only and to read out the statements.

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The answer is false. The test is not accurate.



Statement 2: The World Health Organization recommends virginity testing for rape cases.

The answer is false. WHO considers the test useless.

Statement 3: The hymen can only be torn as a result of penetration by a penis.

The answer is false. This can happen many other ways.

Statement 4: Having sex with a virgin will cure HIV.

The answer is false.

Review the answers of the participants, and announce your decision.

"I hereby place a permanent ban on virginity testing in this community. We have for too long been relying on myth and not facts. This practice places women and girls at risk of GBV. It also undermines our efforts to promote gender equality."

Step 4: Reflect

Use the debrief session to explore if the participants now have a different view of virginity testing from when they started the session.

- How do you feel about my decision?
- How do you think such a decision would be received by people in your community?
- Why does virginity testing place women and girls at risk of GBV?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to think more about why virginity testing is considered a practice of sexual violence.

Thinking activity. If somebody told you that you had to undergo a virginity test, how would you feel?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 3: Men – Session 3G1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards women’s sexuality. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. How is a woman’s sexuality different from a man’s sexuality?
2. Are there some sexual things that men can do that women cannot do, and vice versa?
3. Why do you think this is the case? Are the differences all due to biological differences between men and women, or do cultural norms and social expectations also play a role?

Step 2: Session key message

“In this session, I’d like us to explore the idea that many of our ideas about men’s and women’s sexuality are the result of gender socialization and that some of these ideas might prevent women’s empowerment.”

Step 3: Explore

Before the session, prepare five flipcharts with the gender statements and hang these on the wall.

Five gender statements about sexuality:

- It is okay to have sex before marriage.
- It is important to undergo a virginity test before marriage.
- It is okay to ask for sex.
- It is okay to have sex for pleasure, not for reproduction.
- It is okay to masturbate.

Divide the group into two teams. One team will respond to the statements as if they apply to women, and the other team will respond as if the statements apply to men.

“I would like you to spend some time in your groups thinking about these statements. Do you agree that these statements are true for women (Team A) or for men (Team B)? Or do you disagree? Or are you not sure? I will give you some time to discuss each statement.”

After some time, provide each team with a set of 15 cards – 5 with AGREE, 5 with DISAGREE and 5 with NOT SURE. The activity will work easier if you use different colored cards for the two teams.

“Please place your answer against each statement.”

Discuss the responses.

Step 4: Reflect

Use the debrief session to ask the participants to justify their responses and to think about how their attitudes towards men’s and women’s sexuality are informed by their culture and prevailing social norms.

- Why do we see different responses for men and women?
- Based on your answers, who would you say has more freedom to express their sexuality?



- Why is this the case?
- Do you think it is fair?
- How might freedom of sexuality be linked to women's empowerment?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to reflect on how cultural and social norms have affected constructions of good sexuality.

Thinking activity. Think of something sexual that you know women should not do. Can men do it? How did you learn this? How would you respond if you found out that a woman had done it?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 3: Men – Session 3G2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards virginity. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Why is virginity important?
2. Can men and women be virgins?
3. What is the difference between an unmarried woman who is not a virgin and an unmarried man who has sex?

Step 2: Session key message

“In this session, I’d like us to consider how our attitudes towards virginity might place women and girls at serious risk of GBV.”

Step 3: Explore

Divide the group into two teams. One team will develop the scenario assuming the sexual activity of the girl is not exposed, and the other team will develop the scenario assuming her sexual activity is discovered.

“I would like each team to work on developing a role-play to show what happens to a girl in a particular scenario. Please try to base the content of the role-play on how this situation might develop in your community. We will then show and discuss the role-plays.

Scenario 1: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. The last time they met, they had sex. Both the boy and the girl look forward to meeting again. A family member of the girl has found out about the sex.”

Scenario 2: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. They have had sex several times. The girl is extremely worried about somebody in her family finding out.

After some time, ask each team to show their role-plays.

Step 4: Reflect

Use the debrief session to ask the participants to explore how both scenarios place the girl at risk of GBV, and to consider why this is the case.

- In the case of being found out, what types of GBV do we imagine the girl might face?
- In the case of being able to keep the sex a secret, how might this affect the girl’s emotional state? Is this GBV?
- Why is the situation different for the boy?
- How do our attitudes towards virginity place girls at risk of GBV?

Step 5: Practice



The action after this session is a *thinking* activity. It will help participants to think about why they hold their attitudes towards virginity for girls.

Thinking activity. Imagine that you find out about an adolescent girl and an adolescent boy having sex. Imagine the girl is a member of your family. How could you respond to this in ways that do not enact GBV against the girl but which empower the girl? What might prevent you taking this kind of response?

Explain that you will ask the participants to share their ideas at the beginning of the next session.

