

Leadership Training for Young Refugee Women



Training Modules developed and produced by Eileen Pittaway
Centre for Refugee Research,
University of New South Wales, Sydney Australia
Graphics by Damayanthi Muthukamaraga and Anna Gilet

For

The Age Gender and Diversity Unit, UNHCR, Geneva.

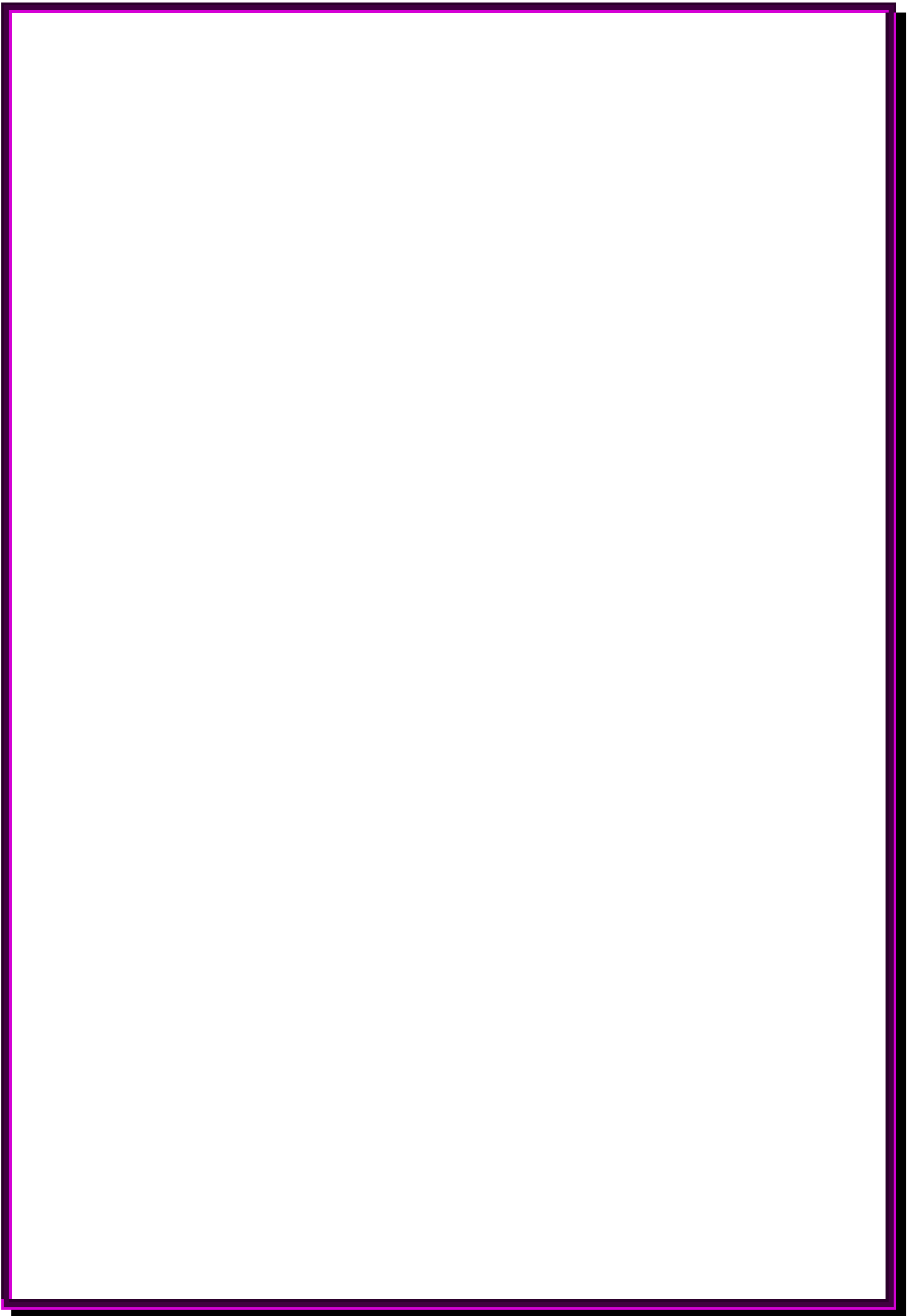
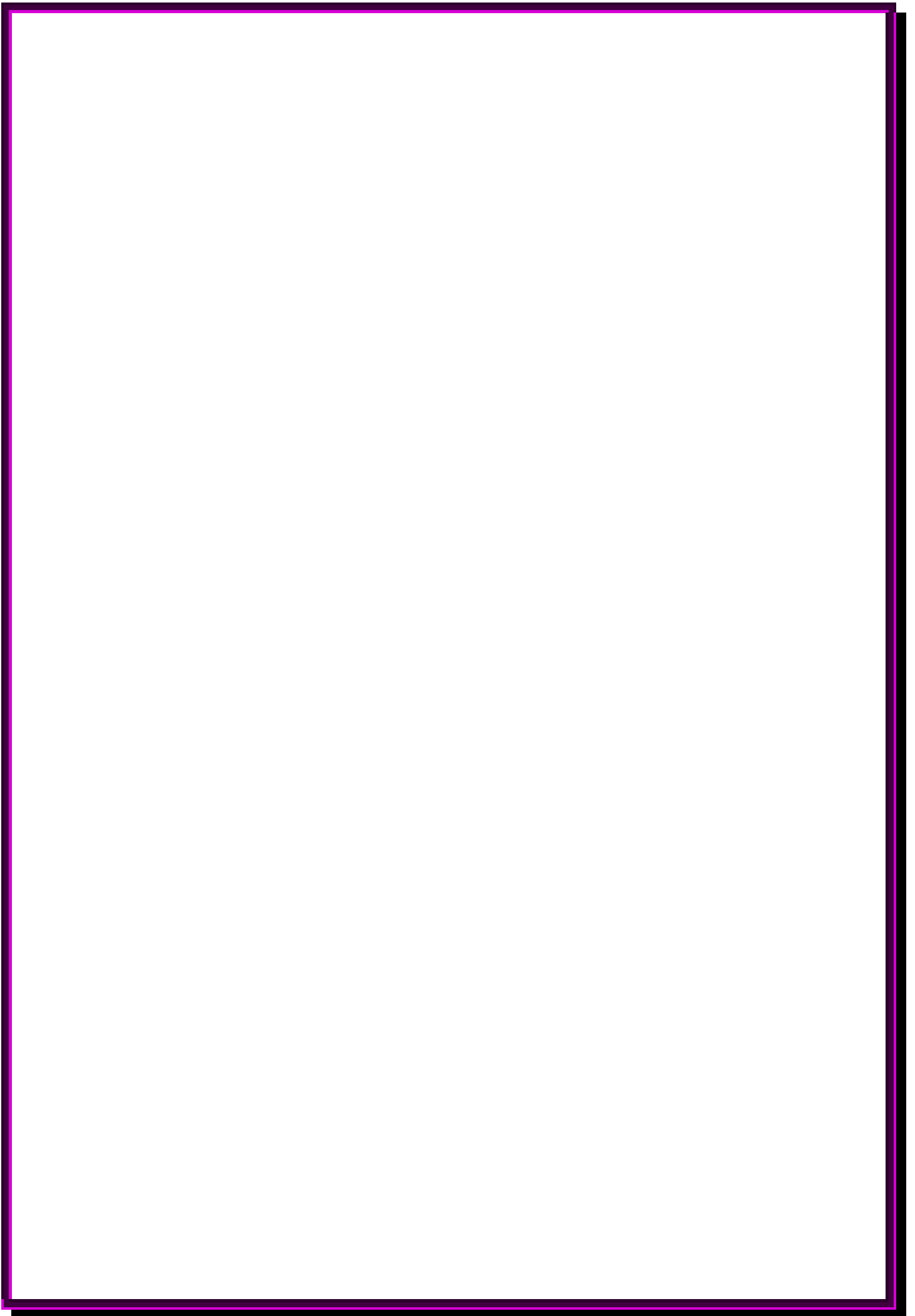


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Leadership Training for Young Refugee Women

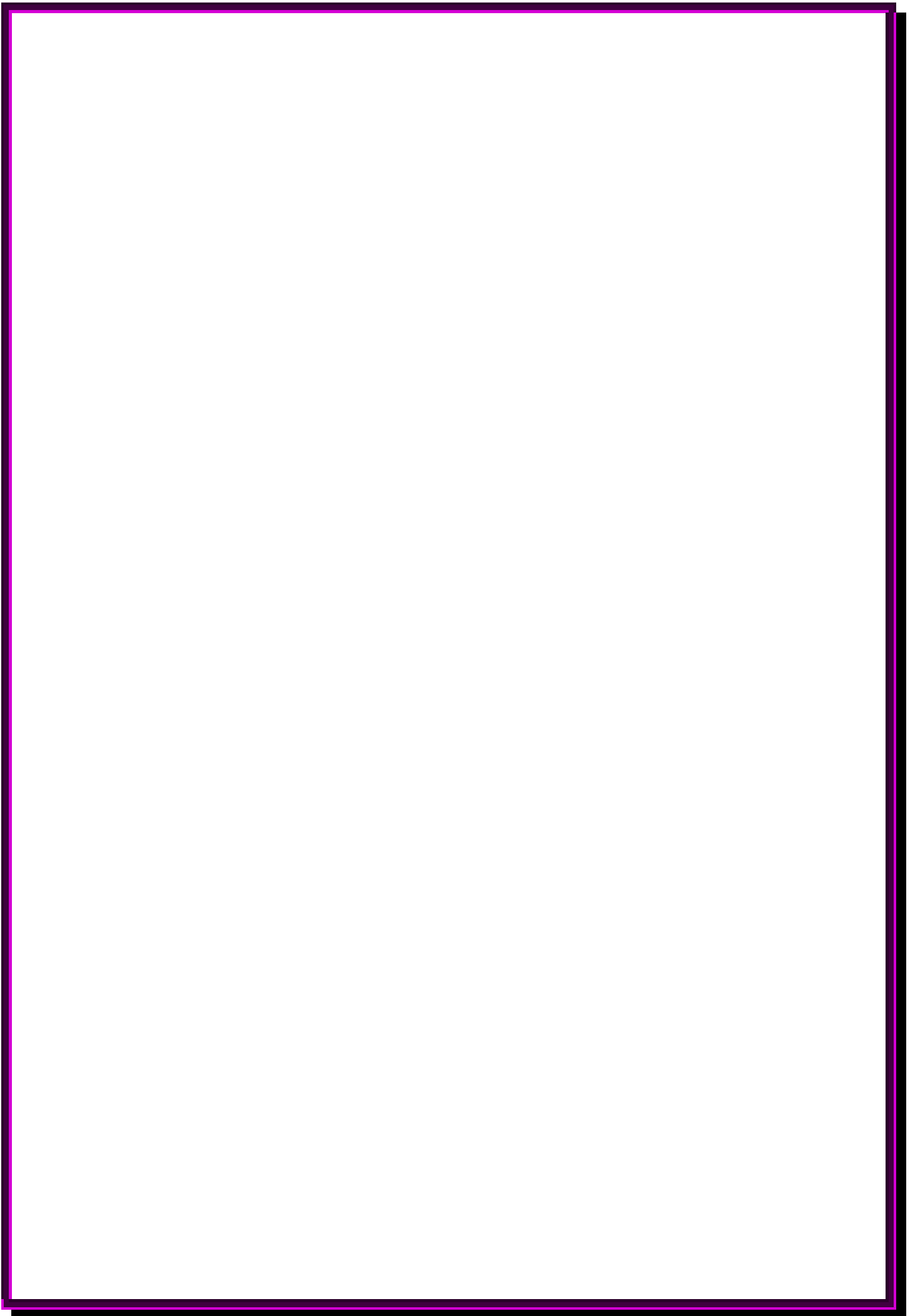


Training Program

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Program

DAY 1

Session 1

2 hours

Introduction and Confidentiality agreement.

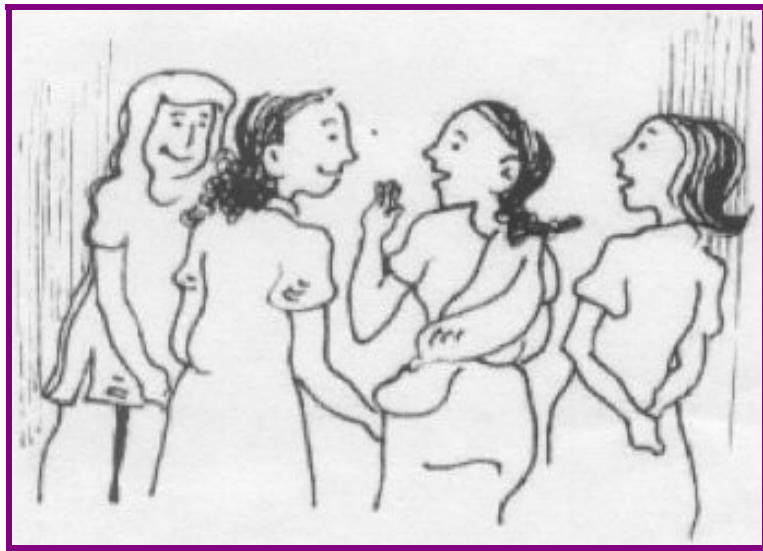
Facilitators and participants will start to get to know each other, and confidentiality will be discussed and agreed upon.

The purpose of the training will be discussed and women will be invited to identify a range of leadership roles and activities which can be taken by refugee women and girls in camps and urban refugee settings. The training will build the capacity of participants to undertake those roles and activities.

We will also list what the participants want to gain from attending the course.

Break

30 minutes



Session 2

1 hour

What is leadership? Why women leaders?

We will introduce the idea that all human beings, women and men, have the right to participate in decision making processes which impact on their lives, the lives of their families and communities. That all people have the right to be leaders.

We will explore what leadership means and how women can build on their existing leadership skills for the benefit of their communities.

Lunch

1 hour



Session 3

1.5 hours

Human Rights.

In this session, using a series of games and exercises, we will explore what “Human Rights” mean, what rights we all have as human beings and the complex notions of “Indivisibility” and “inalienability”. This session will focus on the broad spectrum of human rights detailed in the Universal Declaration of Human Rights and the Conventions on Civil and Political Rights and Social, Cultural and Economic Rights.

Break

30 minutes

Session 4

1.5 Hours

Women's Rights are Human Rights

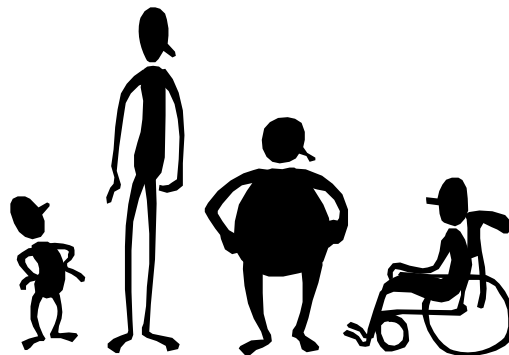
This session introduces a rights based framework which can be used by refugee women in their work as leaders. It provides tools to analyse the issues which face women and girls in the refugee camp or urban refugee settings. Issues of gender are discussed as an introduction to Human Rights which are specific to women and girls.

What is gender?

Gender roles and responsibilities will be discussed. The impact of culture on women's lives will be explored and women will be encouraged to compare their lives as women in their homeland and as refugees.

Gender and social analysis.

In this session we will explore the many identities we bear as women, such as "mother" "wife" "teacher" and how these identities impact on the ways in which we live our lives and how other people perceive us. We will discuss how women can start to assume the identity of "leader", and how the human rights framework can assist them to do this.



Day 2

Session 5

1.5 Hours

Women's Rights

Introducing CEDAW, the Convention to Eliminate all forms of Discrimination Against Women. The particular rights of women will be identified, using CEDAW as a guide. Participants will apply CEDAW to the discussion of gender and social identity

Break

30 Minutes



Session 6

2 Hours

Using a Human Rights framework – The Beijing Platform for Action (BPFA)

It is said that if CEDAW provides the legal framework for women's human rights, the Beijing Platform for Action (BPFA) provides the operating principles – it is the “How to use CEDAW” guide.

The BPFA will be introduced as a guide for claiming our rights. Women will identify which of the 12 ‘Critical Areas of Concern’, detailed in the BPFA, they can use in their work as women leaders.

Lunch

1 Hour

Session 7

1.5 Hours

Conflict Resolution – from the kitchen to the United Nations

Security Council Resolution 1325. How can we use it?

Conflict is the reason that many people are refugees – it is also the cause of much unhappiness within families. In this session we will explore what conflict means and identify the ways in which women can intervene to bring about conflict resolution from the home to the United Nations. We will discuss Security Council Resolution 1325, and the ways in which it can be used by refugee women on the ground.



Session 8

1.5 Hours

Communication Skills for Leadership

In this session we will explore a range of communication skills which it is important to develop as effective leaders. These include:

- Verbal and non verbal communications
- Active listening
- Being non-judgemental
- Talking about grief
- Cross cultural communication

Day 3

Session 9 (with break at an appropriate time)

3 Hours

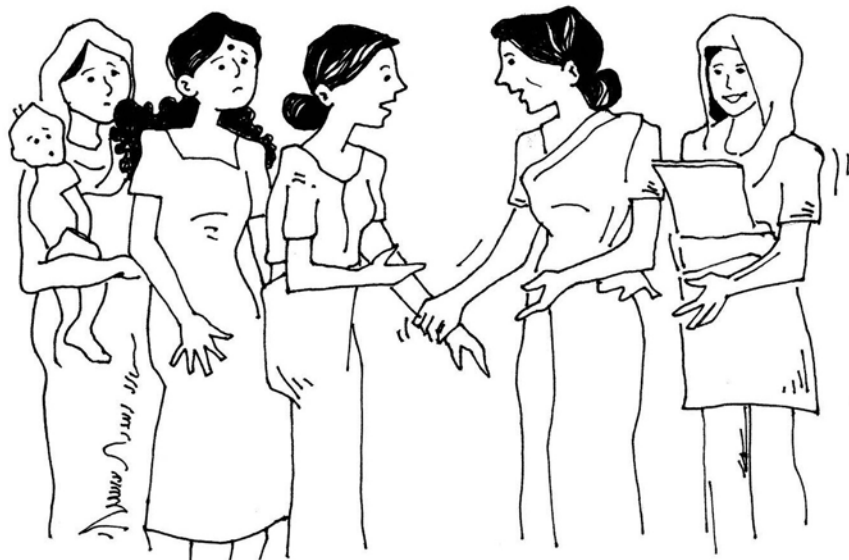
Participation and Empowerment

Building Trust through sharing stories

Leaders need to be empowered themselves, and they need to be able to share their power with others.

