



# **Adult Workshop**

## Part One: Facilitator's Guide



## **TO: Workshop Facilitators**

Dear Educators:

The British Columbia 'We Can End All Violence against Women' Coalition Team is pleased to provide you with this We Can End All Violence against Women Workshop Kit. We hope you will find it useful in your efforts to raise awareness about violence against women.

Violence against women persists globally as both a pervasive violation of human rights and a significant impediment to achieving gender equality. Despite successful actions by women's organizations over the past three decades, the scale and severity of violence against women is increasing.

'We Can' believes that the best way to prevent violence against women from occurring is to challenge the social beliefs, attitudes and practices that support and maintain violence against women. By focusing on attitudinal change and on challenging long standing practices that are harmful to women we can replace them with positive social values that foster individuals' rights and dignity.

A key component of the 'We Can' campaign is educating and mobilizing individuals to take a public stand and public action against violence against women. By delivering this workshop in your school, workplace or community, you are directly participating in an international effort to end violence against women. By encouraging participants to become involved with initiatives to end all gender-based violence and discrimination, you are contributing to a worldwide movement for global social justice.

The following workshop has been designed to be both participatory and interactive while at the same time sensitive to the diverse needs and backgrounds of all participants. It is important to note that this package is not a script for you to follow word-for-word, but rather a guide or kit that can be adapted as you see fit.

Although this handbook has been designed to contain enough detailed information about violence against women and the 'We Can' campaign to enable you to design an interesting, thought-provoking workshop, you may wish to do some outside reading to broaden your own understanding of the issue. Here are a few good places to start:

- The British Columbia 'We Can' Website: [www.wecanbc.ca](http://www.wecanbc.ca) > Resources
- The South Asia 'We Can' Website: [www.wecanendvaw.org](http://www.wecanendvaw.org)
- The United Nations 4<sup>th</sup> World Conference on Women:  
<http://www.un.org/womenwatch/daw/beijing/platform/violence.htm>

Thank you for your ongoing commitment to ending violence against women.

Yours sincerely,

The 'We Can' Coalition of BC



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## Workshop Objectives

This workshop is designed to:

- Encourage participants to examine issues of women's rights, gender equality and global social justice
- Raise awareness about violence against women, understand why violence against women occurs and address violence against women as a current global challenge
- Introduce participants to the 'We Can End All Violence against Women' campaign
- Demonstrate the importance of **attitudinal change** in ending violence against women
- Encourage participants to become actively involved with initiatives to end violence against women
- Inspire participants to become Change Makers

## Workshop Checklist

Make sure to obtain and print out other documents from Adult Workshop Kit:

- Part Two: Backgrounder
- Part Three: Transparencies
- Part Four: Handouts

## Organization of the Workshop

### Before the Workshop

- Do background research on the material that you are presenting; read 'Part Two: Backgrounder' of the Workshop Kit
- Print out overhead transparencies from 'Part Three' of the Workshop Kit
- Take care of all logistical elements (venue, overhead projector and/or TV)
- Advertise the workshop
- Gather and itemize materials that you will bring with you

### What are the Objectives?

- Be Specific – What do you want the participant to gain from the workshop?
- How will you know whether you have achieved these objectives?
- Be Realistic – Consider the time you have available

### Who are the Participants?

- How many participants are you expecting?
- Social Identity?
- Sectors they represent?
- Areas of work and knowledge?
- Do they know each other?
- Why are they attending this workshop? What are their expectations?