Program 3: Men – Session 3G3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what we think about virginity testing. We will also explore some myths and facts about virginity testing. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about what virginity testing is and what it can do. This new knowledge will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Is virginity testing a good thing?
2. What should it be used for?
3. Can men and boys be tested for virginity?
4. How do we know if a man is a virgin?
5. What would happen if a woman or girl refused to undergo the test?

Step 2: Session key message

“In this session, I’d like us to consider that the virginity test might be more about disempowering women and girls than it is actually about testing for virginity.”

Step 3: Explore

Divide the group into two teams. Give each team a set of blank cards.

“I would like us to prepare for a big debate. The topic of the debate today is virginity testing. This is an important debate because the outcome of this debate will determine a new law in our community. This is only pretend of course! I will be the community leader, and I will make the final decision. You are the divided community members. Team A represents the community members who believe virginity testing should continue. Team B are the community members who want virginity testing to be banned in the community. Take some time to discuss in your teams your position, and to develop some compelling marketing messages to strengthen your position. Write one marketing message on one piece of card. The messages should be short, strong and snappy. You should develop at least five messages.”

After some time, arrange the room so you are sitting in the middle with the two teams either side of you.

“Welcome to this final debate in our community about virginity testing. Today, we will make the final decision. Will we continue to practice virginity testing in our community or will we ban it?”

Decide which team will go first. Ask them to read out one of their marketing messages. Ask them some questions to get them to explain why they hold this view. Next, ask the second team to present one of their marketing messages. Continue until each team has presented their arguments.

“Before I hand down my final position, I would like to ask you all to complete a virginity testing test. I want to find out what you know about virginity testing, and to see if you know what you are talking about! I want to base my decision on facts, not just opinion.”

Hand out a copy of the short virginity test to each participant. An alternative is to hand them an answer sheet only and to read out the statements.

Statement 1: A virginity test will tell for certain if a girl has had sex or not. True or false?

The answer is false. The test is not accurate.

Statement 2: The World Health Organization recommends virginity testing for rape cases.

The answer is false. WHO considers the test useless.

Statement 3: The hymen can only be torn as a result of penetration by a penis.

The answer is false. This can happen many other ways.

Statement 4: Having sex with a virgin will cure HIV.

The answer is false.

Statement 5: You can tell if a man is a virgin just by looking at him.

The answer is false.

Review the answers of the participants, and announce your decision.

“I hereby place a permanent ban on virginity testing in this community. We have for too long been relying on myth and not facts. This practice places women and girls at risk of GBV. It also undermines our efforts to promote gender equality.”

Step 4: Reflect

Use the debrief session to explore if the participants now have a different view of virginity testing from when they started the session.

- How do you feel about my decision?
- How do you think such a decision would be received by people in your community?
- Why does virginity testing place women and girls at risk of GBV?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to think more about why virginity testing is considered a practice of sexual violence.

Thinking activity. If you have asked somebody to undergo a virginity test, reflect on why you did this? Would you change your decision now?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 4: Adolescent Boys – Session 4G1

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards boys’ and girl’s sexuality. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about girl’s sexuality that place girls at risk of GBV and limit girls’ empowerment.”

Step 1: Ask

1. How is a girl’s sexuality different from a boy’s sexuality?
2. Are there some sexual things that adolescent boys can do that adolescent girls cannot do, and vice versa?
3. Why do you think this is the case? Are the differences all due to biological differences between males and females, or do cultural norms and social expectations also play a role?

Step 2: Session key message

“In this session, I’d like us to explore the idea that many of our ideas about boys’ and girls’ sexuality are the result of gender socialization and that some of these ideas might prevent girls’ empowerment.”

Step 3: Explore

Before the session, prepare five flipcharts with the gender statements and hang these on the wall.

Five gender statements about sexuality:

- It is okay to have sex before marriage.
- It is important to undergo a virginity test before marriage.
- It is okay to ask for sex.
- It is okay to have sex for pleasure, not for reproduction.
- It is okay to masturbate.

Divide the group into two teams. One team will respond to the statements as if they apply to adolescent girls, and the other team will respond as if the statements apply to adolescent boys.

“I would like you to spend some time in your groups thinking about these statements. Do you agree that these statements are true for girls (Team A) or for boys (Team B)? Or do you disagree? Or are you not sure? I will give you some time to discuss each statement.”

After some time, provide each team with a set of 15 cards – 5 with AGREE, 5 with DISAGREE and 5 with NOT SURE. The activity will work easier if you use different colored cards for the two teams.

“Please place your answer against each statement.”

Discuss the responses.

Step 4: Reflect

Use the debrief session to ask the participants to justify their responses and to think about how their attitudes towards boys’ and girls’ sexuality are informed by their culture and prevailing social norms.