In this section we will discuss the notions of empowerment through participation with others, and the trust needed to achieve good participation.

We will practice this by sharing stories of things which are happening to the refugee women and girls which they think need to change. These concerns will form the basis of the work the participants do in the rest of the training.



Session 10

1 Hour

Working with Male Refugees and Service Providers.

In order to be successful leaders, women have to be able to work with men. This can be difficult in situations where traditionally women have not been given formal space as leaders. In this session we will explore the ways in which the group thinks that men in the camp or refugee setting might support them in their leadership aspirations, and barriers which the men might raise to block their participation. We will then assist the group to develop strategies to address these issues.

Lunch

1 Hour

Session 11

3 Hours

Assessing needs

Identifying and responding to community based risks. When acting as leaders it is important that we are truly representing the people we claim to lead. One way to do this is to work with communities to assess exactly what it is they need. In this session we will explore ways to do this.



Day 4

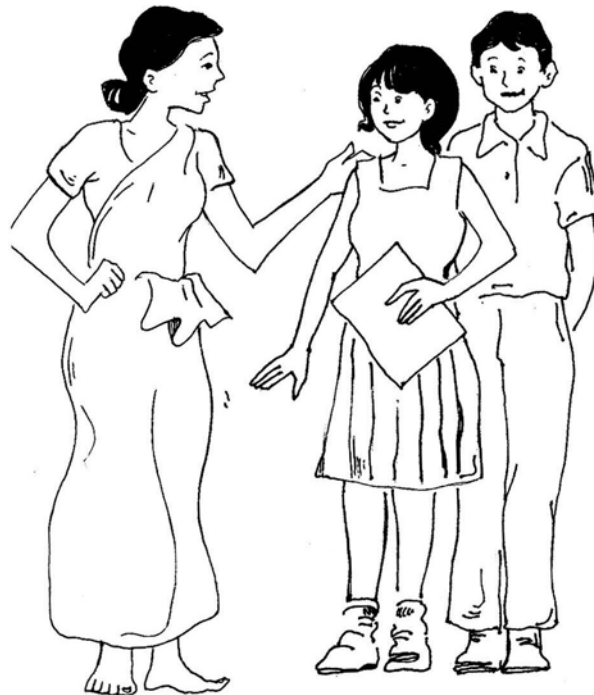
Session 12

3 Hours

What is advocacy

Working with others – building good networks

Good leaders are good advocates – at a community level, local level, a national level and internationally. Good leaders and good advocates work co-operatively with each other to achieve their goals. In this session we will identify the key skills of advocates and ways in which we can work with a range of other groups to achieve our aims.



Session 13

1 Hour

Identifying our strengths as leaders.

By now we will have explored a range of information, ideas and ways to work as leaders. We will have identified skills and knowledge which we will need to develop if we are to be effective. In this session we will identify our own strengths as leaders, both as individuals and as a group.

Lunch

1 Hour

Session 14

3 Hours

Practical exercise

In small groups we identify an issue of concern, analyse the issue using the human rights framework and develop a range of strategies to address it as women leaders.



Day 5

Session 15

3 Hours

Group presentations and discussion.

Each group will discuss their issues and the strategies they have developed to address them. They will identify the leadership skills that they bring as individuals and as a group to solving the problem.

Lunch

1 Hour

Session 16

2 Hours

Strategies for the future.

This training is just a beginning. If the participants do not follow it up, the knowledge gained will fade away. In this session we will make plans for the future. We will define a strategy to make sure that the participants build on their skills and knowledge and take their role as women leaders in their communities.

Break

30 Minutes

Session 17

1.5 Hours

Evaluation and Closing Celebration



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Leadership Training for Young Refugee Women

“Power through Participation”

Allocated Time: 5 days

Target Audience:

The target audience for this consultation are young women who have in some way displayed leadership capacity, or the potential for leadership through involvement in camp committees, education, the provision of services, interaction with UNHCR or interaction with implementing partners. It is important that their participation will not put them at risk with their communities. Some older, established women leaders should also be part of the group, to provide role models to the younger women and to undertake a mentoring role in the future.

Maximum number of Participants:

30 women, plus interpreters, with UNHCR Staff and implementing partners as observers if required and with the agreement of the participants.

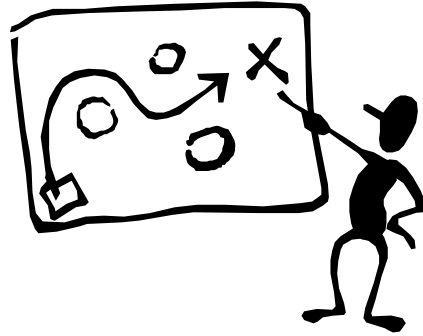
Aim of the Training

This training will provide women with an understanding of their potential as leaders. Employing a human rights framework, it will provide a range of skills to enable them to undertake positive and ethical leadership roles in their communities, both in the camps and in the future once durable solutions are identified.

It will build the capacity and confidence of younger refugee women to take an active role in the decision making processes in the camp and in advocating for the rights of refugee women as a range of durable solutions are explored and implemented.

Key Concepts:

Human Rights, Empowerment, Participatory Development, Community Development, Advocacy, Knowledge and Skills, Mentoring, Decision Making, Education, Elimination of Violence, Gender Equality, Opportunities and Strategies for Change, Challenges, Tools for Change.



Objectives of the Leadership Training

The five day training will:

- ❖ Provide a forum for women to bring together their skills, knowledge and visions for the future
- ❖ Ensure all strategies developed are based in a human rights framework
- ❖ Provide an opportunity for women to work with CEDAW and the Beijing Platform for Action to analyse what is happening to women in their camp or urban setting
- ❖ Provide women with a leadership framework – what does leadership mean to them? Who are the leaders in their communities, families, camps, societies?
- ❖ Assist women to identify their own leadership potential and what they have and can contribute to their communities
- ❖ Explore ways of working positively with male refugees and service providers and encouraging men to include and support women leaders.
- ❖ Promote leadership training as an opportunity to work collaboratively with other women to identify issues and challenges, in order to facilitate change at a regional, national and international level
- ❖ Aim to increase women's participation in order to obtain better outcomes for development, peace and security - introducing Security Council Resolution 1325
- ❖ Develop models for working collaboratively with UNHCR and Implementing partners, NGO's and CBO's organisations
- ❖ Establish mentoring networks – linking younger and older generations to develop a strategy to ensure that they continue to cultivate their leadership skills.

Outcomes:

Participation in this training will build the leadership skills and capacity of young women.

It will familiarise them with concepts of human rights, in particular with their rights as women to take their place in the decision making processes which affect their lives.

The participants will identify a number of local issues in which they can realistically take some action without incurring any risks to themselves or their families. They will then develop strategies to take leadership roles in implementing change.

Training Methods Used

The training is participatory in nature and involves women sharing their stories and experiences. It actively involves them in identifying issues of concern for women in the camps or urban settings, and suggesting a range of activities which they could undertake as leaders to address these issues. It will focus on women developing active partnerships with UNHCR and other service providers (INGO's, NGO's, CBO's) to identify solutions to local problems.

In consultation with refugee groups, a code of confidentiality which places the ownership of the material shared with the women concerned, will be developed. This guarantees that facilitators will not use any of the stories that are documented during the training either in written or multi media format, without participants having given the facilitators written permission to use it.

On the second day participants will identify one or two issues of concern to the group about which they think some action could be taken, and about which they think they could take a leadership role. These issues will then be used as the main examples for the rest of the week, providing the women with something real and achievable to work with. This will reinforce the theory being taught in the course and provide a tangible outcome for the women. It is therefore important that the facilitators work with the women to ensure that the actions they choose to take on are achievable and realistic.

Managing a group of young and older women

While the training is targeted at young refugee women, there is a value in including some older established refugee women leaders in the group. In some places this is important politically, and the training will only be approved by the refugee communities if this happens. It is also a good idea for young women to meet older women as role models and to establish a mentoring program as part of the outcomes of the training. It is acknowledged that the inclusion of older women can also cause some problems. They can dominate discussion and younger women might feel constrained about speaking in front

of community elders. This can be managed by the facilitators by making sure that the young women's voice is heard, while paying due respect to the elder women. Judicious use of small group work, and co-opting the elder women as mentors can also be a useful strategy. This might involve the facilitators holding some meetings with the elder women to invite their participation and suggestions, and to explain the purpose of the training course.

Pre requisites for facilitators.

There should be two facilitators at all times.

It is very important that the facilitators:

- ❖ have previous experience as trainers;
- ❖ be mature enough to gain the respect of the elder women and men in the camp;
- ❖ are familiar with the Human Rights framework and its application, including UNHCR, CCPR, CSCER, CEDAW, the BPFA and Security Council Resolution 1325
- ❖ are familiar with gender issues;
- ❖ are skilled in dealing with groups when issues are discussed which can make some members of the groups very distressed;
- ❖ have demonstrated cross-cultural sensitivity;
- ❖ have demonstrated ability to work effectively with multiple interpreters;
- ❖ have worked in camps or urban situations previously and will not be shocked by the conditions of the refugees, nor the stories which might be told;
- ❖ can be flexible and reorganise and adapt training materials as needed;
- ❖ have a sense of humour;
- ❖ are good working as part of a training team.



Pre Requisites for the Interpreters

It is acknowledged that it is often difficult to find appropriate interpreters in refugee camps and urban situations. The following criteria are therefore desirable rather than essential. Whenever possible the interpreters should:

- ❖ have experience working as an interpreter
- ❖ be literate in the language they are interpreting
- ❖ have the confidence of the participants in the training
- ❖ be a woman
- ❖ have experience in translating gender issues
- ❖ be comfortable discussing issues such as sexuality
- ❖ be prepared to do preparatory work with the facilitators and to attend briefing and debriefing session before and after each days work

Briefing the Interpreters

The quality of the interpreters will have a big impact on the effectiveness of the training, and the learning outcomes for the participants. The interpreters may not be comfortable with some of the material which is presented or discussed, and may not be familiar with participatory and interactive training . It is therefore important that the facilitators meet with the interpreters before the training begins to go through the materials with them. Potential problems can be identified, and the meaning of key words and phrases can be explained. It is important to form a dynamic teaching team. The interpreters have to feel comfortable to be able to tell the facilitators to slow down, to use shorter sentences, or to say that they do not understand what has been said. The facilitators need to feel comfortable to ask the interpreters to restate something if it is obvious from the reaction of the participants that there has been a mis-interpretation.

It will be useful if the interpreters can assist by writing some of the key points of discussion onto flip charts in their own language. It is good to have a brief meeting with the interpreters each morning to plan the days work and each evening to discuss any problems which might have occurred.

Materials in this Training Kit

- ❖ Power point slides - these are also available as overhead projector slides or flip charts. (Henceforth referred to as 'slides' in this manual).
- ❖ Slide-notes for the facilitators with activities, games, discussion points and background materials for each session.
- ❖ Slides as handouts for participants.
- ❖ DVD clips showing refugee women from other countries participating in similar training:
 - 'Owning Our Future' Consultation in Northern Thailand with refugee women from Burma
 - 'Finding Solutions' – with refugee women in Thailand and Kenya
 - 'Reciprocal Research' a powerpoint presentation demonstration of the use of storyboards
 - 'Refugee Women as Leaders'

- 'Elizabeth' the story of a woman at risk from Kakuma Camp and her contribution to an international conference on resettlement.
- ❖ Booklet – 'Tips for Trainers'.

Materials needed to run the course

- ❖ Data projector, overhead slide projector and video, or printed flip charts of the slides.
- ❖ Generator for electrical equipment for some parts of the training.
- ❖ Plain paper flip charts, marker pens.
- ❖ Books and pens for participants.
- ❖ Plastic folders for participants.
- ❖ Copies of slides and other handouts for participants.
- ❖ Copies of Human Rights Conventions such as the UDHR, CEDAW and CROC in local languages. These are usually available from Human Rights Commissions or key local human rights organisations.
- ❖ Coloured beads and twine for the 'Human Rights Necklace' (see activity).
- ❖ Coloured cardboard, paper, pictures, glue tape and brightly coloured pens for the project.
- ❖ Coloured wool for closing 'networking' game.



NOTES FOR PREPARING TO PRESENT THE TRAINING COURSE

See Separate Booklet –

“Tips for Trainers”

How to Use this Training Kit

It is really important that the facilitators read the entire Training Manual and become familiar with the training materials before delivering the course.

The prior knowledge of the participants, the level of literacy in the groups and the number of interpreters to be used will all have an influence on how much of the material in this kit can be used in one week. It is important that facilitators have as much information as possible about the participants prior to beginning the training, so that they can tailor the materials to the needs of the group. For example, in the ‘human rights’ section, there is background material for a quite sophisticated discussion about human rights, for people who have already had some basic human rights training, and also a set of graphics designed to introduce the human rights framework to people for the very first time.

The Manual sets out a suggested structure for each session.

There is a set of slides for each topic, and these have suggested activities and discussion points. Many of the topics depend on the trainer using local examples or examples from their personal experience to illustrate various issues. It is therefore important to do some background research on the refugee site where the training will be held, and the backgrounds of the refugees who are living in that site.

Relevant examples and stories from the facilitators own experience should be prepared for when these are needed to illustrate points made in the sessions.

There is space in the slide notes for facilitators to write their own notes and examples as an ‘aide memoir’ as part of their preparation to deliver the training.

It is suggested that facilitators prepare a bank of these materials before the training begins and adapts this as necessary as the training proceeds. As many camps are in remote locations, it is important to prepare well in advance and to carry all necessary training materials into the camp or training site.

It is important that you plan and time each session before you present it.

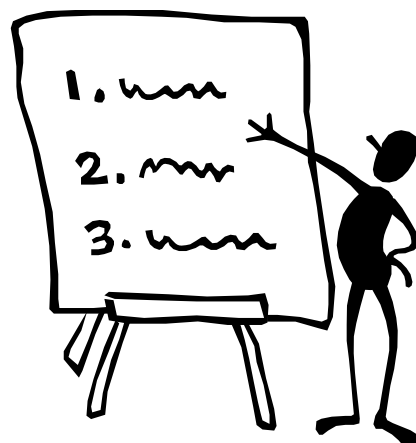
Be strict with participants. If you give them 10 minutes for an activity, make sure that they do not take longer. With careful timing it should be possible to cover all of the material, unless participants are totally unfamiliar with the majority of the materials to be covered.

If you find that they need longer to understand some of the content, cut out some of the course material rather than rushing through everything.

If interpreters are used, make sure that there is one flip chart per interpreter, so that the key discussion points and groups feedback are written in all relevant languages.

If some of the women are pre-literate, carefully explain what is said on the slides through the interpreters. After each group exercise, write the feedback on to a flip chart, then at the end of the session ask the interpreters to read back everything that has been written and check with the women that it is correct. If the group is literate, ask them to write it in their note books.

Good Luck and Enjoy Presenting this Material



INTRODUCTION TO THE TRAINING SESSIONS

NOTES TO THE FACILITATOR ON HOW TO USE THESE MATERIALS

There are 17 sessions in this training course.

There is a set of notes for each session. These notes specify the content and objectives of each session. They will introduce you to the slides that have been provided as a basis for discussion. These slides are a guide to the material which needs to be covered to fulfil the objective. Under each slide you will find suggested discussion points and activities. There is also space for you to write your own notes and provide your own examples or favourite activities.

It also tells you what materials are needed to run the session, and which handouts to give to the participants.

There are a lot of slides for the first two days work, because there is a lot of information to be covered before the participants start working on their own issues. It is important that the slides are used as a trigger for discussion, to emphasise key points, and as a basis for small group work. They are not intended to be used as background for lecture style presentations.

It is useful if you can give the slides to the participants as course handouts and encourage them to write their own notes on the slides. If the resources are available, have the slides translated into the local languages. If not, working closely with the interpreters you can encourage participants to write the translation directly onto their own set of slides.

Encourage participants to make notes in all sessions. This is an invaluable aid to learning and retaining the materials presented. If women are pre-literate make sure you regularly summarise and repeat key points to assist them to memorise the material.

Tips for trainers



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Introduction

These tips are to assist trainers who have completed the “Training of Trainer” course.

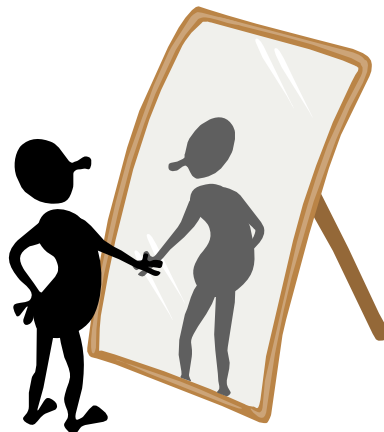
The training course you will be teaching is designed to be participatory.

We hope that the participants will be actively involved, really enjoy the course and will learn a lot of skills and knowledge which will assist them to run the Women’s Centres effectively and efficiently.

It is important that the course is not run as a series of lectures, nor in an authoritarian manner.

You are a facilitator, not a lecturer.

Remember – the participants will probably bring a wealth of skills and knowledge to the course and you will learn as much from them as they do from you.



CONFIDENTIALITY

Very near to the beginning of the course draw up a confidentiality agreement with the participants. Explain that this is necessary to build trust and the sharing of stories and experience.

Negotiate the agreement with the group and write it up on a Flipchart.

Make sure that you cover things such as 'personal stories that are shared in the course, will not be repeated to anyone outside the course'.

Disputes or disagreements over sensitive issues such as abortion will not be shared outside the group without the express permission of the people involved.

Note that as the trainer you will have to provide a report back of the sessions to the NGO's and UNFPA but that this will be shared with the participants.

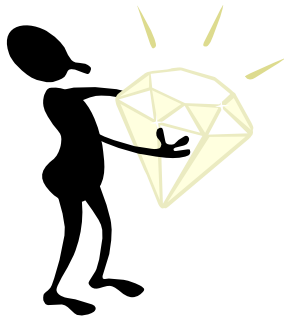
Add anything else which the group agrees on.

Put it upon the wall, sign it yourself and ask all participants to sign it.

If you are using interpreters also ask them to sign it.

At the end of the session give the confidentiality agreement to the relevant NGO





Tips for Trainers

1. prepare all material in advance



Before you begin a training session read right through all of the training session and the background notes.

Make sure you have all the materials that you need for each session, such as flip charts, marker pens and all the things the participants will need.