### Effective Introduction

- Make sure that objectives are clear
- Use dynamic warm-up activities where participants have to work together
- Ascertain participants' expectations
- Get people focused – you can use the video for this
- Establish credibility as a facilitator

### During the Workshop

- Present information visually (charts, overheads, videos, slides etc.)
- Use small group activities where appropriate and possible
- Engage participants with interactive discussions and hands-on activities
- Make sure the objective remains clear throughout the workshop
- Consider the participants' comfort levels
- Adapt to needs as they arise
- Deal with problems and questions as they occur
- Watch the time and know when to move on



## WORKSHOP AGENDA

- |   |                   |
|---|-------------------|
| <b>A. Introduction</b>                                  | <b>4 minutes</b>  |
| <b>B. Media Reporting</b>                               | <b>5 minutes</b>  |
| <b>C. Defining Women against Violence</b>               | <b>6 minutes</b>  |
| <b>D. Making Connections: Inequality and Violence</b>   | <b>10 minutes</b> |
| <b>E. Portrayal of Violence against Women in Canada</b> | <b>15 minutes</b> |
| <b>F. Costs of Violence against Women</b>               | <b>3 minutes</b>  |
| <b>G. Making Change Happen</b>                          | <b>10 minutes</b> |
| <b>H. Get Involved: Become a Change Maker</b>           | <b>2 minutes</b>  |
| <b>I. Question and Answer and Wrap-Up</b>               | <b>5 minutes</b>  |

**Total Time: 60 minutes**

## Workshop Guide

### Key Ideas

- The issues of violence against women and gender inequality are fundamentally interconnected. Gender inequality remains one of the root causes of violence against women while violence against women serves as both an acute sign of gender inequality and a means of perpetuating it.
- Violence against women is institutionalized at all levels of society – individual, family and community. To foster women’s equal worth and opportunity, it is necessary to address the issue of gender discrimination and violence against women at each level.
- Ending violence against women requires a change in deeply entrenched and pervasive societal attitudes and practices that endorse violence against women.
- Long standing practices that are harmful to women can be replaced with positive social values that foster individual rights and dignity.

### A. Introduction

(5 minutes)

#### Welcome

- Introduce facilitators and participants and invite participants to help themselves to refreshments.
- Provide a brief introduction to the ‘We Can End All Violence against Women’ campaign. [See ‘Part Two: Backgrounder’]
- *Tell participants that this workshop has been designed to be interactive and participatory and encourage participants to contribute their comments, ideas and questions throughout the session.*

#### Objectives

Go through workshop objectives with the participants. A copy of the workshop objectives is provided on an overhead transparency.

- Tell participants that this workshop will examine issues relating to women’s rights, gender equality and global social justice. [See ‘Part Two: Backgrounder’]
- Tell participants that this session is intended to raise awareness about violence against women and introduce participants to the ‘We Can End All Violence against Women’ campaign
- Tell participants that this session is designed to encourage participants to become actively involved with initiatives to end violence against women

#### Agenda

Discuss how the workshop will be presented. Copies of the Agenda may be handed out at this time or participants can refer to copies in their workshop handbook. A copy of the agenda is provided on an overhead transparency.



## B. Media Reporting

(5 minutes)

**Objective:** This activity is designed to introduce the topic of violence against women and to encourage participants to reflect on how violence against women is conceptualized.

This activity can be done with all participants.

**Setup:** Place 'Newspaper Article' transparency on an overhead projector, but make sure that the title of the article is not visible. Ask participants to skim through it quickly.

### Newspaper Article

## Domestic dispute ends in injury, serious charges

By Jessey Bird Vancouver Sun July 30, 2007 Can West News Service

Windsor, Ont.—Neighbours quietly watched as a Windsor woman was taken away on Sunday evening, after her boyfriend allegedly ran her over with a mini-van—twice.

The 47-year-old accused male was arrested at the scene.

Police were called to a housing complex on Sunday at about 3:30 p.m. for a domestic disturbance.

The couple were arguing over a cellphone when the male allegedly hit his girlfriend with a mini-van, said police.

The victim was standing next to the car and the vehicle was reversing, said Staff Sgt. Steven Bodri, "As a result of him reversing he struck her and I guess she fell down.

"He then proceeded to drive, causing further injuries, said Bodri.