- Why do we see different responses for girls and boys?
- Based on your answers, who would you say has more freedom to express their sexuality?
- Why is this the case?



- Do you think it is fair?
- How might freedom of sexuality be linked to women and girls' empowerment?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to reflect on how cultural and social norms have affected constructions of good sexuality for boys and girls.

Thinking activity. Think of something sexual you know girls should not do. Can boys do this? How did you learn this? How do you feel about it? How would you respond if you heard that a girl had done this?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.

Program 4: Adolescent Boys – Session 4G2

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore our attitudes towards virginity. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about our own attitudes and why we have them, and will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. Why is virginity important?
2. Can boys and girls be virgins?
3. What is the difference between an unmarried adolescent girl who is not a virgin and an unmarried adolescent boy who has sex?

Step 2: Session key message

“In this session, I’d like us to consider how our attitudes towards virginity might place women and girls at serious risk of GBV.”

Step 3: Explore

Divide the group into two teams. One team will develop the scenario assuming the sexual activity of the girl is not exposed, and the other team will develop the scenario assuming her sexual activity is discovered.

“I would like each team to work on developing a role-play to show what happens to a girl in a particular scenario. Please try to base the content of the role-play on how this situation might develop in your community. We will then show and discuss the role-plays.

Scenario 1: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. The last time they met, they had sex. Both the boy and the girl look forward to meeting again. A family member of the girl has found out about the sex.”

Scenario 2: An unmarried adolescent girl in your community has met a boy her age on line. They have chatted for many months and have met a few times. They have had sex several times. The girl is extremely worried about somebody in her family finding out.

After some time, ask each team to show their role-plays.

Step 4: Reflect

Use the debrief session to ask the participants to explore how both scenarios place the girl at risk of GBV, and to consider why this is the case.

- In the case of being found out, what types of GBV do we imagine the girl might face?
- In the case of being able to keep the sex a secret, how might this affect the girl’s emotional state? Is this GBV?
- Why is the situation different for the boy?
- How do our attitudes towards virginity place girls at risk of GBV?

Step 5: Practice



The action after this session is a *thinking* activity. It will help participants to think about why they hold their attitudes towards virginity for girls.

Thinking activity. Imagine that you find out that a girl your age has had sex. Perhaps somebody tells you about this on WhatsApp. How could you respond to this in ways that do not enact GBV against the girl but which empower the girl? What might prevent you taking this kind of response?

Explain that you will ask the participants to share their ideas at the beginning of the next session.

Program 4: Adolescent Boys – Session 4G3

Remember to start with a review of the participants' actions from the previous session.

Introduction to the session

“In this session, we will explore what we think about virginity testing. We will also explore some myths and facts about virginity testing. This is a sensitive topic. People may have different views or may be embarrassed to discuss the topic. We should remember this is a safe space. Nothing we say inside this room should be shared with others. This session will help us learn more about what virginity testing is and what it can do. This new knowledge will prepare us to better respond to negative attitudes about women’s sexuality that place women at risk of GBV and limit women’s empowerment.”

Step 1: Ask

1. How do we know if a boy is a virgin?
2. Is it good for a boy to be a virgin or better for him not to be a virgin?
3. Is virginity testing a good thing?
6. What should it be used for?

Step 2: Session key message

“In this session, I’d like us to consider that the virginity test might be more about disempowering women and girls than it is actually about testing for virginity.”

Step 3: Explore

Divide the group into two teams. Give each team a set of blank cards.

“I would like us to prepare for a big debate. The topic of the debate today is virginity testing. This is an important debate because the outcome of this debate will determine a new law in our community. This is only pretend of course! I will be the community leader, and I will make the final decision. You are the divided community members. Team A represents the community members who believe virginity testing should continue. Team B are the community members who want virginity testing to be banned in the community. Take some time to discuss in your teams your position, and to develop some compelling marketing messages to strengthen your position. Write one marketing message on one piece of card. The messages should be short, strong and snappy. You should develop at least five messages.”

After some time, arrange the room so you are sitting in the middle with the two teams either side of you.

“Welcome to this final debate in our community about virginity testing. Today, we will make the final decision. Will we continue to practice virginity testing in our community or will we ban it?”

Decide which team will go first. Ask them to read out one of their marketing messages. Ask them some questions to get them to explain why they hold this view. Next, ask the second team to present one of their marketing messages. Continue until each team has presented their arguments.

“Before I hand down my final position, I would like to ask you all to complete a virginity testing test. I want to find out what you know about virginity testing, and to see if you know what you are talking about! I want to base my decision on facts, not just opinion.”

Hand out a copy of the short virginity test to each participant. An alternative is to hand them an answer sheet only and to read out the statements.