Check the space you have and make sure it is big enough for exercises and small groups work.

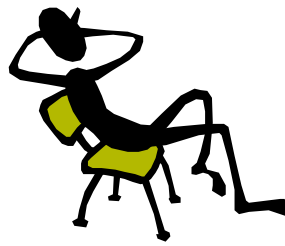
2. Be familiar with the training material



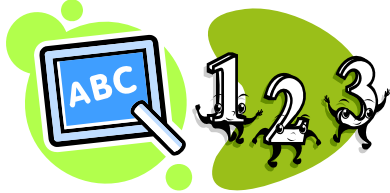
When you read the training material make sure that you Understand what each session is about. If you are not sure about something, ask someone. Do not attempt to teach something you are not confident to explain.

3. Build your own resources with a good supply Of relevant stories and examples

Make sure that you have personal stories and relevant examples to illustrate key points in the training. If you do not have one, use those presented in the ToT or ask colleagues. Be prepared to “act” the stories out in a theatrical manner to engage participants, e.g. if you say “I was really sad” pretend to cry. Sit on a chair with you feet on another chair looking very lazy when describing “Laissez Faire” management styles.



4. Keep language clear and simple



Don't use jargon (unless you explain what it means and why you are using it) and avoid complex language. It is possible to explain all the material in the training session in every day language.

5. Make the materials relevant to participants



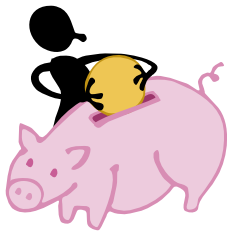
Whenever possible bring in examples from your work or the places where they will be working. Take examples from the recent local newspapers or from newsletters from relevant organisations.

6. Make the training interesting and exciting



Use lots of stories, theatre, role play, games, music and poetry. Get the participants involved in activities. If they enjoy the training and the sessions are interactive they will remember the material much better than if they passively sit and listen.

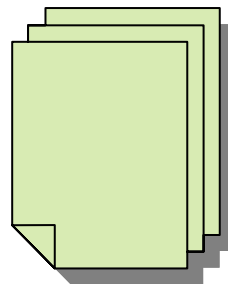
7. Build a bank of good exercises



Before you start training make sure that you have relevant exercises for each session. For example, when teaching management skills get the women to describe their daily routine – then analyse it in terms of the management activities they undertake just to “manage” a home and family.

8. Prepare handouts in advance

Make sure that you have all of the handouts for the participants printed out and ready in advance – you will be too busy during the training to try and get this done then.



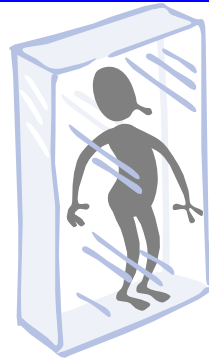
9. Make sure you have all the materials that you need for each session.



At the beginning of each day organise all that you need for each session into separate piles ready to pick up and use at each session. Participants will want to talk to you every second that you are not training, so you need to be well organised!!

10. Use a good 'ice breaker' to start the session.

A good ice breaker allows participants to get to know each other and quickly gets people interacting. This is very important for this participatory style of training. I like to ask participants to give their first names and either its meaning or a little story about why their name was chosen. Start by telling them about your name. You could also ask them to give themselves an adjective before their name. For example, in English this might be "Marvellous Mary" or "Sweet Susan" If this suits the language you are training in, it can help everyone remember each other very quickly. You may have your own favourite "Ice-breaker".



11. Introduce yourself and all participants



Once people have said their names, do another round of introduction, asking where they come from and which Centre they will work in. Introduce yourself, and tell something about your background. This will establish your credibility as a trainer and will help them to remember each others names. On the second morning ask someone to name all participants and do this a couple of times. It will cause a lot of laughter and by the end of the game, most people will know everyone's name.

12. Use name tags with big groups



If you have a big group, use name tags to help people get to know each other quickly. Give people bright markers to write their names so that they can be seen across a room. An alternative ice breaker is to ask them to use a colour or to draw a flower or something else on the name tag which is significant to them. When you go around the circle ask them to explain what the significant is of the drawing on their name tag.

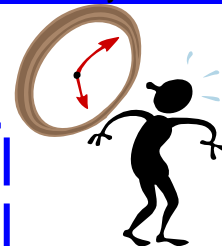
13. Make sure that all participants know what the training is about and why they are there.



It is very important to go through the program at the beginning of the course and to make sure that all of the participants are clear what the training is about.

14. Encourage punctuality, make sure you are punctual yourself!

NEVER be late. Make a contract on the first day about all arriving on time. Point out that the most important part of each session is usually described in the first five minutes. Suggest that if people constantly arrive late for sessions it is a sign of disrespect for both the trainer and the other participants, who have to sit around waiting for them.

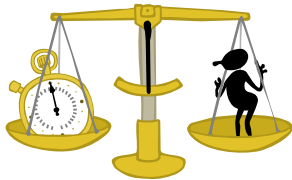


15. No mobile phones!!



Insist that all mobile phones be either off or on “silent” If participants have to accept a call, they have to leave the room. Make a joke of it – suggest that participants will be fined if their phone rings and the money will go to charity. If anyone continues to let their phone ring speak to them privately in the session break.

16. Practise good timing when training



Make sure that you have timed the material that you will present each session. Make sure that you know where you can “make up” time if one session runs over time. Have a couple of ‘back up exercises’ ready in case one session goes very quickly.

When you give the participants exercises be very strict with timing. On the first couple of days just cut them off after the time you have given them for feedback. They will soon learn to time their own work.

17. Make sure participants understand the exercises you are giving to them.

Go through the exercises slowly with participants. Write them onto a Flip Chart. Go around each groups and check that they are clear. It is a waste of time if they do the wrong thing.



18. Make sure participants have sufficient time for exercises



Having decided to be strict on timing you need to be sure that you have given sufficient time. Try to do the exercises at home in advance and work out how much time the participants will need. Watch the groups on the first day – some groups work quickly, others are very slow. Adjust your exercises if necessary

19. Make sure everyone has an opportunity to speak.



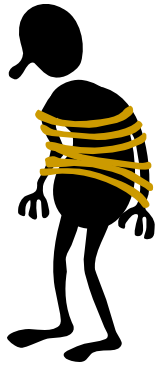
In every group you will find some people who want to talk all the time and others who are very quiet. Make sure that you give all participants an equal chance to contribute. Actively seek responses from quieter people. When getting feedback from individuals or group work, rather than let one person give several responses, go around the group asking each person (or groups) to give just one response at a time, until there are no more points of feedback. That way every one, (or every group) has an opportunity to have their say.

20. Control talkative participants

Ask talkative participants to hold their comments until others have had an opportunity to speak. If necessary, speak to them in the session break and ask them to assist you to give others a chance to contribute. If they still insists in talking over others, politely but firmly tell them they must be quiet until you give them permission to speak. Explain that letting others talk is a mark of respect. Remind them that we are talking about respect as a key attribute for successfully managing the Women's Centres, and that they should be practising it in the training.



21. Control disruptive participants



If a participant is consistently disruptive, ask them politely to stop what they are doing, then talk to them in the break and ask them to be more considerate of other participants.. If the behaviour continues, tell them that they will be asked to leave the training course if it happens again and report the matter to the NGO concerned and UNFPA. In the worst case they will have to leave.

22. Be non judgmental about participants comments

If you gain the trust of participants and encourage discussion, people might make comments about which you are uncomfortable. It is very important that you are not seen to judge these comments, or the people who make them. They may be more liberal than you are comfortable with, for example an acceptance of abortion, teenage pregnancy or homosexuality, and you may not feel comfortable with this. If it really worries you, discuss it with the NGO who is employing you, or with UNFPA.

The comments may be very negative – racist, classist or saying bad things about teenage mothers, homosexuals etc. You need to question these attitudes and challenge them gently. If you do not have experience doing this it is important that you seek help from the NGO or UNFPA. Perhaps an expert in this area can come in and conduct a session with the participants. You can not just ignore negative comments about the community from the managers.



23. Practise active listening



Listen carefully to what the participants say – do not jump ahead and give answers without checking back that you have understood what they have said. Model active listening as something that they will need to do as effective managers.

24. Use interpreters effe

If you need to use Interpreters when training, make sure that you use them effectively.

a. Go through the training material with the interpreter before the sessions begin to make sure that they are comfortable with the language and concepts you are using.

b. Talk to the participants and make sure that the participants talk to you, by maintaining eye contact with them even if you are using the interpreters. If you or the participants talk directly to the Interpreter, then you are giving control of the interaction to them.

c. You still use the first person even when using an interpreter.

for example

“What would you like to do?” asked direct to the person

NOT

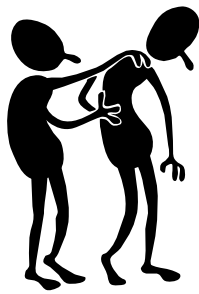
“Ask them what they want to do?” asked to the interpreter.

d. Place the Interpreters discreetly, where they can be heard clearly, but so that they do not dominate the session, e.g. do not have them standing in front of you.

e. If participants look puzzled when the interpreter has translated something that you have said, check with them that they have understood. Maybe the interpretation was not correct. You can tell a lot from watching the participants body language.

Remember more than 60% of communication is through body language.





In some of the discussion participants may become upset. This might happen when discussing the tsunami, or issues such as single teenage mothers. One of them may have had a relative who became a teenage mother and had a very hard time. It is very important that you respond to the person who is upset. Give them words of comfort and understanding. If necessary, take them to a separate room. If they need additional help seek counselling through the NGO or UNFPA.

26. Document important stories, information and feedback from exercises

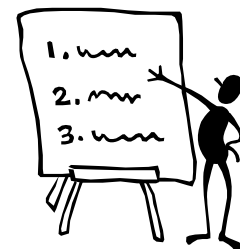
The outcomes of the training may provide very important information to guide the formation and ongoing management of the Centres.

Make sure that you document relevant stories and examples given by the participants and feedback from the exercises



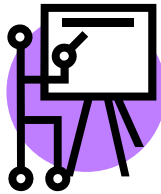
27. Use flipcharts effectively

Have plain paper flip charts for recording the outcomes of discussions and exercises. Ask a participant to help you write these up and check that you agree with what is written. If there are two languages being spoken, use two flip charts. Put relevant work which you may want to refer to as the training continues on the wall of the training room.



28. Use a variety of training methods

Make sure that each day contains a variety of training methods to keep the participants engaged. Avoid lecture style presentations and if you have to present a large amount of material, break it up with individual or small group exercises. Make sure that there is an active session after lunch each day as this is when participants will be most sleepy. The middle day of the training is often the one when participants have least energy. Make sure that the presentations on the final day are exciting and enjoyable.

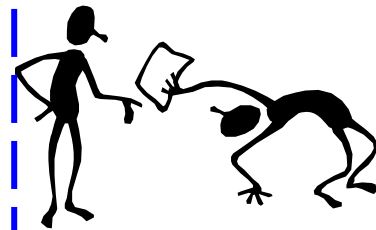


29. Be flexible

Things do not always go as we plan them!! You may find that the participants are already familiar with much of the material you are presenting. In this case set them a series of exercises to apply it to their work in the Centres.

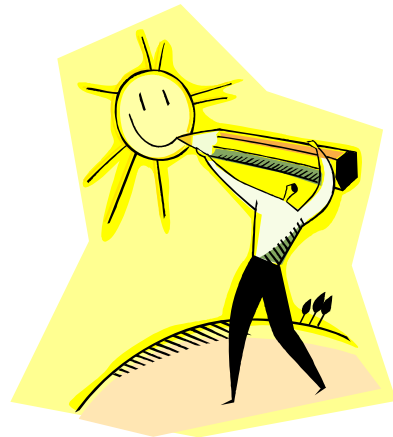
You may find that they do not have the level of basic knowledge that you assumed they would. In that case do an “audit” of what they have and what they need. Meet with the NGO’s and UNFPA to decide which skills and knowledge you should focus on for the course.

They may just need some additional work in one small area. Look at how you can organize the materials to assist them. It states in the manual that some of the sessions can be left out if necessary, decide with the participants which of these you can leave to another time.

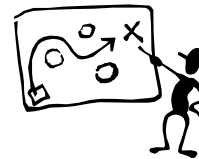
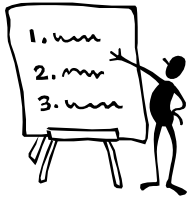


30. Draw diagrams to illustrate key points

Do not always rely on Power Points or printed flipcharts. It can help to explain a point if you draw as you go, for example the Management Triangle. (see Training Manual).



31. Note future training needs.



As you go through the course note down any additional training needs that you think that the participants may have. Pass these on to the relevant NGOs and UNFPA

Manual

DAY 1

Session 1

2 Hours

Introduction and Confidentiality agreement.

Session Content

The facilitators will explain the purpose of the consultation and training and the human rights framework in which it is based. They will invite the participation of the women in identifying local risk and protection needs for refugee women and girls.

Session Objectives

- ❖ In this session, the participants will be introduced to the structure and content of the course.
- ❖ The facilitators and the participants will start to get to know each other.
- ❖ Participants, interpreters and facilitators will make agreements about confidentiality during the course of the training.

Power Point Slides 5

Suggested Activities

Notes for each slide follow at the end of this section.

Background Reading

See appendices after slides notes pages

Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and markers
- ❖ Samples of confidentiality agreement
- ❖ Nametags

Participants Handouts

- ❖ Note books, pens and folders
- ❖ Copies of the program
- ❖ Copies of slides

Notes Pages for Facilitators for SLIDE 1



The slide features a logo in the top left corner with the text "Power Through Participation" and a stylized female symbol. The main title "Leadership Training for Young Refugee Women" is in a green box. Below it, "SESSION ONE" is written in green. The subtitle "Getting to Know you and Confidentiality Agreement" is in green. A small world map is in the bottom right corner.

Session Activities: Slide based presentation, group discussion, “ice-breaker” exercises and producing Confidentiality Agreements.

Introduce yourself to the participants and use an “ice-breaker” exercise to get the women talking to each other and to introduce themselves to you and to the group.

A good “ice breaker” is to ask each woman to introduce herself and to tell the group the meaning of her name.

If you wish the group to wear name tags you can give out blank name tags and pens and ask each woman to write her name and something either about herself or her name on the tag and to explain this to the group. You may have other “ice-breaker” exercises which you prefer.

After the initial round of introduction ask participants to share some personal information about themselves such as where they are from. It is important that you write this information down so that you can remember where each participant is from.

Notes Pages for Facilitators for SLIDE 2



Activity - Presentation and group discussion

Introduce the idea of confidentiality

Go around the group asking participants what “confidentiality” means to them, in relation to a number of different settings, such as between friends, in families, in community, between refugees and service providers. Ask them for examples of what happens when confidentiality is broken. How do people feel when this happens.


Prepare an example of what happens when confidentiality is broken. Perhaps the facilitators can role play a situation where confidentiality is broken. This can be done effectively using mime.

Discussion Points

Talk about the importance of confidentiality in this training and also as a leadership tool.

If people believe that they can share things in confidence it builds trust. Good leaders respect confidence.

Notes Pages for Facilitators for SLIDE 3




Confidentiality

Confidentiality means that we all promise not to discuss anything we hear in this training without the permission of the person who tells the story.

It is a promise which we give to each other – the trainers, the participants, UNHCR, Interpreters and NGO staff.

If we all agree to do this, then we can learn to trust each other and discuss things openly, because we know it will not be spread around the community or used in reports without our permission.




Discussion Continued:

Discuss what confidentiality means to women in refugee camps –refugees in many camps have disclosed that they are afraid to talk about their problems to NGO's, UNHCR and camp committees because of a lack of confidentiality. Ask for agreement from the women to keep all discussion in the training sessions confidential. Ask them to describe what this means. What are they promising when they agree to confidentiality.

Introduce the sample agreement on the slide


Notes Pages for Facilitators for SLIDE 4



Group Confidentiality Agreement

We the participants and facilitators of this leadership training undertaken with refugee women leaders, agree to keep confidential any of the stories shared by individual women during this training.


Name	Signature	Date
------	-----------	------



Activity Continued:

Prepare a confidentiality agreement with input from the women and write it on a large sheet of flip chart paper. In the next break, ask the interpreters to translate it into all relevant languages. Ask every woman in the group to sign. If there are interpreters present also ask them to sign.

Notes Pages for Facilitators for SLIDE 5




Confidentiality Agreement

We, “the trainers” representing UNHCR promise that any information that we gather as part of this Leadership Training will be totally confidential.

We guarantee that any written reports, photographs and film produced from this training will not be published or shown without written permission from the women’s organisations involved. No names will be used in any reports from this training.

If this information is used with your permission, you will be sent copies of the reports and multimedia presentations within two weeks of their publication.

Trainers signatures: I understand and accept this agreement.	Date:
Participants signatures:	Date: 

Prepare a second confidentiality agreement between the training facilitators (yourself) and the group. Sign it and put this on the wall. Discuss what it means with the group and ask them to also sign this agreement. This exercise builds trust with the participants. It also teaches them about the importance of confidentiality in their work as leaders.

What is leadership? Why women leaders?

Session Content

We will introduce the idea that all human beings, women and men, have the right to participate in decision making processes which impact on their lives, the lives of their families and communities. That all people have the right to be leaders.

We will explore what leadership means and how women can build on their existing leadership skills for the benefit of their communities.

At the end of the session the women will list their expectations of the course.

Session Objectives

At the end of this session, participants will be able to:

- ❖ Demonstrate an understanding of groups and group leaders
- ❖ Identify different styles of leadership and their impact
- ❖ Explain why women leaders are needed
- ❖ List the knowledge, skills and resources needed for women to become leaders
- ❖ Set their objectives for this training course

Power Point Slides 13

Suggested Activities

Notes for each slide follow at the end of this section

Materials needed to run this session

- ❖ Video of “Refugee Women as Leaders”
- ❖ Session slides or printed flip charts
- ❖ Copies of Circle Slide for group exercise
- ❖ Flip Chart paper and marker pen

Participants Handouts

Copies of Slides

Notes Pages for Facilitators for SLIDE 1



Leadership Training for Young Refugee Women

SESSION TWO

What is Leadership?

Why do we need women leaders?



Activities for Session 2

Slide based presentation

Brainstorming

Small group discussion

Setting group expectations for this training course

Notes Pages for Facilitators for SLIDE 2



Discussion point


Groups are any gathering of human beings. They can range from a very small family group, a group of friends, a village, a tribe, a refugee camp, an ethnic group, a religious group, a school group, a national group etc.