The 40-year-old victim was immediately transported to hospital with a suspected fractured leg and arm. While she is expected to make a full recovery, Bodri said police take this kind of offence very seriously. "Any domestic violence incidents are serious," said Bodri. "This is an ongoing problem we have every day in the city and elsewhere in the province.

Once the participants have finished reading the article:

**Ask:** How would you characterize these actions (ie: violence, abuse)?

**Ask:** Think of an appropriate title for the article.

Once participants have called out their answers, uncover the title of the article.

**Ask:** What do you think of the title?

**Ask:** Is 'domestic dispute' an appropriate way to classify these actions?

Do not debrief participants yet, we will come back to this later activity later in the workshop. Ask participants to keep the article in the back of their mind as we will be returning to it later.





### C. Defining Violence against Women

(6 minutes)

**Objective:** Before we continue with the workshop it is useful to define some of the key terms we will be using. This activity will allow participants to develop an inclusive definition of violence against women and will encourage participants to work through some of the key issues relating to violence against women.

**Setup:** A whiteboard or flipchart would be useful. Before the session write the definition of violence against women on a piece of flipchart paper.

**Ask:** What is violence against women?

**Ask:** What are some examples of violence against women?

Participants will give their answers out loud and a recorder will write down all of the answers on a board or a piece of flipchart paper.

Once a preliminary definition of violence against women has been recorded (or several examples have been provided) direct participants' attention to the pre-recorded definition of violence against women.

**Working Definition:** *Violence against women is defined as any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts and coercion or arbitrary deprivation of liberty, whether in public or private life.*

*Violence against women includes: physical, sexual, psychological and economic violence, harassment or intimidation; sexual abuse or rape, including marital rape or sexual slavery; battery; domestic violence; forced prostitution; trafficking in women and girls; burning or acid throwing; female genital mutilation; female feticide and infanticide; violence in armed conflict; systemic rape; forced pregnancy; and forced marriage.*

Ask participants if there are any striking similarities or differences between the definitions. If participants' answers focused on violence against women in Canada, be sure to point out the global practices that are harmful to women. If participants' answers focused on global practices, be sure to present the issue of violence against women in a Canadian context.

**Ask:** Who does violence against women affect?

*Violence against women cuts across all boundaries of race, religion, culture, ethnicity, education, income and geography and endangers the health and violates the rights of millions of women and girls around the world.*

*While violence against women effects everyone, some groups of women are particularly vulnerable to violence, including: women belonging to minority or indigenous groups; refugees; migrant labourers; women living in poverty; women living in rural or remote communities; women placed in federal institutions or detention centres; displaced persons; women who have been repatriated; women living in situations of armed conflict*



*and wars of aggression; women living in areas, in which civil conflict and terrorism are present; female children; elderly women.*

**Ask:** Where does violence against women happen?

*Violence against women persists globally as both a pervasive violation of human rights and a significant impediment to achieving gender equality. It is estimated that one in every three women has been beaten, coerced into sex or otherwise abused by a male in her lifetime. Despite successful actions by women's organizations over the past three decades, the scale and severity of violence against women is increasing.*

#### **D. Making Connections: Inequality and Violence (10 minutes)**

**Objective:** This activity serves to introduce the scope and severity of violence against women and acts to encourage participants to work to understand *why* violence against women happens. Participants will be asked to think critically and analyze the relationship between gender inequality and violence against women.

**Setup:** Place 'Factual statements' transparency on the overhead projector. Give participants a few minutes to read through and reflect on the statements. All of the statements provided are true, however, ask your participants the following question and discuss their responses.