Statement 1: A virginity test will tell for certain if a girl has had sex or not. True or false?

The answer is false. The test is not accurate.



Statement 2: The World Health Organization recommends virginity testing for rape cases.

The answer is false. WHO considers the test useless.

Statement 3: The hymen can only be torn as a result of penetration by a penis.

The answer is false. This can happen many other ways.

Statement 4: Having sex with a virgin will cure HIV.

The answer is false.

Statement 5: You can tell if a boy is a virgin just by looking at him.

The answer is false.

Review the answers of the participants, and announce your decision.

"I hereby place a permanent ban on virginity testing in this community. We have for too long been relying on myth and not facts. This practice places women and girls at risk of GBV. It also undermines our efforts to promote gender equality."

Step 4: Reflect

Use the debrief session to explore if the participants now have a different view of virginity testing from when they started the session.

- How do you feel about my decision?
- Why is virginity testing only for girls?
- What do you think would happen if a girl refused to be tested in your community?

Step 5: Practice

The action after this session is a *thinking* activity. It will help participants to think more about why virginity testing is considered a practice of sexual violence.

Thinking activity. Do you imagine you will ask your future wife to take a virginity test before you marry? Why or why not?

Explain that you will ask the participants to share their thoughts at the beginning of the next session.



Part 4: Emergency GBV Messaging

GBV Awareness Raising Messages in Emergency Contexts

The GBV awareness raising sessions have been designed to take place in stable contexts. This will not always be possible, especially where there is conflict or security issues which prohibit or prevent a facilitator running a session with a group of participants. This section of the toolkit provides some emergency messages linked to the 7 key GBV messages. These emergency messages express the most important and basic aspects of each key message.

<i>Key GBV Message</i>	<i>Target</i>	<i>Emergency Message</i>
A. The root cause of GBV is gender inequality	Community	Displacement and conflict can lead to stress. Look after your friends, families and communities. They are not to blame.
	Men / Boys	Violence is never ok. This situation is not an excuse for violence.
	Men	Everyone – including women, girls, disabled people and the elderly – should be included in decisions that affect your family and your community.
	Men / Boys	Violence against women and girls will not make the situation better.
	Men / Boys	Don't use this situation to excuse violence against women and girls.
	Women / Girls	The situation may not be all good right now, but you have a right to be free of violence.
B. Knowledge of and access to GBV services can save lives	Women / Girls	You have the right to seek help if you have suffered violence.
	Community	Help somebody who has suffered violence. You can save lives.
	Women / Girls	If you suffer violence, where will you go for help? Know your services. Be prepared.
C. Mutual support can help prevent GBV and ensure good responses to GBV	Community	Feeling sad, worried or scared is a normal response in this situation. Ask for help if you are frustrated or stressed.
	Women / Girls	Speak out if you are harmed. Talk to somebody you trust.
	Community	Report any inappropriate behavior. Act to keep your community safe.
	Women	You or your children may be at risk of being hurt or exploited. Stay with somebody you trust. Keep safe at all times.
	Boys	Make a difference. Be a leader. Stop the violence against girls.
D. Child marriage is a form of GBV	Men / Women	Marriage can be an enjoyable experience. It can also be very challenging. Think about how a marriage will affect your daughter and your family.
	Community	Long-term security means prioritizing education over early marriage

	Men / Women	Marriage is not always a pathway to economic security. Education is.
	Community	Girls should have the same education opportunities as boys.
	Girls	Marriage is not the same as peace and security.
<i>E. Domestic violence is a form of GBV</i>	Community	Displacement and conflict place stress on families. Be kind to each other. Support each other.
	Women / Men	The key to dealing with family conflicts is to talk, talk, talk...
	Women	A family problem is never too small and you do not have to manage it on your own.
<i>F. It is not shameful to talk about sexuality and sexual violence</i>	Women / Girls	Humanitarian aid is free for everyone. If you are asked by somebody who works for a humanitarian organization to do something in return for aid, report this.
	Women / Girls	If you experience any unwanted attention, seek help. Talk to somebody you trust. It is not your fault.
	Men / Boys	You do not have the right to demand sex.
	Community	Sexual violence is not normal. Stop it. Challenge it.
	Boys	Boys for peace. Saying no to sexual violence against girls.
<i>G. Virginity testing is a form of GBV</i>	Girls	It's your body. It's your choice.
	Women / Men	Support your daughter's decisions for a better future.
	Community	Believing in myths can cause harm. Trust your daughters to make decisions about their own bodies.