Introduce the concept of groups and that this training is one example of a group.

Ask them WHY this is a group

Write the responses onto a flip chart .



Notes Pages for Facilitators for SLIDE 3



Power Through Participation

There are many different kinds of groups

1. Families
2. Tribes
3. Communities
4. Religious groups
5. Others? _____

Discussion Continued

Brainstorm the groups that the women belong to.

Write them on to the flip chart

Notes Pages for Facilitators for SLIDE 4



People take many roles in groups.

These include:

- Leaders
- Support people
- Group clown
- Troublemaker
- Peacemaker
- Workers

Others? _____



Activity

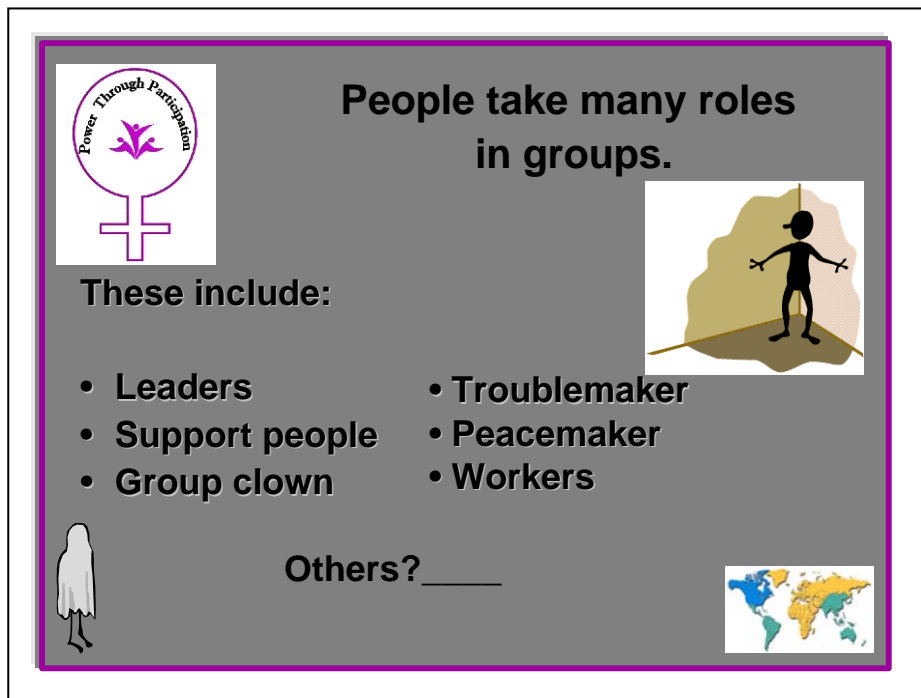
Describe the various roles people take in groups. Ask them to give examples of how people take different roles. Discuss some of the key roles in their camps or community, such as the role of elders, of religious leaders, of mothers, and mothers in law.

Discuss how when we take a role, people start to react to us in that role, for example, if we are always quiet, people will not ask our opinion, if we are always arguing, people will avoid talking to us, if we act as a leader, people will treat us as one – give examples from your own experience.

Small groups exercise 1:

Ask the groups to make a list of all of the roles that they can think of that people take in their families, camp, community, society.

Notes Pages for Facilitators for SLIDE 4 continued



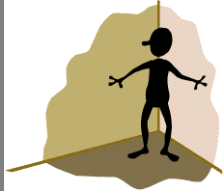



People take many roles in groups.

These include:

- Leaders
- Support people
- Group clown
- Troublemaker
- Peacemaker
- Workers

Others? _____



Activity

OR

Small Group Exercise 2:

Give each group member a different role (for example, the group leader, a very quiet person, a trouble maker). Do not let the rest of the group know what role they have been told to take. Each small group member is to act as the role they have been given, rather than as they would normally act.

Note – prepare the roles on slips of paper before you start the exercise. If the women are pre-literate, enlist the role of the interpreters to give them their roles secretly, so that other group members do not know what they have been told.

Now ask the group to make a decision about something relatively important to them, (maybe the design or colour of a leadership tee-shirt). When they have completed the exercise, ask the group members which role they thought that other members were taking – then check with the members. In the large group, discuss what it felt like to be in that role.

Notes Pages for Facilitators for SLIDE 5



This training is about women becoming group leaders

Discussion Continued

Confirm that all participants can develop their leadership skills

Discuss that there are many different kinds of leaders

Brainstorm the various types of leaders they can name

E.g.:

Mothers

Head of family

Head of women's groups,

Teachers

Members of camp committees

Members of CBO's and NGO's

Advocates for the refugee community

Women who travel outside the camp to represent their fellow refugees

Write these on a flip chart

Notes Pages for Facilitators for SLIDE 6



Discussion Continued:

What do the women think makes some women leaders?

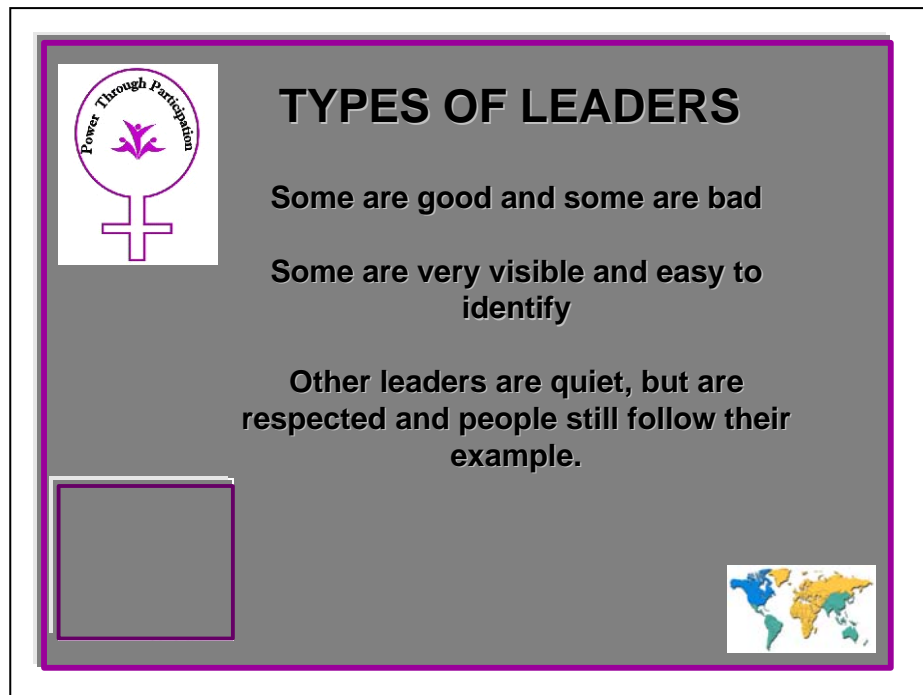
Write their suggestions on a flip chart

Have your own list prepared in advance.

Include things such as :

- Confidence
- Family support
- Education
- Ability to speak in public
- Good self esteem
- Skills and knowledge
- A belief in justice

Notes Pages for Facilitators for SLIDE 7



TYPES OF LEADERS

Some are good and some are bad

Some are very visible and easy to identify

Other leaders are quiet, but are respected and people still follow their example.

Discussion continued:

Go through the list with the group

Either in small groups, or brainstorming, ask the women to discuss the types of leaders which they know. (e.g., supportive, bossy, exclusionary)

List what makes a good leader onto the flip chart

Notes Pages for Facilitators for SLIDE 8




Some leaders are formal leaders, such as elders and camp committees.

Others are informal leaders, strong people who are trusted and respected.

Some formal leaders are not liked and respected.

Some informal leaders are not liked and lead by fear.



Discussion continued:

Ask the women to name the formal leadership roles in the camp, and then to identify some of the informal leadership roles which people take.

Notes Pages for Facilitators for SLIDE 9



The slide is titled "Why do we need WOMEN leaders?". In the top left corner, there is a logo for "Power Through Participation" which consists of a purple female symbol (a circle with a vertical line and a horizontal crossbar) and a stylized purple bird or flower shape above it. The text "Power Through Participation" is written in a circular path around the top of the symbol. Below the logo, there are two illustrations. The left illustration shows a group of women sitting on the floor in a circle, engaged in a discussion or activity. The right illustration shows three women standing and raising their right fists in a gesture of solidarity or protest. In the bottom right corner of the slide, there is a small, colorful world map.

Discussion Continued:

Discuss and list why it is important to have women leaders

Write the answers on a flip chart page and put it on the wall for reference during the course

Notes Pages for Facilitators for SLIDE 10

The slide features a purple logo on the left with a female symbol and the text "Power Through Participation". The main text asks "What leadership roles do women have now?" and "What other roles could women take?". On the right, there are several small illustrations of women in various professional and community roles, and a world map at the bottom right.

What leadership roles do women have now?

What other roles could women take?

Activity

Small group exercise

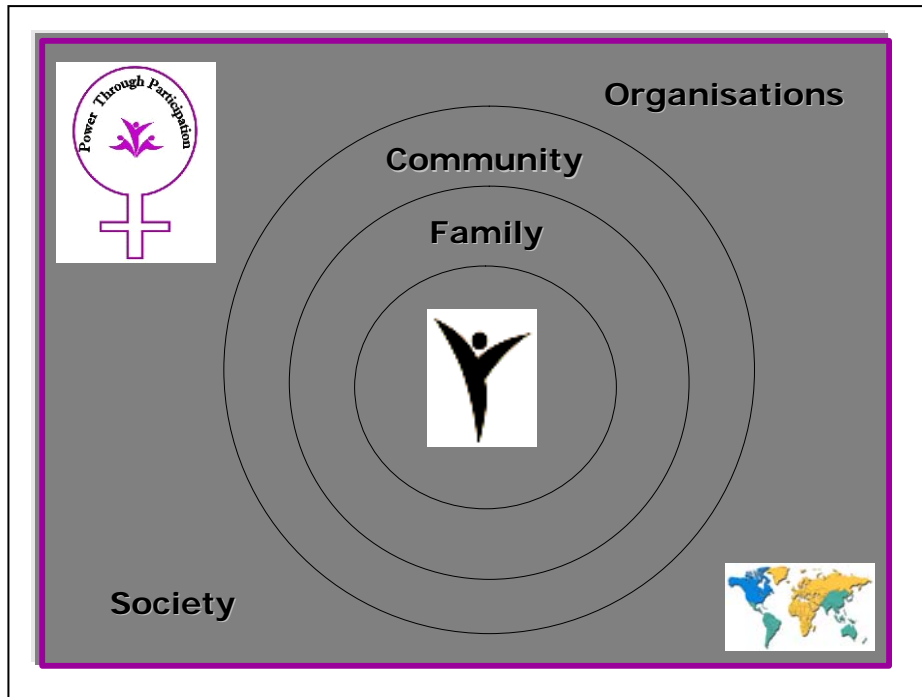
Answer the questions on the slide.

Give two copies of the circle diagram (next slide) to each woman and ask them to discuss leadership in the different parts of women's lives.

Use one diagram for roles which women currently take and the second one for roles which women could take in the future.


In the large group, get feedback from the small group discussion and list the answers on two separate flipcharts.

Notes Pages for Facilitators for SLIDE 11



A large, empty rectangular area defined by a dashed line, intended for handwritten notes.

Notes Pages for Facilitators for SLIDE 12



The slide features a purple border and a grey background. In the top left corner is a logo with a purple female symbol and the text "Power Through Participation". To the right of the logo are two questions: "What support and resources would help women in their work as community leaders?" and "What training do women need to become leaders?". Below the questions is a hand-drawn illustration of a person pointing to a whiteboard with three numbered items (1. wavy line, 2. wavy line, 3. wavy line). In the bottom right corner is a small world map.

Discussion continued:

Discuss the fact that leaders need some resources and training

List the answers to the questions on the slide either in small groups or by brainstorming.

Notes Pages for Facilitators for SLIDE 13



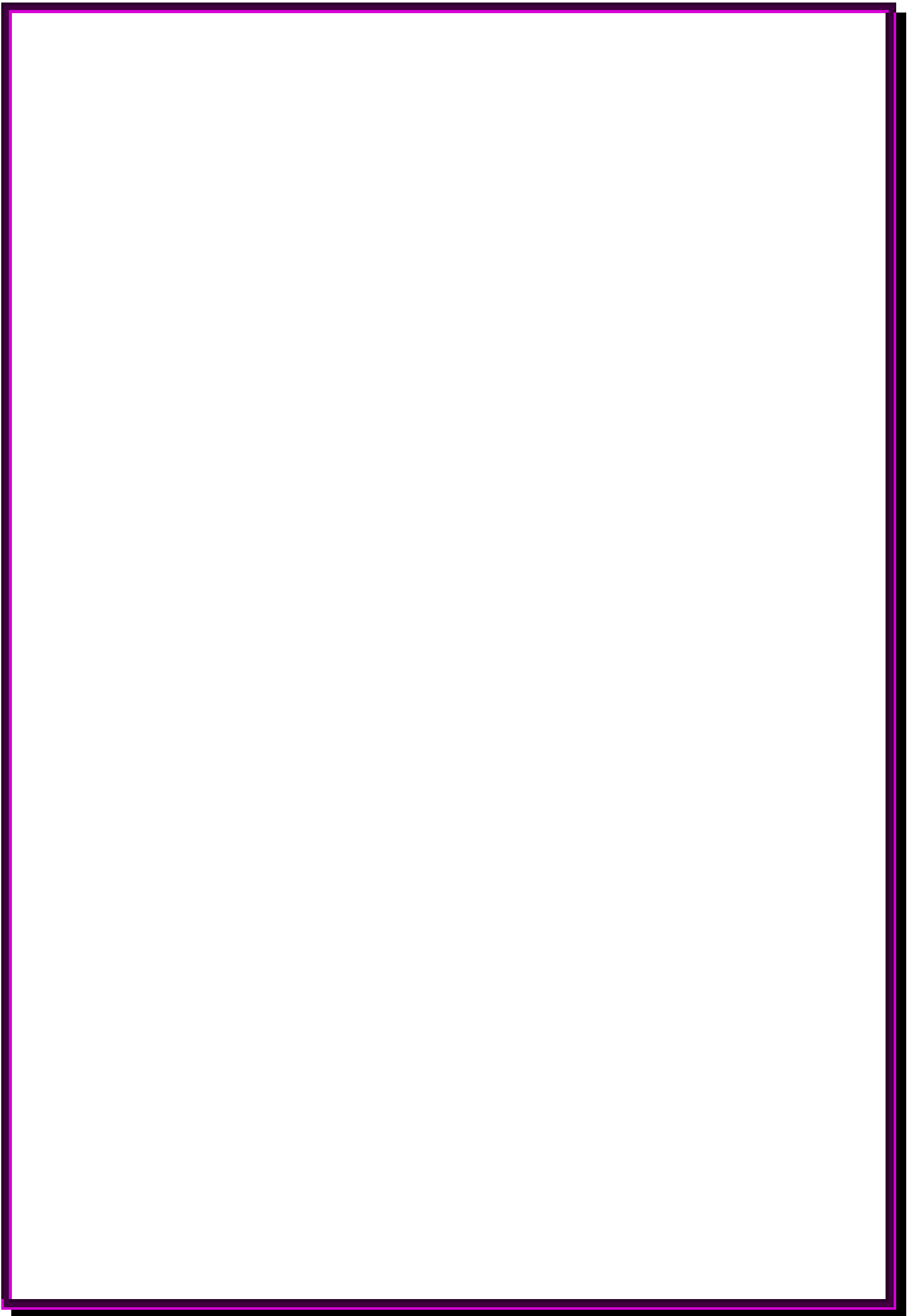
The slide features a purple border and a grey background. In the top left corner is a logo with a purple female symbol and the text "Power Through Participation" around a central purple flower-like icon. The main title "What do participants want to learn from this training course?" is centered in bold black text. Below it, the subtitle "Setting Course Objectives" is also centered. In the center of the slide, a stick figure stands next to a flip chart displaying several black arrows pointing in various directions. In the bottom right corner, there is a small world map with continents in blue and yellow.

Activity

Ask participants to share what they want to learn from attending this course.

List these on flip chart paper, and discuss what is possible in this training, and what might have to wait for future trainings.

Put the list up on the wall to use in the training evaluation on the last day



Session 3

1 hour 30 minutes

Human Rights.

Session Content

In this session, using a series of games and exercises, we will explore what “human rights” mean, what rights we all have as human beings and the complex notions of “indivisibility” and “inalienability”. This session will focus on the broad spectrum of human rights detailed in the Universal Declaration of Human Rights and the Conventions on Civil and Political Rights and Social, Cultural and Economic Rights.