**Ask:** Do you think these statements are true?

##### **Factual Statements:**

- Globally, one in three women has experienced physical or sexual violence or abuse by a male.<sup>1</sup>
- Among women aged 15-44 years, gender-based violence accounts for more death and disability than the combined effects of cancer, malaria, traffic injuries and war.<sup>2</sup>
- Women are more likely to be victimized by a friend, family member or intimate partner, than by a stranger
- The economic costs of violence against women in British Columbia, including health care, policing, incarceration, court proceedings and transition houses, totals approximately one billion dollars per year.<sup>3</sup>
- 101,019 women and children were admitted to shelters across Canada between April 1, 2007 and March 31, 2008.<sup>4</sup>
- In Canada only 30 percent of women who have experienced physical violence and less than 10 percent of women who have experienced sexual violence report these offences to the police.<sup>5</sup>

<sup>1</sup> UN Commission on the Status of Women, 2/28/00 - <http://www.un.org/womenwatch/daw/csw/>

<sup>2</sup> UNIFEM East and South East Asia Region - <http://unifem-eseasia.org/resources/factsheets/Gendis5.htm>

<sup>3</sup> Critical Elements of an Effective Response to VAW: Briefing Document - [http://www.bcysth.ca/pdf/resources/criticalelements/BN\\_INTRO.pdf](http://www.bcysth.ca/pdf/resources/criticalelements/BN_INTRO.pdf)

<sup>4</sup> Residents of Canada's Shelters for Abused Women, 2007/2008 Statistics Canada

<sup>5</sup> Measuring Violence Against Women: Statistical Trends 2006 Statistics Canada



- Over a five year period between 1994 and 1999 in Canada half a million children heard or witnessed a parent being assaulted.<sup>6</sup>

**Ask:** Why is this happening? What are the reasons for violence against women? Tell participants you would like this activity to be run as a group brainstorm. Record participants answers.

Make sure participants are aware of and understand the following reasons for violence against women:

- *Historically unequal power relations between women and men*
- *Differentiated socialization of girls and boys*
- *Women's unequal access to political, economic and legal sectors*
- *The use of violence means to resolve interpersonal conflict*
- *Unequal symbolizations of women's and men's bodies*

*Although acts of violence against women are often perpetrated by individuals, it is important to consider that gender-based violence is a learned behaviour. Socialization plays a major role in such learning. Individual acts are supported overtly or tacitly through social institutions such as the family, the community and the state, either through normative rules or by impunity towards acts of violence.*

Once the above reasons have been discussed (this might take on a more lecture-based format) discuss in detail the relationship between gender inequality and violence against women.

**Ask:** What is gender equality?

Discuss the following definition.

Principles of gender equality are centered on the belief that women and men are equal. Gender equality involves: promoting the full participation of women as equal partners in sustainable social development; encouraging the equal participation of women and men in all decision-making capacities; supporting women and girls so that they are fully able to exercise their rights to life, liberty, security of person, education, healthcare etc; and reducing the gap between women's and men's access to and control of resources. Gender equality can only be achieved when women are recognized as agents of change in all economic, social and political processes.

**Ask:** How are gender inequality and violence against women connected?

Discuss the following:

### ***Gender Inequality and Violence against Women***

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<sup>6</sup> Family Violence in Canada: A Statistical Profile 2006 Statistics Canada



*The issues of gender inequality and violence against women are fundamentally interconnected. Gender inequality remains one of the root causes of violence against women while violence against women serves as both an acute manifestation of gender inequality and a means of perpetuating it. Gender discrimination and inequality, which is rooted in the socially constructed gender roles and identities assigned to women and men, denies women access to critical resources<sup>7</sup>, including education, employment, capital and information and knowledge. Without access to these social resources, women's power to make decisions, earn a living and free themselves from situations of violence and domination is seriously compromised.*

*Tell participants that an understanding of gender inequality is necessary not only to recognize and understand the attitudes, beliefs and practices that support and maintain violence against women, but also to develop solutions for change.*

### **E. Portrayal of Violence against Women in Canada (15 minutes)**

**Objective:** This activity encourages participants to analyze and examine the issue of violence against women in a Canadian context.