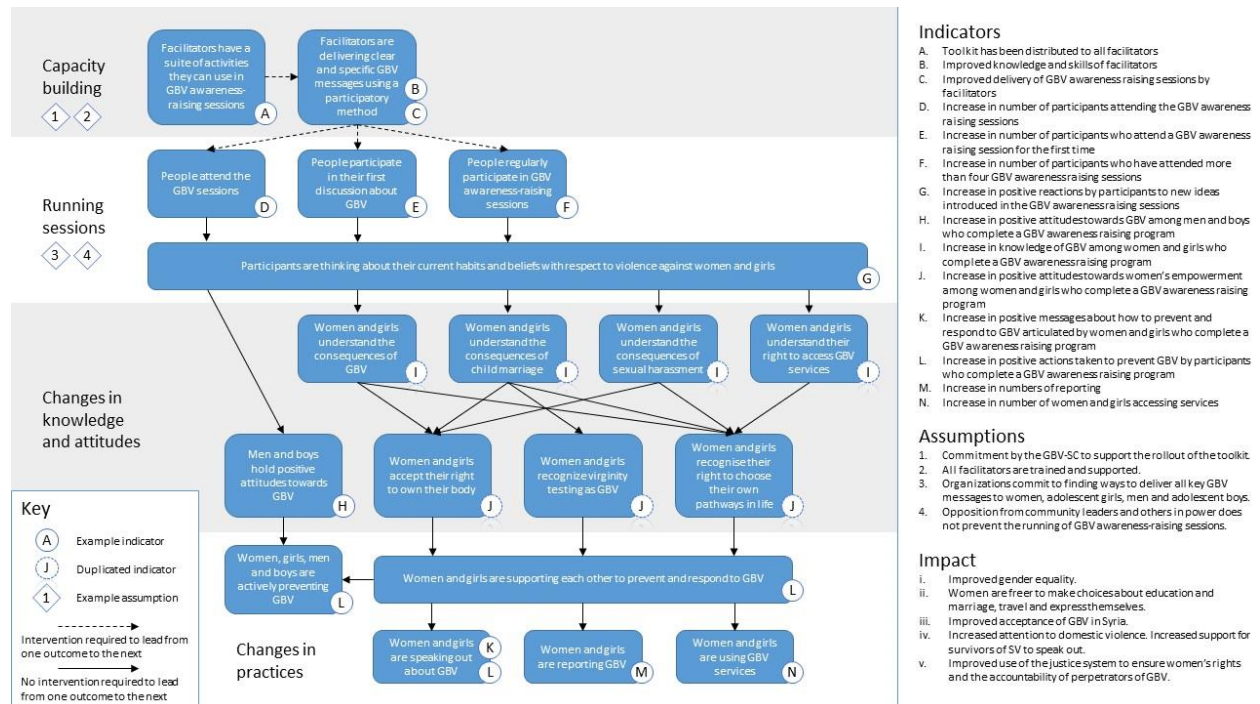


Part 5: Measuring Change

Theory of Change

The impacts of the toolkit will be measured according to a theory of change. This theory of change has been developed in consultation with representatives of GBV SC member organizations. It informs the indicators that will be used to measure the short-term and long-term changes in GBV knowledge, attitudes and practices of the participants in the awareness-raising programs for key GBV messages.

Please see Appendix 5 for a full-page copy of the theory of change diagram.



Indicators

The theory of change shows 14 indicators that will be used to measure the impacts of the use of the toolkit for raising awareness on 7 key GBV messages.

Indicator	Measuring Tool	Measuring persons
A. Toolkit has been distributed to all facilitators	Toolkit management	GBV SC (through member organizations)
B. Improved knowledge and skills of facilitators	Facilitator assessment	
C. Improved delivery of GBV awareness raising sessions by facilitators	Facilitator assessment	
D. Increase in number of participants attending the GBV awareness raising sessions	Session review	Facilitator
E. Increase in number of participants who attend a GBV awareness raising session for the first time	Session review	
F. Increase in number of participants who have attended more than four GBV awareness raising sessions	Session review	
G. Increase in positive reactions by participants to new ideas introduced in the GBV awareness raising sessions	Session review	
H. Increase in positive attitudes towards GBV among men and boys who complete a GBV awareness raising program	Program impact	
I. Increase in knowledge of GBV among women and girls who complete a GBV awareness raising program	Program impact	
J. Increase in positive attitudes towards women's empowerment among women and girls who complete a GBV awareness raising program	Program impact	
K. Increase in positive messages about how to prevent and respond to GBV articulated by women and girls who complete a GBV awareness raising program	Program impact	
L. Increase in positive actions taken to prevent GBV by participants who complete a GBV awareness raising program	Program impact	
M. Increase in numbers of reporting	(Internal reporting)	
N. Increase in number of women and girls accessing services	(Internal reporting)	Organization

Appendices

Appendix 2: Facilitator Assessment

GBV SC member organizations should complete one assessment for each allocated facilitator soon after the facilitator has started to facilitate GBV awareness raising sessions and again after six months. Peer assessments are highly recommended.