Session Objectives

At the end of this session, participants will be able to:

- ❖ demonstrate an understanding of the concept of a human rights framework
- ❖ explain what is meant by indivisible and inalienable rights
- ❖ begin to apply a human rights analysis to their situation as refugees
- ❖ understand the important links between leadership and human rights

Power Point Slides 32

Suggested Activities

Notes for each slide follow at the end of this section

Materials needed to run this session

- ❖ Slides
- ❖ Sets of beads and thread
- ❖ Flip chart and marker pens

Participants Handouts

- ❖ Copies of Slides
- ❖ Copies of Human Rights Conventions and Instruments in graphic form and or local languages if available
- ❖ Beads
- ❖ Handouts (below) on ICCPR, ICESCR, and the usefulness of human rights for people in developing countries if appropriate

HANDOUT 1

The International Covenant on Economic, Social and Cultural Rights (ICESC)

Gives people the right to:

- ◆ freely choose their political beliefs and the way they want to live their life (Article 1)
- ◆ use their own resources (land, money) the way they want (Article 1)
- ◆ not have their means of survival (land, crops, jobs) taken away from them (Article 1)
- ◆ work, and to freely decide what work they want to do (Article 6)
- ◆ have good working conditions, including:
 - fair wages that are the same for men and women
 - a wage that properly supports them and their family
 - safe and healthy working conditions (Article 7)
- ◆ join trade unions (Article 8)
- ◆ get social security (Article 9)
- ◆ get protection and assistance for their family, especially while raising children (Article 10)
- ◆ freely choose whether to marry and who to marry (Article 10)
- ◆ have enough food, clothing and housing (Article 11)
- ◆ be free from hunger (Article 11)
- ◆ have good physical and mental health (Article 12)
- ◆ get an education and choose the education they want for their children (Article 13)
- ◆ take part in cultural life (Article 15)
- ◆ benefit from scientific progress (Article 15)
- ◆ have their ownership of scientific, literary or artistic work protected (Article 15)

Rights for special groups of people:

- ◆ Mothers have a right to special protection before and after childbirth, including paid leave from work and social security benefits (Article 10)
- ◆ Children have a right to be protected from being treated badly or made to work without proper pay (Article 10)

To protect these rights Governments must:

- ◆ Respect people's right to choose how they want to live their life (Article 1)
- ◆ Create national laws that protect people's rights without treating anyone unfairly (Article 2)
- ◆ Make sure that women have the same rights as men (Article 3)
- ◆ Punish people who use children for harmful or dangerous work (Article 10)
- ◆ Set age limits for child labour and punish people who employ children who are too young (Article 10)
- ◆ Improve the availability of food (Article 11)
- ◆ Make sure that food is distributed fairly worldwide (Article 11)

- ◆ Reduce the death rate among babies (*infant mortality*) and protect healthy child development (Article 12)
- ◆ Reduce industrial and environmental dangers (Article 12)
- ◆ Prevent, treat and control epidemics and other diseases (Article 12)
- ◆ Make medical services available to all people (Article 12)
- ◆ Make primary school education freely available to all children (Article 13)
- ◆ Make laws that all children must go to primary school (Article 13)
- ◆ Make secondary education available all to all children (Article 13)
- ◆ Make higher education available to everyone (Article 13)
- ◆ Provide basic education for people who have not finished primary school (Article 13)
- ◆ Encourage scientific research and cultural creativity (Article 15)

*****Developing countries do not have to guarantee all of the economic rights set out in the ICESC (Article 2)**

HANDOUT 2

The International Covenant on Civil and Political Rights (ICCPR)

Gives people the right to:

- ◆ freely choose their political beliefs and the way they want to live their life (Article 1)
- ◆ use their own resources (land, money) the way they want (Article 1)
- ◆ not have their means of survival (land, crops, job) taken away from them (Article 1)
- ◆ not be treated unfairly because of their race, colour, sex, language, religion, political views or anything else (Article 2)
- ◆ not be unfairly killed or killed for no reason (Article 6)
- ◆ not be tortured or treated very badly (Article 7)
- ◆ not be slaves or have to do forced labour (Article 8)
- ◆ not be arrested or put in prison for no reason (Article 9)
- ◆ be treated well if they are arrested or put in prison (Article 10)
- ◆ freely choose where they live (Article 12)
- ◆ move about freely (Article 12)
- ◆ freely enter and leave their own country (Article 12)
- ◆ be treated fairly by the law the same as everyone else (Article 13 14, 15, 16)
- ◆ not have government officials come to their home or talk to their family (Article 17)
- ◆ freely choose their beliefs and their religion (Article 18)
- ◆ freely practice their religion and not be forced to practice a different religion (Article 18)
- ◆ freely express their beliefs and ideas any way they want and share information with others (Article 19)
- ◆ gather peacefully in groups (Article 21)
- ◆ meet freely with other people (Article 22)
- ◆ marry and start a family (Article 23)
- ◆ freely choose whether they want to marry and who they will marry (Article 23)

Rights for special groups of people:

- ◆ Women have *exactly the same rights* as men (Article 3)
- ◆ Children have special rights if they are accused of a crime (Article 10, 14)
- ◆ People who are not citizens of a country have a right not to be thrown out of the country (Article 13)
- ◆ Children have the right to special protection by their family, society and government (Article 24)
- ◆ Children have the right to a nationality and a name (Article 24)

- ◆ All citizens of a country have a right to take part in politics and to vote (Article 25)
- ◆ Minority groups have a right to practice their own culture and religion and speak their own language (Article 27)

To protect these rights Governments must:

- ◆ Respect people's right to choose how they want to live their life (Article 1)
- ◆ Respect the rights of *every person* in their country (Article 2)
- ◆ Create national laws that protect the people's rights (Article 2)
- ◆ Make sure that people can do something if their rights are not respected, even if it is the Government or an official who has not respected their rights (Article 2)
- ◆ Make sure that people whose rights are not respected can get a lawyer and be treated fairly by police and in court (Article 2)
- ◆ Make laws to stop people being killed unfairly or for no reason (Article 6)
- ◆ Not kill a group of people for being different to the rest (*commit genocide*) (Article 6)
- ◆ Make laws to stop slavery and the slave-trade (Article 8)
- ◆ Make it illegal to try to get public support for war (Article 20)
- ◆ Make it illegal to try to get public support for unfair treatment of some groups of people, or for violence (Article 20)
- ◆ Make sure that women have the same powers as men in marriage (Article 23)
- ◆ Make sure that the law does not treat anyone unfairly and that the law protects everyone against being treated unfairly (Article 26)

HANDOUT 3

Are human rights useful for people in developing countries?

Sometimes people say that human rights aren't useful for people in developing countries.

But *all* people have a right to:

- ◆ **Equality:** being treated fairly and having the same opportunities as everyone else
- ◆ **Legal protection:** having laws that protect them from unfair treatment and being able to freely seek the protection of the law
- ◆ **Social and cultural life:** having the freedom to choose the way they want to live their life, like what religion to practice, who to marry, where to live, and what their political beliefs are
- ◆ **Education:** free and fair education that is available to all
- ◆ **Economic and work protection:** being able to work and to freely choose the work they do, in fair and safe conditions, and to own property
- ◆ **Physical security:** not being tortured or made to be a slave, and being able to seek asylum in another country if they are in danger (being persecuted)
- ◆ **Health:** having a standard of living that allows them to be healthy, including enough food, clothing, housing and medical care
- ◆ **Political participation:** to have a nationality, to take part in the government of their country, and to vote

These are the rights that are protected in international human rights law. People in developing countries need them just as much as people in rich countries!

In rich countries, people often think of human rights in terms of individual people's freedom to do what they want. But human rights also define the rights of whole groups of people against governments or companies that don't respect these rights. This understanding of human rights is very useful for people in developing countries.

For example, due to the unfair distribution of power and money in the world, some very big companies and the governments of rich countries don't respect the human rights of many people in the developing world to health, education, and economic and physical security.


Human rights can be used by people in developing countries to demand that rich countries and big companies treat them with more justice and fairness.

Human rights can also be used by people in developing countries to demand that their own governments give them proper legal protection, treat them equally and fairly, and allow them to participate in politics.

Human rights can be used by people in developing countries to fight:

- ◆ Poverty and hunger
- ◆ Lack of development
- ◆ Unfair international trade
- ◆ Lack of democracy
- ◆ Unfair distribution of food and money worldwide
- ◆ Unfair distribution of food and money in their country
- ◆ Unfair power relations – worldwide between countries and also between people in their own country
- ◆ Lack of work
- ◆ Military occupation

Notes Pages for Facilitators for SLIDE 1




**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION THREE

Human Rights



Introduction

In this session we will explore what is meant by the human rights framework. Participants will be introduced to a range of human rights instruments and conventions. The material is presented in two formats, one can be used with people who have had some previous human rights training, and who would like to explore the meaning and value of the human rights framework, especially for women from the economic south.

The second is a graphics presentation which is useful to use with people who have had no, or little exposure, to the human rights framework.

You might use either sets of materials or both. It has been found that some women with previous experience also like to learn the simple presentation as they see the value of using it themselves to explain the human rights framework to others in refugee situations.

Notes Pages for Facilitators for SLIDE 2



Presentation

Explain that the United Nations is the closest we have to a world government, and that international law is the set of agreed principles which are intended to govern the conduct of nations which are members of the United Nations. There are currently 191 member states of the United Nations. Important issues to cover are:

Unlike individual countries, or states, the United Nations does not have a world army and it does not have any mechanisms for enforcing international law.

It is based on a system of trust and moral commitment to do the right thing. Sadly as we all know this often does not work.

The Security Council has the role of preventing and maintaining peace and resolving conflicts.

The Economic and Social Council has the role of setting standards for the wellbeing of all human beings. To do this it relies on a system of human rights agreements which governments are asked to sign and incorporate into their own domestic legal system. Unfortunately we know that the United Nations is often unable to prevent or solve conflict, or to ensure the wellbeing of citizens in all countries.

While many criticize the United Nations for being ineffective, we must also realize that it is the servant of the countries which are members, totally dependant on them for funding. In fact United Nations Agencies do amazing work and the world would be a much harsher place without the United Nations.

Notes Pages for Facilitators for SLIDE 3




What is the Human Rights Framework?

The United Nations has produced many international conventions, declarations and legal documents which list our human rights.

These laws and documents together make up the human rights framework

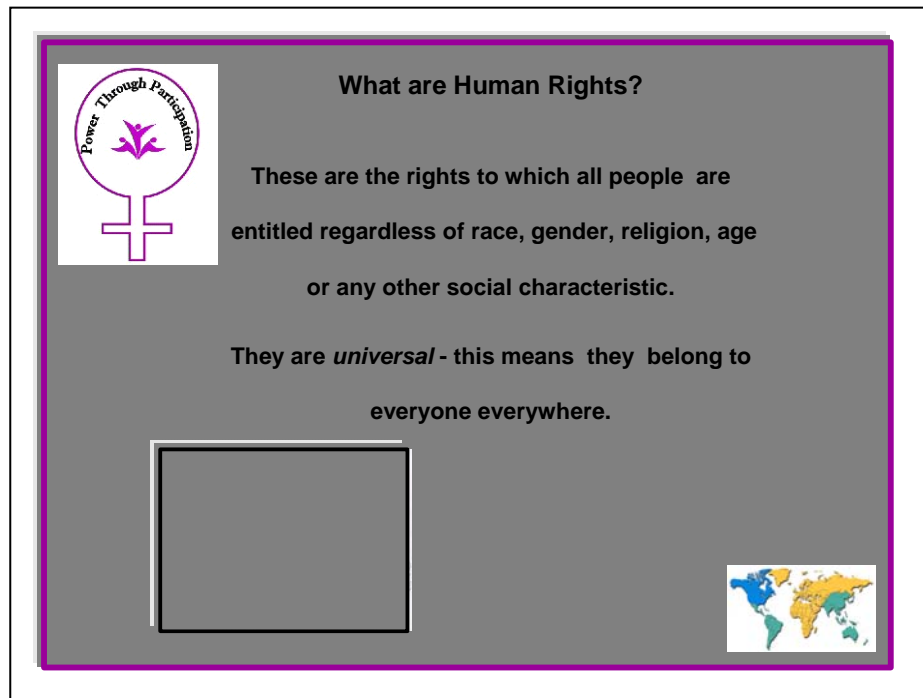
When Governments sign these documents and conventions they are agreeing to respect these human rights.



Discussion continued:

Provide the participants with a brief overview of human rights principles. Explain that there are many human rights conventions, laws and declarations which have been produced by the United Nations system which outline our human rights. This has been done with the support of NGOs as well as governments. Together these conventions and declarations make up what we call the human rights framework. When governments sign these conventions and laws they are committing to an international legal obligation to respect these human rights.



Notes Pages for Facilitators for SLIDE 4



What are Human Rights?

These are the rights to which all people are entitled regardless of race, gender, religion, age or any other social characteristic.

They are *universal* - this means they belong to everyone everywhere.




Discussion continued:

Elaborate on these points. Emphasize that human rights are universal – that means they are for everyone, not just for white men or rich women etc but for everyone, everywhere.

Challenge participants to consider groups who are normally excluded, such as prostitutes, homosexuals, people with a disability, people from minority religions.


Notes Pages for Facilitators for SLIDE 5



What Are Human Rights?

They are *indivisible* which means that all human rights are of equal importance.

They are *inalienable* which means that although someone may stop you having them they are still your rights.



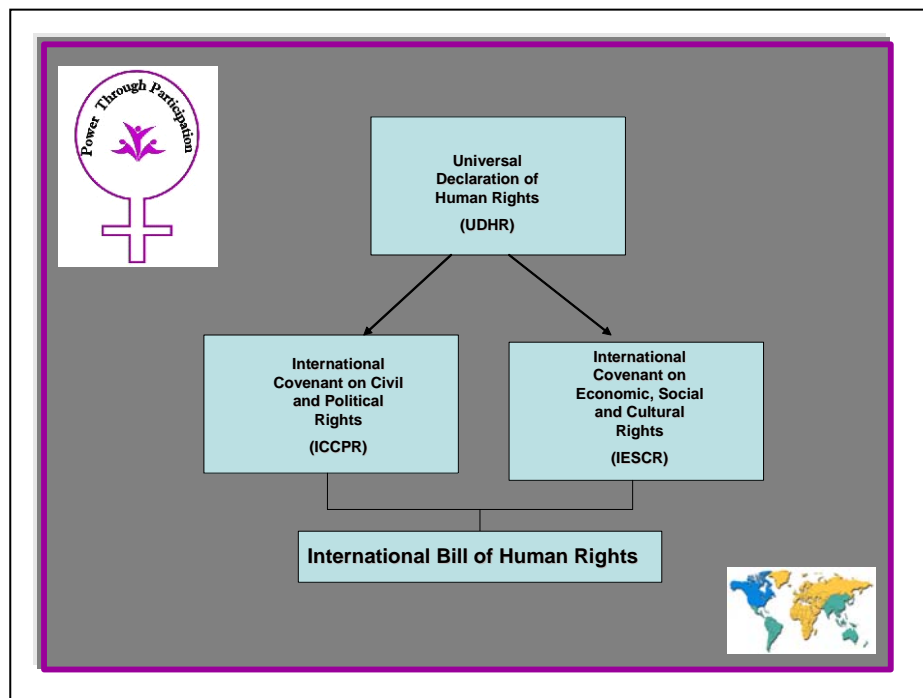
Discussion continued

Emphasise that rights are “indivisible” that means that all of the rights listed in the Universal Declaration, and in the two Conventions are of equal importance. For example without the rights to land then the rights of shelter and livelihood are also denied.

That they are “inalienable” that is that no one can take them away from you – even though in some countries governments and others stop people from accessing their rights, these are still their rights!

For a simple and enjoyable game which illustrates these complex concepts, see notes for slide 22.

Notes Pages for Facilitators for SLIDE 6



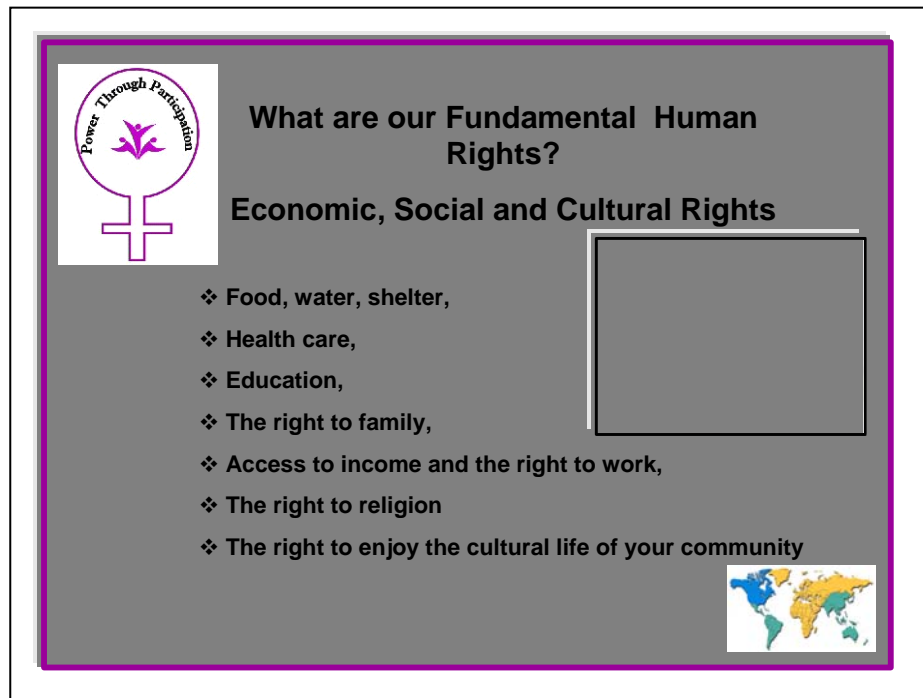
Refer to the Universal Declaration of Human Rights (UHDR) which was the first of these documents and was produced in 1946 when international governments came together after World War 2.

The most important thing that the UDHR states is that all people in the world are equal, regardless of race, gender, class or any other social difference. It lists the human rights to which all women, men and children are entitled. For example the right to live in freedom, the right to a nationality, the right to religious and cultural freedom. The right to work and the right to education, the right to food and water and shelter and the right to equality under law.

This is supported by the International Covenant on Civil and Political Rights and the International Covenant on Social and Economic Rights. These form the basis of all international law.

(You might be able to get copies of some Conventions either in the relevant languages, or in a simple format from the Human Rights bodies in the countries where you are working, or from where the refugees have fled).


Notes Pages for Facilitators for SLIDE 7



What are our Fundamental Human Rights?

Economic, Social and Cultural Rights

- ❖ Food, water, shelter,
- ❖ Health care,
- ❖ Education,
- ❖ The right to family,
- ❖ Access to income and the right to work,
- ❖ The right to religion
- ❖ The right to enjoy the cultural life of your community



Discussion

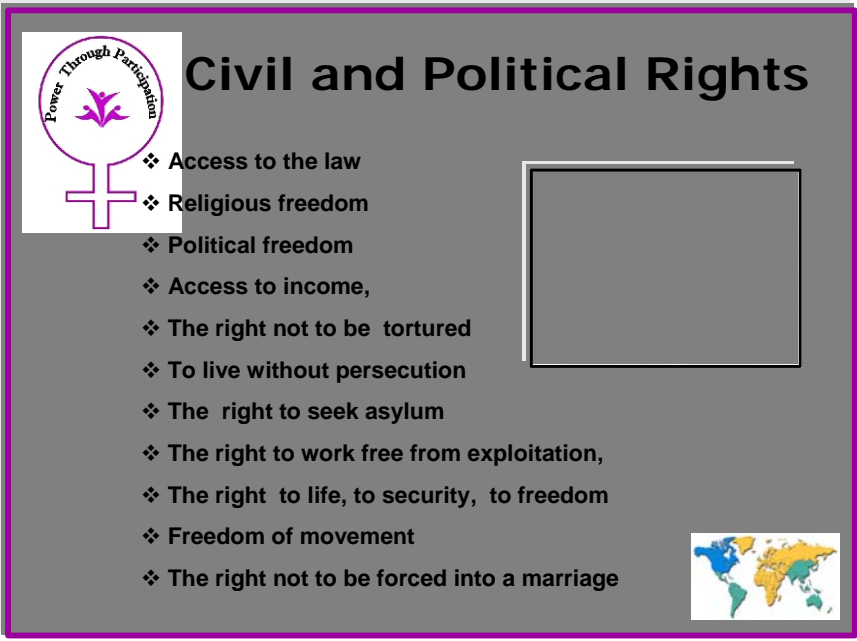
Introduce participants to the groups of rights which are included in the CESC.