**Setup:** A copy of the newspaper article used in Section B is required for this activity.

Place the article used in Section B back on the overhead projector. This time make sure the title is visible. Tell participants that we are going to use this article to examine and evaluate the issue of violence against women in Canada.

Tell participants that looking at the Statements in Section D, we can see that violence is a serious issue in Canada. Engage in a group discussion about the following questions.

**Ask:** How does this article depict the issue of violence against women in Canada?

If participants are not receptive to the question, facilitators can ask a leading question like: Does this article demonstrate that violence against women is a serious issue in Canada?

**Ask:** Does this article connect this single instance of violence described to the wider issue of violence against women? Follow-up Question: Does this matter? Explain.

**Ask:** Does this article make any connection between violence against women and gender inequality? Follow-up Question: Does this matter? Explain.

**Ask:** Does our use of language have an impact on how we view the issue of violence against women? By labeling an act of violence against women as something else (ie: domestic dispute) are we making the issue of violence less visible in the Canadian context?

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<sup>7</sup> UNICEF. 'Gender Equality.' <http://www.unicef.org/gender/index.html>

*Characterizing an act of violence against women as something less significant like 'domestic dispute' or 'family violence' poses several problems. Not only do words like 'domestic' and 'family' suggest that these instances of violence are private matters (as opposed to public issues); but also, this kind of language separates these single instances of violence from the wider societal issue of violence against women. The separation of domestic and family violence from violence against women serves to make the issue of gender-based violence less visible in a Canadian context.*

## **F. Costs of Violence against Women (3 minutes)**

**Objective:** This activity enables participants to visually identify some of the effects/costs of violence against women.

**Setup:** Prepare 'What are the Effects of Violence against Women?' transparency for displaying on the overhead projector.

**Ask:** What do you think are some of the effects of violence against women?

Have the participants call out what they think and record it on a piece of flipchart paper.

Show them the overhead and compare and contrast their responses with those on the overhead transparency.

Facilitators could read (out loud) some of the effects of violence against women.

**In General:** Violence against women is not only a violation of fundamental human rights but it is also an obstacle to the achievement of equality, development and peace. Globally, violence against women has eroded women's rights to life, health, security, autonomy, bodily integrity and political participation.

**On Women:** Violence against women carries serious consequences for both women's physical and psychological health; these consequences extend beyond any immediate physical damage. Women who have experienced violence are susceptible to drug and alcohol abuse, depression, anxiety, psychosomatic symptoms and suicide. Women who have experienced sexual violence have often experienced early sexual initiation and are increasingly vulnerable to unprotected sex, unplanned pregnancies and the contraction of sexually transmitted infections, including HIV/AIDS. Women who have experienced violence may also suffer from social isolation and rejection, lowered self-esteem and economic dependence.

**On Children:** Children who experience violence or witness marital violence within the home have a higher propensity to become violent with others or suffer from violence themselves. Children experiencing domestic or family violence might also suffer from: emotional trauma, difficulties in school,



lack of concentration, social isolation, lowered self-esteem and self-confidence and unstable living conditions.

**On Society:** Violence against women has enormous social, economic and political repercussions for society at large. Violence against women undermines a society's social framework for development, justice, peace and equality. The economic costs associated with violence against women are high, included in these costs are: health care, policing, incarceration, intervention, transition houses, diminished productive capacities, social services, child services, court proceedings and intergenerational effects.

## **G. Making Change Happen (10 minutes)**

**Objective:** This activity challenges participants to think critically and apply analytical tools to develop strategies to end violence against women.

**Setup:** A whiteboard or a piece of flipchart paper would be useful.

Tell participants that we have examined the scope and severity of violence against women and we have identified some of the damaging effects of violence against women; now we are going to look at change.

**Ask:** What kind of change is necessary?

**Ask:** What kind of change is possible?

**Ask:** How can this be achieved?

If the group you are working with is enthusiastic and has been participating you can facilitate this activity in **buzz groups**.