Organization
Name of Facilitator
Date

Rate the knowledge and skills, and delivery of the facilitator using the following code:

4 = Excellent – The facilitator has achieved a high standard and is fully competent

3 = Good – The facilitator has achieved an adequate standard that allows them to facilitate well

2 = Needs improvement – The facilitator could benefit from improving

1 = Poor – The facilitator has not reached a standard that is adequate for facilitation

Knowledge and skills

Knowledge / Skill	First assessment rating	Subsequent assessment rating
Understands the methodology for delivering GBV awareness raising sessions as described in this toolkit		
Can define sex, gender, power, violence and consent with examples of each		
Can list types and consequences of GBV with examples of each		
Can name causes and contributing factors of GBV, and explain the difference		
Can describe the survivor-centered approach		
Can define the referral pathways relevant to the communities in which they work		
Can articulate the sensitivity of GBV information-sharing from a case management and awareness-raising perspective		
Can explain the prevention of sexual exploitation and abuse responsibilities within the humanitarian response		

Delivery of session

Delivery	First assessment rating	Subsequent assessment rating
Arrives to the session on time		
Has prepared and brought all required materials		
Welcomes the participants		
Is an advocate for gender equality throughout the session		
Listens to participants		
Challenges participants respectfully		
Shows respect for different points of view		
Clarifies instructions for activities		
Summarizes statements made by participants		
Asks open-ended questions that encourage discussion		
Encourages all participants to contribute		

Additional comments

Notes		

Appendix 3: Session Review

Facilitators should complete a review after the completion of each session. Consecutive sessions from all programs can be included on the same review form.

Session review summary

Use this review summary to record the indicator results for each session.

Indicator Number	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
4															
5															
6															
7															

Calculating the indicator results

Indicator Number	Calculations Method
4	Facilitator to count the number of participants in the session.
5	Facilitator to ask: How many of you are attending a GBV awareness raising session for the first time today?
6	Facilitator to ask: How many of you have attended a GBV awareness raising session more than four times?
7	Facilitator to calculate the weighted score using the method described below.

Calculating the result for indicator #7

At the end of a session, provide each participant with a piece of paper. Alternatively, you can ask participants to give their results verbally. Another alternative is to write the statement on a flip chart and provide a voting sticker for each participant to indicate their response.

Ask each participant to identify if they agree or disagree with the following statement:

I have a better understanding of gender based violence because of the ideas we have discussed in this session.

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neutral
- 4 = Somewhat agree
- 5 = Somewhat disagree

Assign the relevant score to each response. Divide the total score by the number of participants in the session to calculate the result for indicator #7.

Appendix 4: Program Impact

Facilitators should ask participants to complete a self-assessment at the start and at the end of the delivery of a full program. There are two different assessment forms: one for women/girls programs and one for men/boys programs.

To ensure accuracy in results, only participants who attended the first session of a program should be asked to complete the assessment after the last session in a program.

Program impact summary

Use this impact summary to record the indicator results for each program.

Indicator Number	First session in program	Last session in program
8		
9		
10		
11		
12		

Calculating the indicator results

Indicator Number	Calculations Method
8	Facilitator to calculate the weighted score using the method described for self-assessment form B.
9	Facilitator to calculate the weighted score using the method described for self-assessment form A.
10	Facilitator to calculate the weighted score using the method described for self-assessment form A.
11	Facilitator to calculate the weighted score using the method described for self-assessment form A.
12	Facilitator to calculate the weighted score using the method described for self-assessment form A or B.

Calculating the impact results for women/girls programs

Before the first session and after the last session in a program, provide each participant with a copy of the self-assessment form A. When you have received the completed self-assessment forms, follow these steps to calculate the results for indicators 9 – 12.

- Use the program impact scorecard to assign a score to each answer.
- Add up the scores for Section One on each completed self-assessment form.
- Add up all scores for Section One on all completed self-assessment forms.
- Divide this total score by the number of participants in the session to calculate the result for indicator #9.
- Repeat these steps for sections two, three and four to calculate the results for indicators #10, #11 and #12 respectively.



Calculating the impact results for men/boys programs

Before the first session and after the last session in a program, provide each participant with a copy of the self-assessment form B. When you have received the completed self-assessment forms, follow these steps to calculate the results for indicators 8 and 12.

- Use the program impact scorecard to assign a score to each answer.
- Add up the scores for Section One on each completed self-assessment form.
- Add up all scores for Section One on all completed self-assessment forms.
- Divide this total score by the number of participants in the session to calculate the result for indicator #9.
- Repeat these steps for Section Two to calculate the result for indicator #12.