Suggested Activity:

Either as a brainstorm or a small groups exercise, ask the participants to list which of these rights they enjoyed in their home country, and which of the rights they have in the refugee camp or setting.

(See additional information in Manual)

Notes Pages for Facilitators for SLIDE 8



Civil and Political Rights

- ❖ Access to the law
- ❖ Religious freedom
- ❖ Political freedom
- ❖ Access to income,
- ❖ The right not to be tortured
- ❖ To live without persecution
- ❖ The right to seek asylum
- ❖ The right to work free from exploitation,
- ❖ The right to life, to security, to freedom
- ❖ Freedom of movement
- ❖ The right not to be forced into a marriage

Discussion

Introduce participants to the groups of rights which are included in the CCPR.

Suggested Activity:

Either as a brainstorm or a small groups exercise, ask the participants to list which of these rights they enjoyed in their home country, and which of the rights they have in the refugee camp or setting.

The following two slides, 9 and 10 are for groups who already have a sophisticated understanding of human rights.

Slides 11 - 23 are for people unfamiliar with the rights framework.

(See additional information in the Manual)

Notes Pages for Facilitators for SLIDE 9



Human Rights Obstacles and Challenges

- ❖ **Political challenges**
 - State sovereignty & lack of political will

- ❖ **Ideological challenges**
 - Universality versus cultural relativism
 - Individual or collective rights

- ❖ **Women and girls human rights**
 - Gender neutral or gender blind



Facilitators Notes:

Spend some time discussing some of the barriers and challenges to the ability of people to access their human rights.

The political challenges

That is the unwillingness of many governments to honour the human rights commitments they have made to their people. Often governments will use the idea of “state sovereignty” that is the right of each individual government to decide what is best for its people as an excuse not to respect international human rights standards. Culture and religion are often used as excuses to deny human rights.

The ideological challenges.

Some governments and other groups use issues of culture and religion as excuses to not provide human rights to all their peoples. They often try to dismiss human rights as western concepts and claim that they are in conflict with so called “Asian values.”. However these claims are dismissed by human rights groups across Asia Pacific region who emphasis that human rights principles do not conflict with religious values but in fact support them. Defenders of women’s human rights from across the Asia Pacific region insist that the human rights framework does support the rights of all the women of the region and is flexible enough to be sensitive to cultural difference without compromising the principles of human rights.

Notes Pages for Facilitators for SLIDE 9 (continued)



Human Rights Obstacles and Challenges

- ❖ **Political challenges**
 - State sovereignty & lack of political will
- ❖ **Ideological challenges**
 - Universality versus cultural relativism
 - Individual or collective rights
- ❖ **Women and girls human rights**
 - Gender neutral or gender blind



Facilitators Notes:

Women and girls human rights

One of the most common criticisms of the human rights framework is that until fairly recently it did not recognise and support the particular concerns of women and girls. Although many argued that all of the conventions and laws were designed to protect the rights of women and girls as well as men and boys and were what is known as “gender neutral” they were in fact “gender blind”. That is they were really written for men and did not think about the special kind of human rights abuses and discriminations which face women. In particular there was little recognition of the impact of violence against women and girls, in particular rape and sexual violence in conflict situations and domestic and family violence. It was not until after 1993 that these forms of violence started to be recognised as women’s human rights violations.

Notes Pages for Facilitators for SLIDE 10

A slide with a grey background and a purple border. In the top left corner is a logo for 'Power Through Participation' featuring a purple female symbol with a flower inside. The main text is centered in bold black font. In the bottom left is a logo with three stylized human figures in a circle. In the bottom right is a small world map.

What is a rights based approach to social and community development?

Why are human rights and development compatible?

What is a rights based approach?

The rights-based approach shifts the focus of development to *entitlement* rather than need or charity.

In the context of the international response to refugees, International governments and NGOs are not just being nice or charitable but are in fact responding to their international obligation to ensure people are getting their rights.

It is the right of the refugees who have been forced to flee their countries be provided with this assistance. Most importantly however the rights based approach sets out the way in which this assistance should be provided. It should be provided in a way which (a) recognises the capacity of local communities and organisations and (b) in an empowering way which maximises people's dignity, participation and self-determination.

(For discussion about the usefulness of human rights for people in developing countries see additional notes in the Manual)

Notes Pages for Facilitators for SLIDE 11



Note to Facilitators

Slides 12 to 23 use graphics to make a simple presentation of the human rights covered in the UDHR.

Explain to the participants that each slide presents a groups of human rights. Ask them what they see in each picture and list these onto the flip charts.

The suggested answers are listed in the slide notes.

Notes Pages for Facilitators for SLIDE 12



This slide depicts the right to food, shelter and water

Notes Pages for Facilitators for SLIDE 13



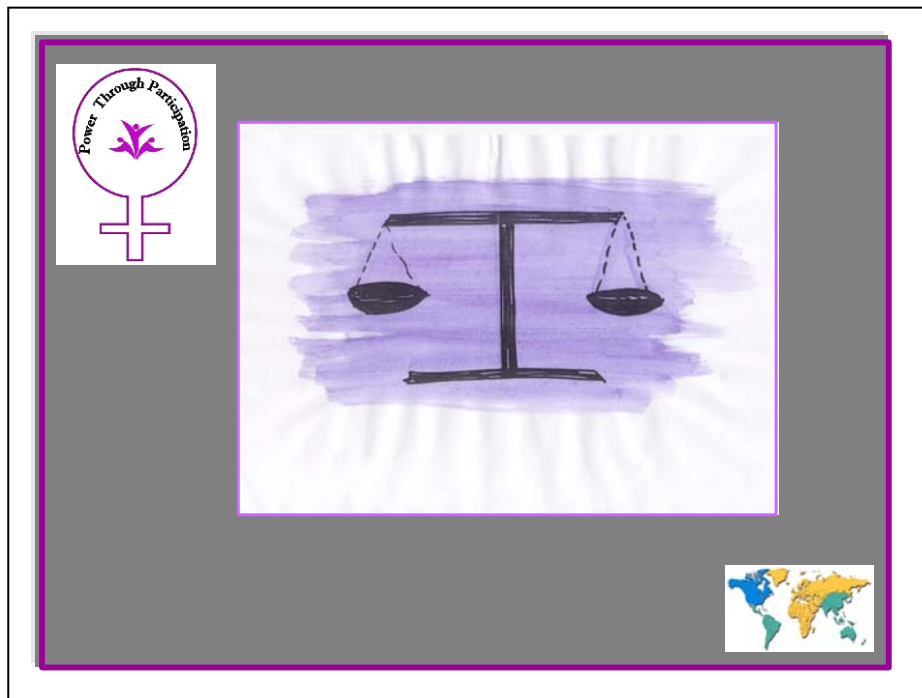
This slide depicts the right to live with family in peace and security

Notes Pages for Facilitators for SLIDE 14



This slide depicts the right to live a life free from any sort of violence

Notes Pages for Facilitators for SLIDE 15



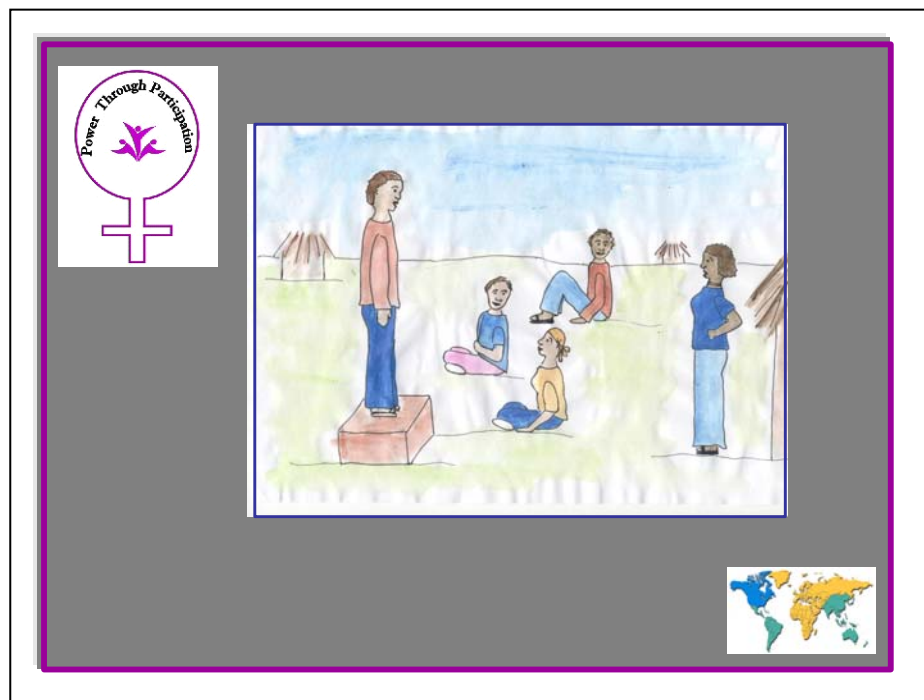
This slide depicts the right to have access to and protection from the law.

Notes Pages for Facilitators for SLIDE 16



This slide depicts the right to good health and health services.

Notes Pages for Facilitators for SLIDE 17



This slide depicts the right to freedom of speech.

Notes Pages for Facilitators for SLIDE 18



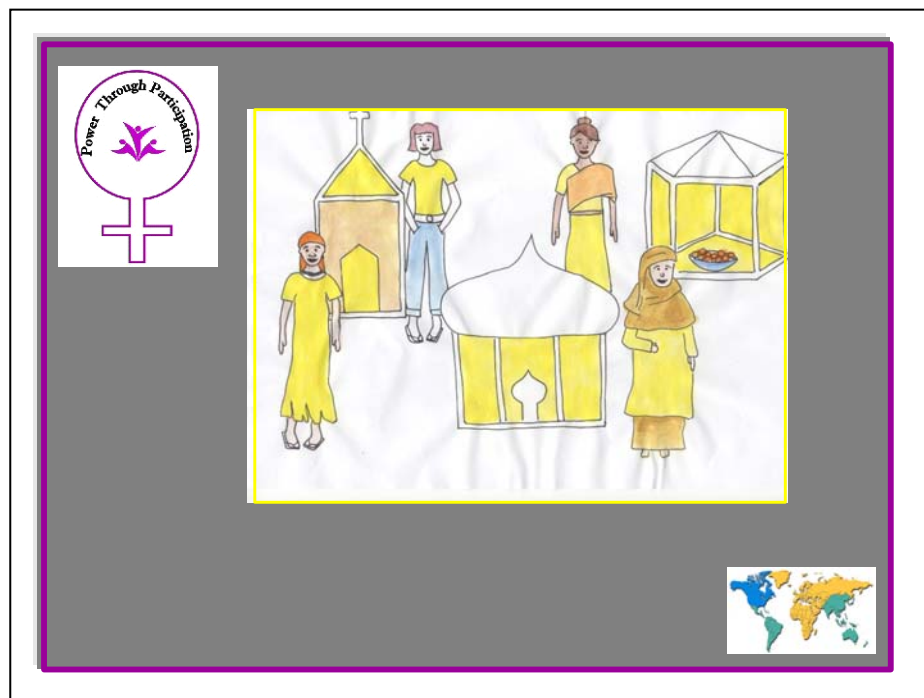
This slide depicts the right to education for girls as well as boys, and also for life long education.

Notes Pages for Facilitators for SLIDE 19



This slide depicts the right to social security and access to resources.

Notes Pages for Facilitators for SLIDE 20




This slide depicts the right to freedom of religion and religious expression.

Notes Pages for Facilitators for SLIDE 21




This slide depicts the right to political freedom and representation by both men and women.

Notes Pages for Facilitators for SLIDE 22



- ❖ Food and water – **Brown**
- ❖ Family – **Purple**
- ❖ Free from violence –
- ❖ Justice and law – **Gold**
- ❖ Health – **Red**
- ❖ Freedom of speech – **Blue**
- ❖ Access to education - **Pink**
- ❖ Social security, shelter,
- ❖ income, resources – **Green**
- ❖ Freedom of religion – **Yellow**
- ❖ Political freedom -



For the purpose of the next exercise, the various groups of rights have been given a specific colour.

Suggested Activity:

In advance of the training purchase bags of beads in the colours listed above, plus twine to thread the beads and fasteners. Put together a small bag of multicoloured beads for each participant – enough to make an attractive necklace.

Give the bag of beads to each participant. Ask the women to make their necklace over a break or lunch period.

Explain that each coloured bead represents the groups of rights we have discussed. The fact that each necklace contains all of the colours means that we all have the right to access ALL of the rights. The fact that they are on one necklace means that they are indivisible. The fact that everyone can wear the necklace means that they are inalienable. Based on previous experience, they will proudly wear the necklace for the continuation of the training and refer to what it symbolises frequently in their discussion.

(NB Take some extra packs of beads as the interpreters and NGO observers always ask if they too can make a necklace.)

Notes Pages for Facilitators for SLIDE 23



By using the colours as striped on the clothing, this shows that all people are equally entitled to enjoy all of the rights.

Notes Pages for Facilitators for SLIDE 24



Note to facilitators

There will not be time in this training course to do an in-depth coverage of all of the human rights relevant to refugees and IDP's in camps and refugee situations.



Women's rights are explored in more depth on Day 2 of the training, linked closely to the role of women as leaders.

The following 9 slides are intended to introduce the idea that there are a broad range of human rights instruments and protections which are relevant to refugee women and communities and which they may wish to call on in their leadership roles.


If they are interested in pursuing these, it could be flagged for future training in the evaluation and training report.

Notes Pages for Facilitators for SLIDE 25

Who are Refugees?

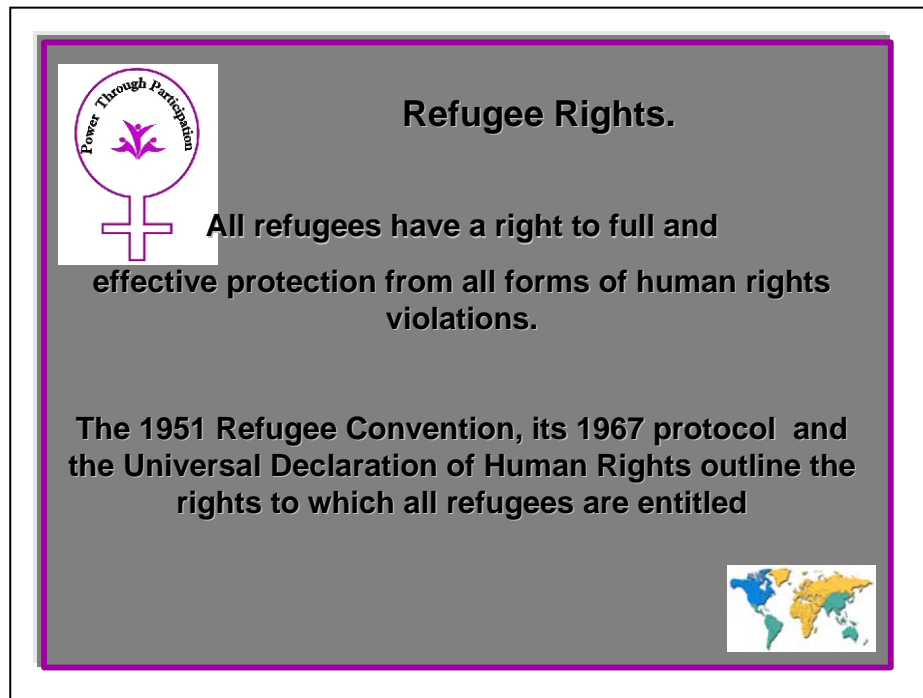


Refugees are those people who are forced to leave their country because of persecution or armed conflict and are unable to return home because of fear of persecution



Mention that many IDP's also fall into this category. If appropriate ask the participants to share some of the reasons why they were forced to leave their countries.

Notes Pages for Facilitators for SLIDE 26



Refugee Rights.

All refugees have a right to full and effective protection from all forms of human rights violations.

The 1951 Refugee Convention, its 1967 protocol and the Universal Declaration of Human Rights outline the rights to which all refugees are entitled

Notes to facilitator:

Discuss briefly the rights which refugees have under these conventions, the most important of which are the right to seek asylum in another country, and the right of protection from the international community.

Explore with the groups what the idea of “protection” means to them. Who do they think has the obligation to provide this protection? What is the role of UNHCR and the INGO’s and NGO’s in this task?

Discuss the fact that protection is a ‘right’ and not a charitable act. They have the right to expect an acceptable standard of services and to be treated with respect, even when resources are scarce.

There is an obligation on governments which are members of the United Nations to provide this protection to refugees.

There is a constant debate about how this should be achieved.

Notes Pages for Facilitators for SLIDE 27



Children's Rights

Convention on the Rights of the Child

Power Through Participation

FIFTIETH ANNIVERSARY OF THE
Universal
Declaration
of Human Rights



Note to facilitators

It is useful to also make participants aware that people under the age of 18 are considered by the United Nations to be children, and that children also have special rights under the Convention on the Rights of the Child (CROC).

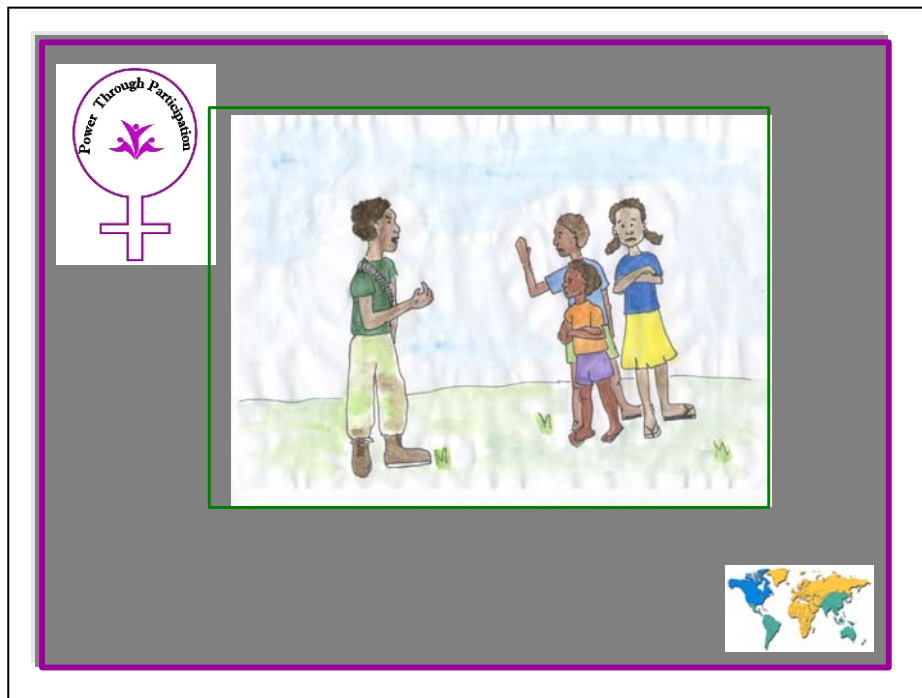
All but two nations in the world have signed CROC. They are the USA and Somalia.