**Buzz Groups:** For each question ask participants to break into pairs and discuss/brainstorm possible answers. Give each pair a few minutes to discuss their answers and then call everyone back into a big group. Ask people to call out their answers and record these answers onto a chart or whiteboard.

### **Introduction to the 'We Can' Campaign**

Once you have gone through the above questions, provide a brief background to the 'We Can End All Violence against Women' Campaign and its origins and then focus on British Columbia's We Can initiative.

Review the following sections in your 'Backgrounder: Facilitator's Information':

- What is We Can?
- What are We Can's objectives?
- What is We Can's campaign strategy?
- What is a Change Maker?
- Who can become a Change Maker?



More information about the campaign is available on the homepage of the British Columbia 'We Can' campaign: [www.wecanbc.ca](http://www.wecanbc.ca).

## H. Get Involved: Become a Change Maker

(2 minutes)

**Objective:** To outline the different ways that participants can become involved in the 'We Can' campaign or other initiatives to end violence against women.

**Setup:** Display 'What Can You Do?' and 'Change Makers' transparencies on the overhead projector.

Discuss the process of becoming a Change Maker: taking the pledge and registering with the campaign (the form is included in 'Part Four: Handouts', their role and what they can do.

### Change Makers Believe: Pledge

- ❖ Violence against women is never acceptable
- ❖ Change in current gender perceptions and attitudes is essential and possible
- ❖ Violence against women is a public issue, not a private matter
- ❖ Each individual has the potential to change her or his own life
- ❖ Change must begin now

### What Do Change Makers Do?

- ❖ Initiate and encourage discussion about gender inequality and violence against women
- ❖ Act as role models of alternative behaviours
- ❖ Encourage others to recognize the various forms of gender violence and discrimination
- ❖ Enlist the help of influential community members to create a positive environment and to reduce risks for women

### How Can They Do This?

- ❖ Talk to friends, neighbours and colleagues to raise awareness about violence against women and encourage them to re-examine their own attitudes and practices
- ❖ Increase their own awareness about violence against women
- ❖ Disseminate campaign information
- ❖ Challenge existing gender biased attitudes, stereotypes and practices
- ❖ Take a public stand against violence against women
- ❖ Support women who are experiencing violence

Go over some of the activities listed on the 'What Can You Do' sheet and refer participants to 'We Can' resources and materials.





# What Can YOU Do?

## JOIN THE CAMPAIGN & BECOME A CHANGE MAKER!

Help us to change the ATTITUDES, BELIEFS and PRACTICES  
that support violence against women.

### Change Makers pledge to:

- Speak out publicly against VAW
- Encourage 5 other people to join the 'We Can' campaign
- Challenge, existing gender-biased attitudes, stereotypes and practices in their community
- Support all laws that eradicate violence
- Support victims of violence



### BECOME a FACILITATOR

Facilitate workshops to raise awareness about violence against women in your school, place of work and community!

### VOLUNTEER

Volunteer with your local 'We Can' partner and participate in campaign events!

### LEARN MORE

Visit our website to learn more about violence against women and the 'We Can' campaign!

### START a CHANGE MAKERS CLUB at YOUR SCHOOL

For more information and to register as a Change Maker visit

<http://www.wecanbc.ca>





### **Say Something. Men Talking to Men**

If you are talking to a group with several men this would be a good activity to do. Read out the scenarios and discuss how men could speak to men on these issues. 'Say Something. Men Talking to Men' is included in 'Part Four: Handouts'.

## **I. Question and Answer and Wrap-Up (5 minutes)**

This is an opportunity for participants to ask questions, make comments or suggestions or share ideas.

Thank participants for sharing their thoughts and ideas and encourage them think about the effects of violence against women and how they can become involved in efforts to end violence.

Inform participants that 'We Can' handouts and brochures are available at the front of the room and provide participants with campaign contact information, website address and list of resources.

Ask participants to fill out a brief evaluation form.