Self-assessment A: Women and girls programs

Section One

Please identify which of the following statements you think are true and which are false.

Statement	True	False	For Facilitator's Use Only
Gender inequality causes GBV.			
All GBV involves physical violence.			
Child marriage always leads to economic security for girls.			
A husband shouting at his wife is intimate partner violence.			
GBV only happens in poor communities.			
For Facilitator's Use Only			

Section Two

Please identify which of the following statements you agree or disagree with.

Statement	Agree	Disagree	For Facilitator's Use Only
Girls deserve to have the same education opportunities as boys			
Women should be included in all decision-making in families and communities.			
Women and girls are sometimes to blame for the violence they suffer, especially violence in the home.			
A girl who suffers from sexual violence should be able to talk about it safely. She should be able to seek help.			
A wife should always obey her husband.			
For Facilitator's Use Only			

Section Three

Please identify which of the following you think are appropriate messages to share in your community.

Statement	Yes	No	For Facilitator's Use Only
Everybody has the right to seek help if you have suffered violence.			
Women and girls should never go out at night. It's too dangerous.			
It is to be expected that we might have to give something in return for the humanitarian services we receive.			
Men and boys are naturally violent. Women and girls have a responsibility to not make them angry.			
Domestic violence is everybody's business.			
For Facilitator's Use Only			



Section Four

Please identify which of the following actions you have taken during the past month.

Action	Yes	No	For Facilitator's Use Only
In the past month, I have discussed GBV with a family member.			
In the past month, I have discussed GBV with a neighbor or friend.			
In the past month, I have intervened when I have seen somebody acting violently or aggressively towards somebody else.			
In the past month, I have thought about what I can do to help prevent GBV in my community.			
In the past month, I have discussed the risks of sexual harassment with an adolescent girl.			
For Facilitator's Use Only			

Scorecard for Self-assessment A: Women and girls programs

Section One

Statement	True	False
Gender inequality causes GBV.	1	0
All GBV involves physical violence.	0	1
Child marriage always leads to economic security for girls.	0	1
A husband shouting at his wife is intimate partner violence.	1	0
GBV only happens in poor communities.	0	1

Section Two

Statement	Agree	Disagree
Girls deserve to have the same education opportunities as boys	1	0
Women should be included in all decision-making in families and communities.	1	0
Women and girls are sometimes to blame for the violence they suffer, especially violence in the home.	0	1
A girl who suffers from sexual violence should be able to talk about it safely. She should be able to seek help.	1	0
A wife should always obey her husband.	0	1

Section Three

Statement	Yes	No
Everybody has the right to seek help if you have suffered violence.	1	0
Women and girls should never go out at night. It's too dangerous.	0	1
It is to be expected that we might have to give something in return for the humanitarian services we receive.	0	1
Men and boys are naturally violent. Women and girls have a responsibility to not make them angry.	0	1
Domestic violence is everybody's business.	1	0

Section Four

Action	Yes	No
In the past month, I have discussed GBV with a family member.	1	0
In the past month, I have discussed GBV with a neighbor or friend.	1	0
In the past month, I have intervened when I have seen somebody acting violently or aggressively towards somebody else.	1	0
In the past month, I have thought about what I can do to help prevent GBV in my community.	1	0
In the past month, I have discussed the risks of sexual harassment with an adolescent girl.	1	0



Self-assessment B: Men and Boys Programs

Section One

Please identify which of the following statements you agree or disagree with.

Statement	Agree	Disagree	For Facilitator's Use Only
Sometimes men and boys cannot help getting violent. It's in their nature.			
Violence that occurs in the home should be considered a private matter.			
It is just harmless fun when boys tease girls about their bodies or clothes.			
A girl who suffers from sexual violence should avoid talking about it to protect her reputation and the reputation of her family.			
A husband has the right to hit his wife if she doesn't do what he tells her.			
For Facilitator's Use Only			

Section Two

Please identify which of the following statements are true or false for you.

Action	Yes	No	For Facilitator's Use Only
In the past month, I have discussed GBV with a family member.			
In the past month, I have discussed GBV with a neighbor or friend.			
In the past month, I have intervened when I have seen somebody acting violently or aggressively towards somebody else.			
In the past month, I have thought about what I can do to help prevent GBV in my community.			
In the past month, I have encouraged an adolescent boy to have respect for adolescent girls in our community.			
For Facilitator's Use Only			