Notes Pages for Facilitators for SLIDE 28



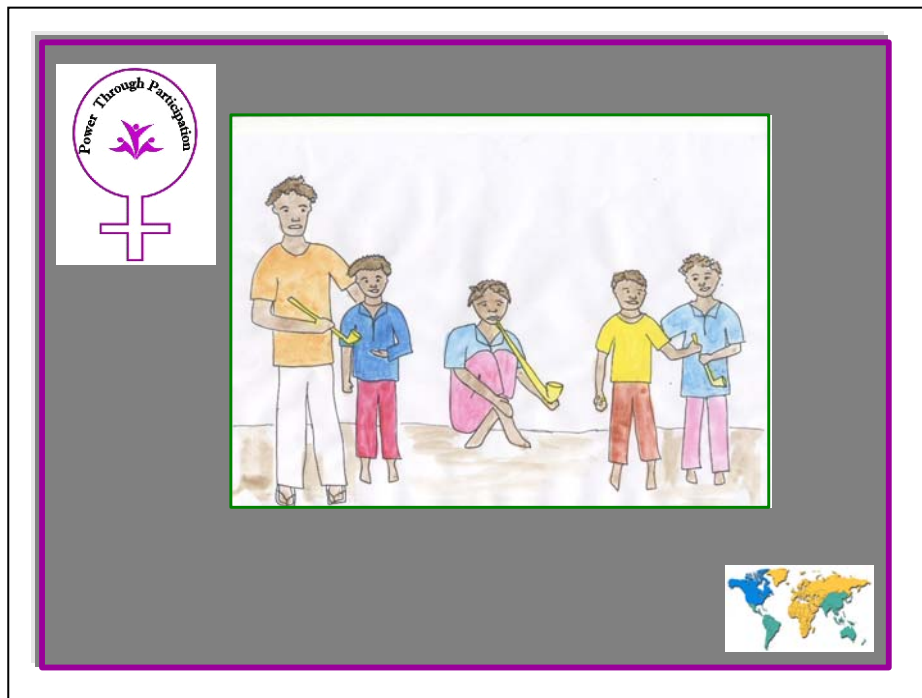
This graphic depicts the right of every child to live in security with their family.

Notes Pages for Facilitators for SLIDE 29



This graphic depicts the right of every child not to be conscripted as a child soldier or sex slave.

Notes Pages for Facilitators for SLIDE 30



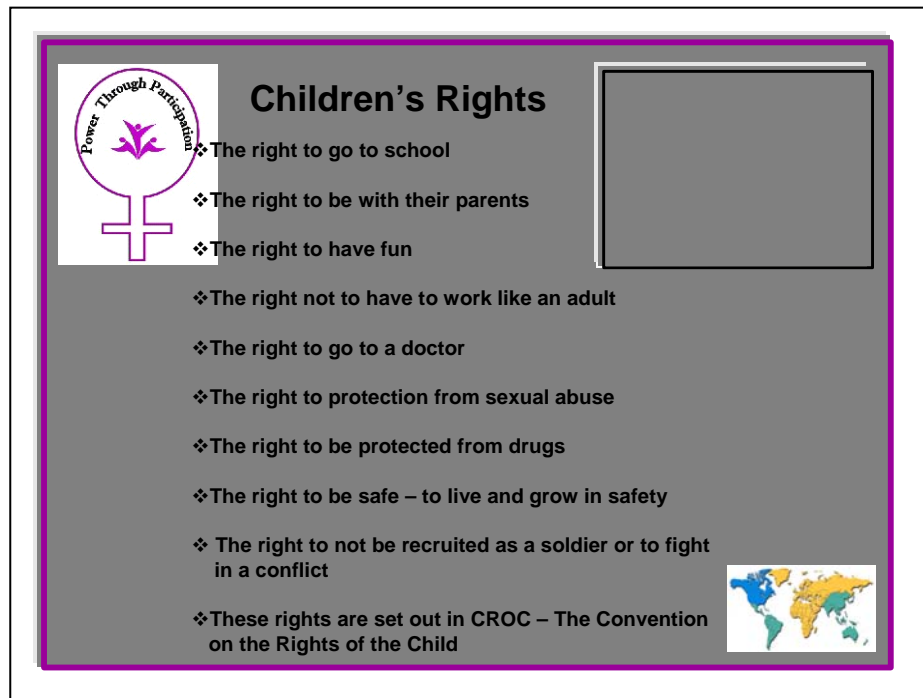
This graphic depicts the right of every child not to be exposed to drug taking or drug trafficking.

Notes Pages for Facilitators for SLIDE 31



This graphic depicts the right of every child to freedom from formal work and to leisure time.

Notes Pages for Facilitators for SLIDE 32



Children's Rights

- ❖ The right to go to school
- ❖ The right to be with their parents
- ❖ The right to have fun
- ❖ The right not to have to work like an adult
- ❖ The right to go to a doctor
- ❖ The right to protection from sexual abuse
- ❖ The right to be protected from drugs
- ❖ The right to be safe – to live and grow in safety
- ❖ The right to not be recruited as a soldier or to fight in a conflict
- ❖ These rights are set out in CROC – The Convention on the Rights of the Child

CROC is often available in pictorial format from human rights organisations or on the web.

Finish the session by explaining that we will be looking at the rights of women tomorrow.

Session 4

1 hour 30 minutes

Women's Rights are Human Rights

Session Content

This session introduces a rights based framework which can be used by refugee women in their work as leaders. It provides tools to analyse the issues which face women and girls in the refugee camp or urban refugee settings. Issues of gender are discussed as an introduction to human rights which are specific to women and girls.

What is gender?

Gender roles and responsibilities will be discussed. The impact of culture on women's lives will be explored and women will be encouraged to compare their lives as women in their homeland and as refugees.

Gender and social analysis.

In this session we will explore the many identities we bear as women, such as "mother" "wife" "teacher" and how these identities impact on the ways in which we live our lives and how other people perceive us. We will discuss how women can start to assume the identity of "leader", and how the human rights framework can assist them to do this.

Session Objectives

At the end of this session, participants will be able to:

- ❖ identify concepts of gender and power
- ❖ explore the power dynamics between men and women, girls and boys
- ❖ map women's power and where it is located
- ❖ recognise women's strengths and capacities
- ❖ demonstrate an understanding of what "gender" means
- ❖ examine what this means for the lives of refugee women in their camp or urban area.
- ❖ explore the implication of gender difference on opportunities for women leaders.

Power Point Slides 12

Suggested Activities

Notes for each slide follow at the end of this section

Materials needed to run this session

- ❖ Slides
- ❖ Flip chart and marker pen
- ❖ Map of the camp or urban setting with a house
- ❖ Blank diagram of woman from slide 11

Participants Handouts

- ❖ Copies of slides
- ❖ Map of the camp or urban setting with a house
- ❖ Blank diagram of woman from slide 11

Notes Pages for Facilitators for SLIDE 1



**Women In Decision Making
and Leadership Roles**


**Leadership Training for Young
Refugee Women**

SESSION FOUR

Womens Rights are Human Rights

Women and Gender

Gender and Identity



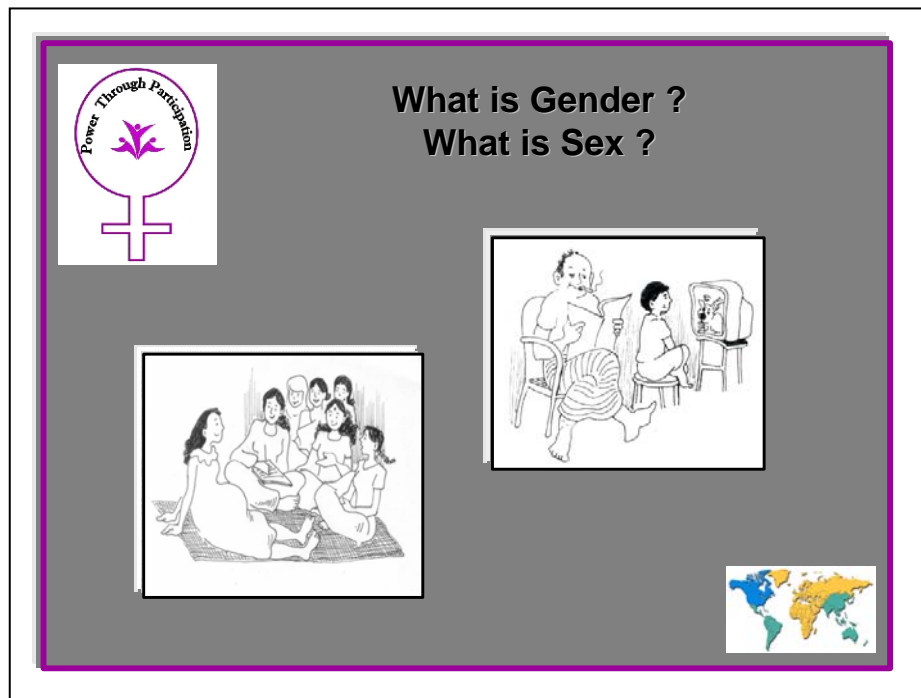
Notes for facilitator:

In the next four sessions we explore women's rights as human rights and how this links to the roles of women as leaders.

Gender roles and responsibilities will be discussed. The impact of culture on women's lives will be explored and women will be encouraged to compare their lives as women in their homeland and as refugees.

The various identities which women assume will be identified and analysed to see whether they are biological or socially designated. This will focus on women assuming the role and identity of 'leader'.

Notes Pages for Facilitators for SLIDE 2



Activity

Ask the group what are the differences between men and women
List these on the flip chart – do stick drawings if the group is pre-literate.
(At this stage do not explore their answers too deeply)

Ask what we mean by sex (be prepared for giggles and perhaps some embarrassment)

List the answers on a flip chart

Ask the groups if they understand what is meant by the word 'gender' and list the answers.

In small groups, ask the participants to discuss what is the difference between sex and gender?

Ask each group to feed back their thoughts to the large group and discuss their answers



Key points which must be identified are that:

Our sex is biological, we are what we are born and in most cases this can not be changed.

Gender roles are social constructs and can be changed.


(If appropriate, the concepts of different sexualities such as homosexuals, lesbians and trans gendered people can be introduced and discussed).

Notes Pages for Facilitators for SLIDE 3



Identify the differences between men/boys and women/girls due to the following:

- Culture, Religion, Law**
- Cultural practices**
- Resources**
- Rules**
- Power relations**



Suggested activities

Exercise 1

Divide the participants into 3 small groups

Ask Group 1 to consider the questions above in the context of family and community

Group 2 in the context of the community

Group 3 in the context of the refugee camp or urban setting

Ask each group to include examples from their culture, religion and to reflect the socio-economic variation between men and women.


or

Exercise 2

In small groups, ask the participants to identify differences between women and men due to social practices (e.g. celebration during the birth of a son, less opportunities for girls for education, health care, rules and decision making power)

The facilitator will comment on the presentations and facilitate discussion on what can be changed and what cannot be changed. Conclude by reinforcing the differences between biological factors (i.e. sex) and differences caused by social relations (i.e. gender). Discuss what women and men can do and cannot do, and what both men and women can and should be able to do.

Notes Pages for Facilitators for SLIDE 4



In what way does gender inequality impact on women/girls

- 1
- 2
- 3

..... and more

Discussion Point

Based on discussion so far, are women and men equal?

Activity

Brainstorm or small group discussion.

List all of the ways the groups can identify in which women and girls are disadvantaged because of the inequality between men and women.

List the responses on the flip chart.

Notes Pages for Facilitators for SLIDE 5



How does culture impact on women's lives?

How did culture impact on women's lives your home country?

Did the conflict you have experienced change this?

How does culture impact on women's lives in the camp?



Discussion

What does culture mean to the participants. List key concepts, such as language, dress code, religions, family structures, values, food, music, dance, belief systems, gender roles.


If participants come from several different cultural groups, get them to work together in cultural groups and prepare a short presentation about their own culture for the whole group, covering the key concepts you have identified.

In the large group, discuss the impact of conflict, and life in the refugee camp on cultural practices.

Draw out from the discussion the fact that culture is not static but is a fluid concept which does sometimes change in different circumstances.


Ask the groups to identify some examples of changes in their own culture e.g. girls education.

Notes Pages for Facilitators for SLIDE 6




**How do these differences
in treatment create difficulties for
women leaders?**

How do we overcome this?



**What are the barriers we
face?**



Activity

List all of the barriers to their leadership roles the women can identify.

Ask each woman to think of at least two ways in which they can overcome some of the barriers. Get one idea from each woman until all ideas are listed on the flip chart.

Notes Pages for Facilitators for SLIDE 7



What is social identity?

We all have many identities.

Different people see us in different ways

The way people see us affects how they treat us

We respond to the ways in which people treat us

The slide features a logo in the top left corner with the text "Power Through Participation" and a stylized female symbol. In the bottom left, there is an illustration of a person standing next to a large mirror that reflects a different version of themselves. In the bottom right, there is a small world map.

Presentation / Discussion:

Social Identity is the way in which others view you.

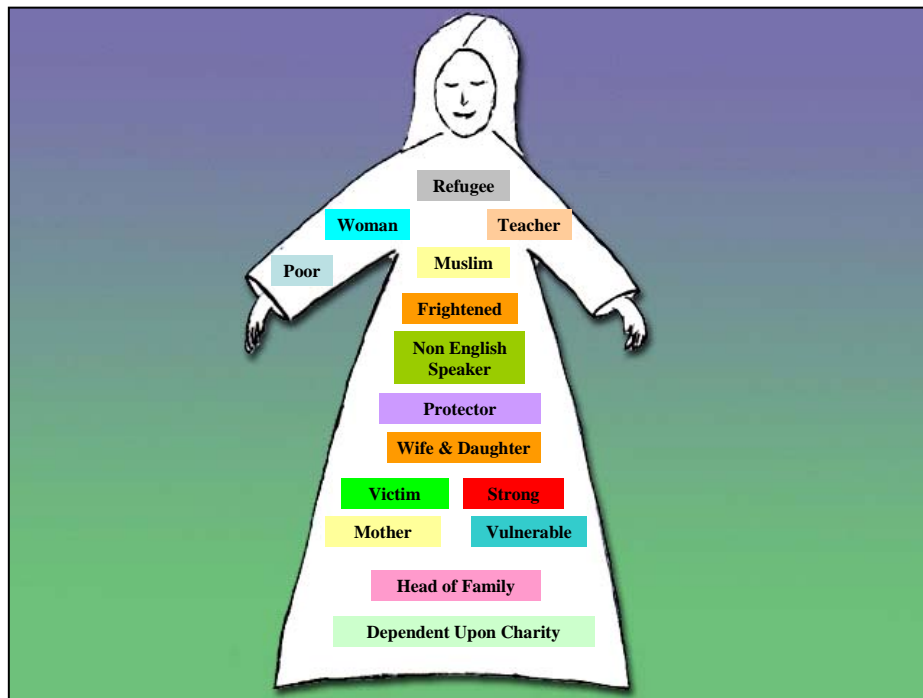
Identities can be shaped by one's sex, class, race or ethnic origin, caste, religion, civil status, age, sexual orientation and many other factors. We all have multiple identities. The Facilitators should share their identity, for example - I am a woman, I am a mother, I belong to a majority community, I have a tertiary education, I have a job, I am Kenyan, or I am Indian thus I have multiple identities.

At different moments one or other of my different identities surface as being more important than the other. In the village class room as a teacher I am respected and powerful. In a government department, the fact that I am a refugee from a rural area might mean that I am ignored and have very little power.

The next slides show an example of this...

(Please note. This material is based on the work of Sunila Abeysekera, INFORM, Sri Lanka)

Notes Pages for Facilitators for SLIDE 8



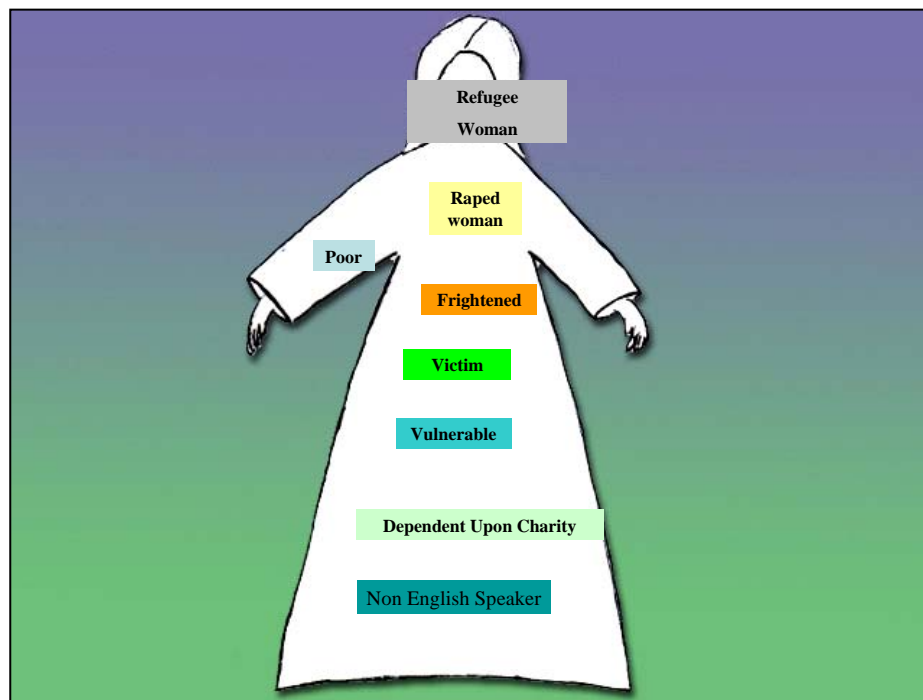
Discuss with the participants the fact that each of us wears a number of positive and negative labels all of the time. In different situations and depending on how we are treated by others affects whether how we behave and how we are perceived. Go through the labels worn by the woman in the slide.