Scorecard for Self-assessment B: Men and Boys Programs

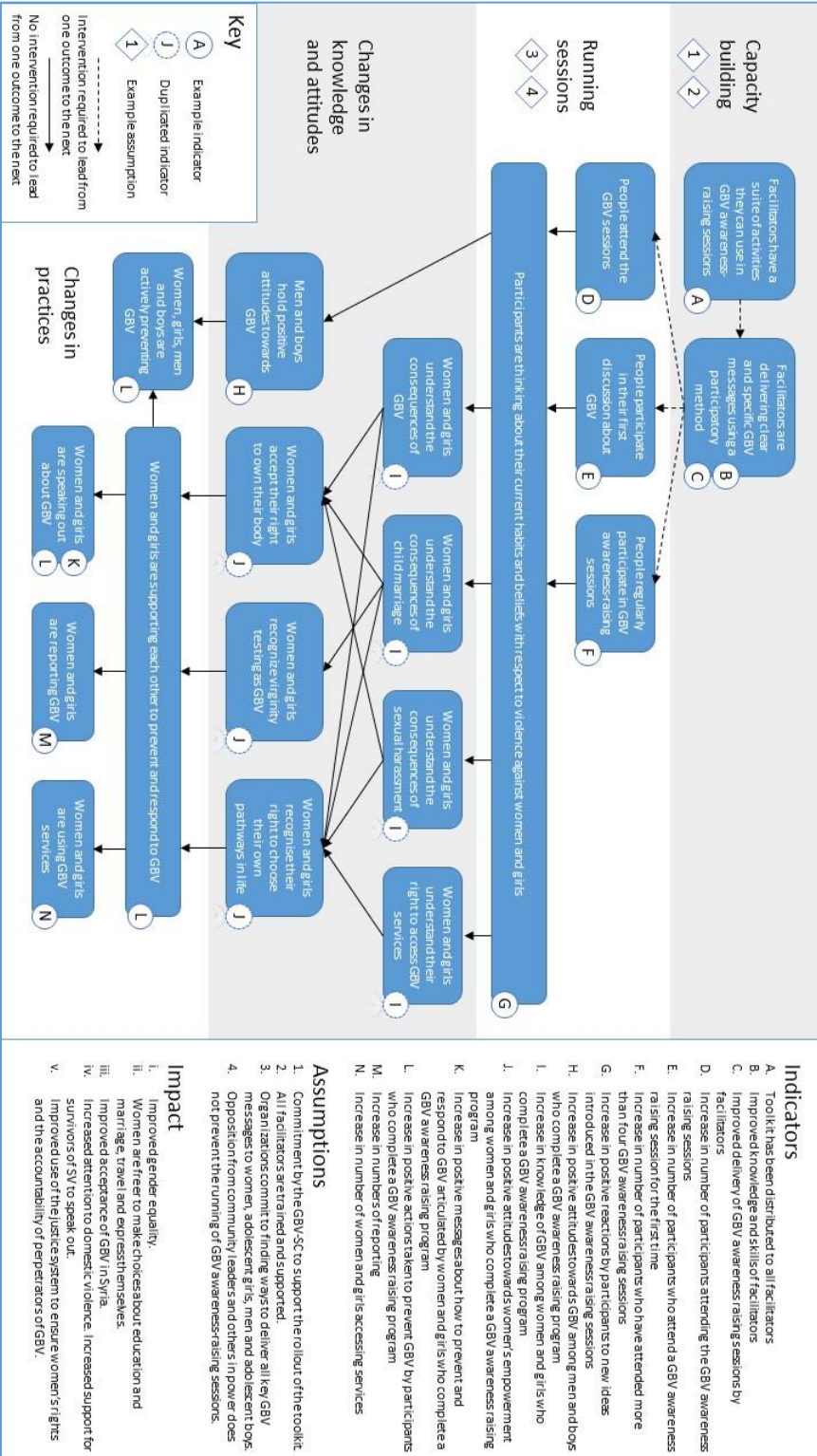
Section One

Statement	Agree	Disagree
Sometimes men and boys cannot help getting violent. It's in their nature.	0	1
Violence that occurs in the home should be considered a private matter.	0	1
It is just harmless fun when boys tease girls about their bodies or clothes.	0	1
A girl who suffers from sexual violence should avoid talking about it to protect her reputation and the reputation of her family.	0	1
A husband has the right to hit his wife if she doesn't do what he tells her.	0	1

Section Two

Action	Yes	No
In the past month, I have discussed GBV with a family member.	1	0
In the past month, I have discussed GBV with a neighbor or friend.	1	0
In the past month, I have intervened when I have seen somebody acting violently or aggressively towards somebody else.	1	0
In the past month, I have thought about what I can do to help prevent GBV in my community.	1	0
In the past month, I have encouraged an adolescent boy to have respect for adolescent girls in our community.	1	0

Appendix 5: Theory of Change Diagram





Appendix 6: References

This toolkit has been developed drawing on existing resources, inputs from relevant stakeholders and actors, and creative development. The following is a list of key resources that helped inform the methodology and content.

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