Give the participants some examples of the times when you have worn your positive labels and other times when you have worn your negative labels. E.g.. Maybe in your community or organization, you are seen and respected as a community leader and this gives you a sense of confidence and empowerment. Discuss other times or experiences in which you have instead worn your negative and disempowering labels.

Conflict has created many negative labels which have been used to describe many of the women and girls affected by disaster. Some people see 'refugee' as a negative label.

If when we look at women we only see the negative labels they wear we will cause dependency and make them more vulnerable. If we only see the positive, we will ignore the fact that many women who are strong and working for their sisters are also traumatized. They have also lost homes and families. They also need care and support and an opportunity to discuss how they are feeling. Unless they get this they will "burn out" – and become too tired and exhausted to continue with the work. We have to acknowledge ALL of our labels of identity.

Notes Pages for Facilitators for SLIDE 9



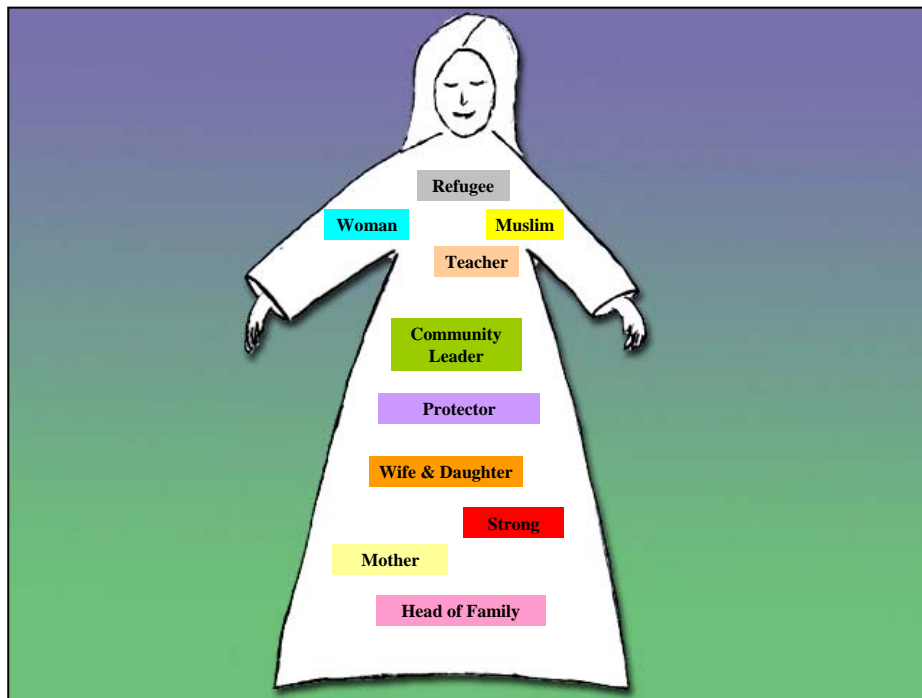
This is an example of some of the ways in which a refugee women might be perceived.

This woman is often viewed as a victim, she is frightened, she is poor and therefore is viewed as vulnerable. She may speak a minority language, is dependant on charity and because of the conflict and her experiences she is traumatised.

However, her main label, and the one which covers all the others is that of refugee.

Because of these negative labels, people will treat her as a woman without power and without capacity. A case for sympathy, charity and protection. Not only will her capacity to help herself and her family not be built on, it will be eroded by the ways in which assistance is given to her.

Notes Pages for Facilitators for SLIDE 10



If we look beyond the label of refugee, and we look at this women's other labels, we will find that she is a protector of her family and children, she is a teacher, she is a wife and daughter, she is the head of the family, she is a mother and she is strong.

What is important is to recognize these positive strengths which exist in each and every one of us. We must build on these and recognize that the identities which we have can give particular advantages or disadvantages in specific situations.

If we recognise the strengths the woman has and what she can contribute to the community and to the rebuilding of society, we will build her capacity. This will strengthen the whole community.

Notes Pages for Facilitators for SLIDE 11



A large, empty rectangular area with a dashed border, intended for notes.

Notes Pages for Facilitators for SLIDE 12



**We must identify
as leaders**

**Make sure our
'Leadership Label'
is showing and act as leaders**



Activity

Finish the session with an exercise of affirmation, for example stand in a circle. Each person to extend her hand to the whole group and say "You are leaders", then to touch their own shoulder and say "I am a leader" then to touch the hands of the people either side and say "You are a leader"

Day 2

Session 5

1 Hour 30 Minutes

Women's Rights

Session Content

Introducing CEDAW, the Convention to Eliminate all forms of Discrimination Against Women. The particular rights of women will be identified, using CEDAW as a guide. Participants will apply CEDAW to the discussion of gender and social identity

Session Objectives

- ❖ At the end of this session, participants will be familiar with their rights as described in CEDAW
- ❖ They will use this framework to identify which rights they currently enjoy and which they can not access

Power Point Slides 17

Suggested Activities

Notes for each slide follow at the end of this session

Background reading:

See appendix 1 (CEDAW) after slides notes pages.

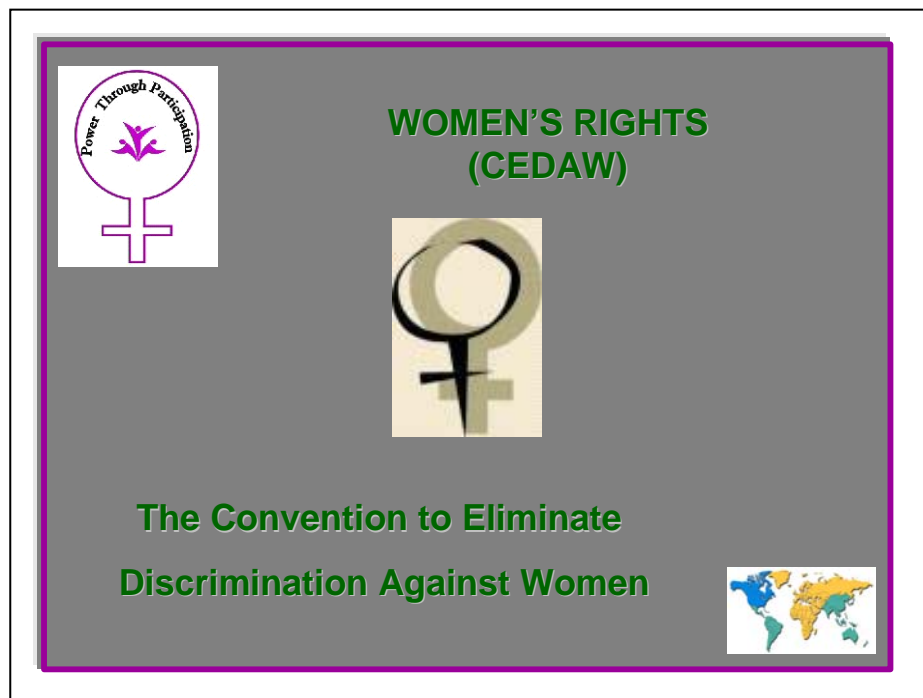
Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of Slides
- ❖ Copies of additional reading if appropriate
- ❖ NB – CEDAW is available in 66 language on the UNIFEM Website www.womenwarpeace.org/toolbox/toolbox.htm

Notes Pages for Facilitators for SLIDE 1



Facilitators Notes

In this session, you will introduce participants to CEDAW

It is important to stress that these rights are in addition to the rights contained in all other conventions.

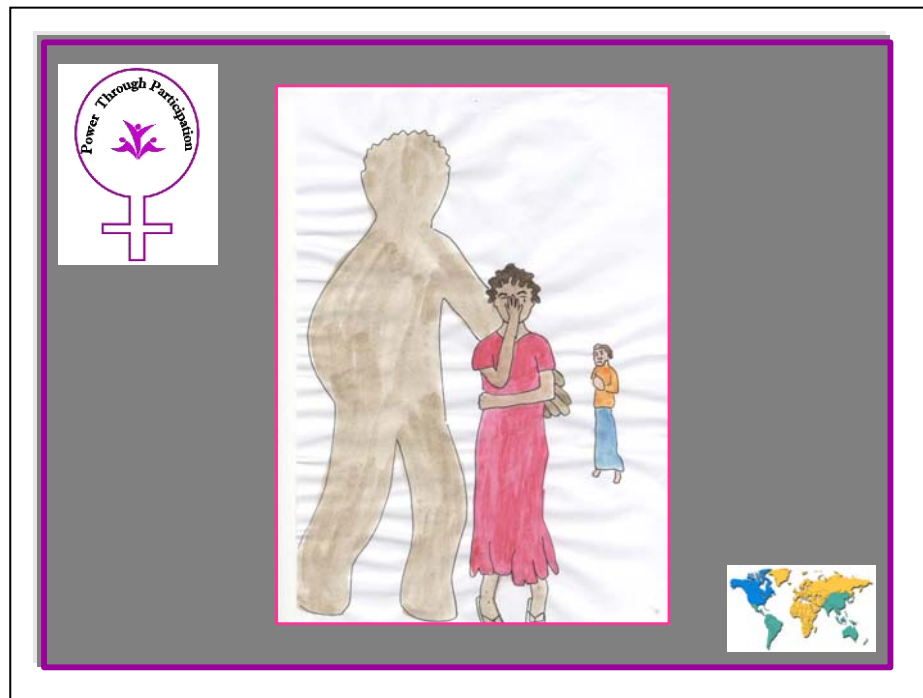
The next four slides provide a very simple introduction to CEDAW and are designed to trigger discussion, especially if the participants have had no previous exposure to the human rights framework. The following 9 slides explore CEDAW in more detail.

Depending on the group you are working with you may use some or all of the slides.

If available, distribute copies of CEDAW in appropriate languages

There are background notes in the manual, which can be translated, copied and given to the participants if applicable.

Notes Pages for Facilitators for SLIDE 2



Discussion Point.

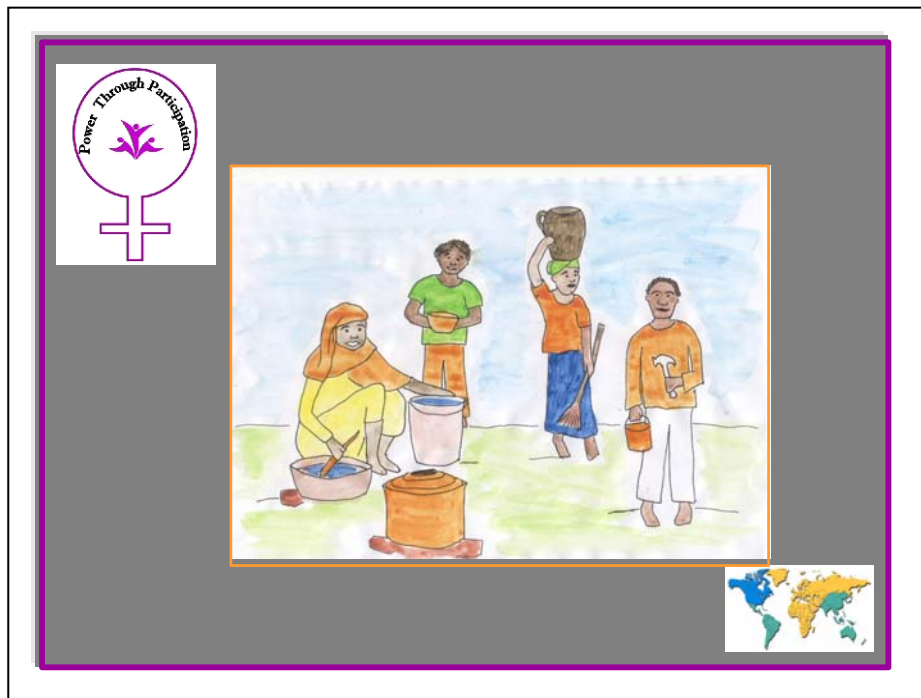
What is happening to the woman in this slide.

Discuss the fact that women should be free from the FEAR of violence, as well as from the act of violence.

This includes violence in the home and from social violence, it includes the violence of trafficking and forced prostitution.

Explain that these rights are detailed in CEDAW.

Notes Pages for Facilitators for SLIDE 3



Discussion Point

This slide can be used as a trigger for discussion on the right of women to work wherever she wants to, in traditional and untraditional forms of employment.

Notes Pages for Facilitators for SLIDE 4



Discussion Point

This slide can be used to trigger discussion about the rights of women to take part in decision making, in political processes and the right to life-long education.

Notes Pages for Facilitators for SLIDE 5



Women and Girls Rights

- ❖ The right not to be discriminated against in any situation
- ❖ The right not to experience violence in the home or community
- ❖ The right to sexual & reproductive health services
- ❖ The right not to be trafficked or forced into prostitution
- ❖ The right to political participation
- ❖ The right to education
- ❖ The right to choose who she marries



Note to Facilitators

If you are going to use the more detailed slides, this slide is not needed.

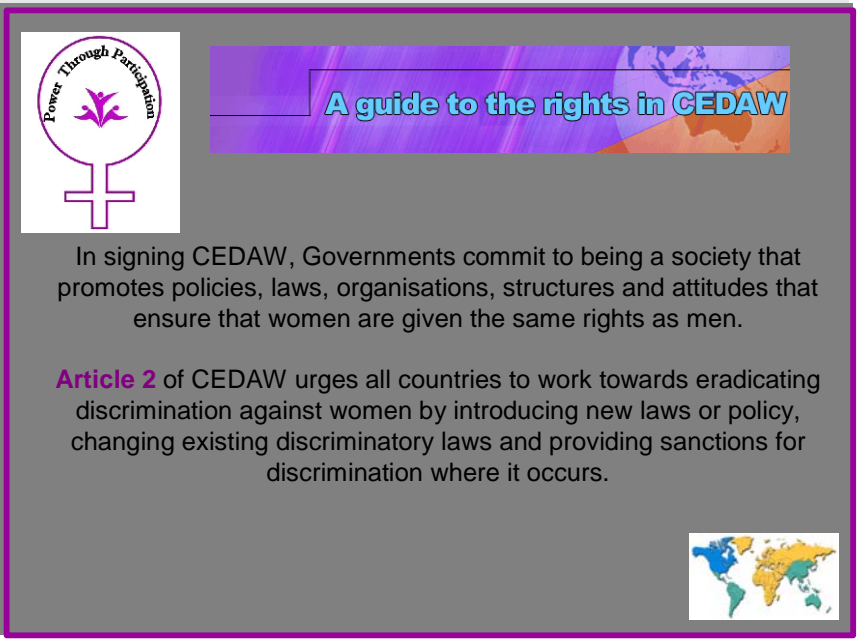
Otherwise, you can use this slide as the basis for a small group exercise.

Divide the women into groups of 4 or 5 and ask them:

- ❖ Which of these rights they enjoyed before they became refugees
- ❖ Which of these rights they enjoy now.

Ask each group to report back in the large group and list their responses on the flip charts.

Notes Pages for Facilitators for SLIDE 6



The slide features a logo on the left with a purple female symbol and the text 'Power Through Participation'. The title 'A guide to the rights in CEDAW' is centered at the top in a blue box. The main text is on a grey background, and a small world map is in the bottom right corner.

In signing CEDAW, Governments commit to being a society that promotes policies, laws, organisations, structures and attitudes that ensure that women are given the same rights as men.

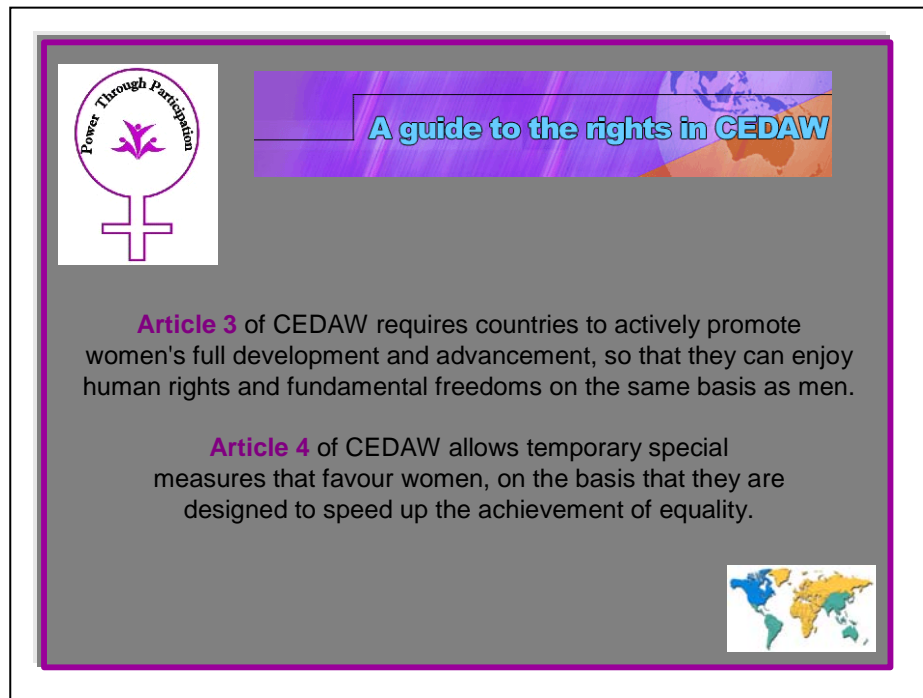
Article 2 of CEDAW urges all countries to work towards eradicating discrimination against women by introducing new laws or policy, changing existing discriminatory laws and providing sanctions for discrimination where it occurs.

Presentation

Discuss the fact that governments make commitments to women when they sign and/or ratify CEDAW. Before conducting the training, check on the UNIFEM website to see if either the country where you are conducting the training, or the countries from where the refugees have fled have signed or ratified CEDAW.

Ask the women if they have any knowledge which suggest that governments have fulfilled their obligations in Article 2

Notes Pages for Facilitators for SLIDE 7




Power Through Participation

A guide to the rights in CEDAW

Article 3 of CEDAW requires countries to actively promote women's full development and advancement, so that they can enjoy human rights and fundamental freedoms on the same basis as men.

Article 4 of CEDAW allows temporary special measures that favour women, on the basis that they are designed to speed up the achievement of equality.



Presentation continued



Discuss the fact that even in developed countries many governments have not fulfilled these commitments.

There is no country in the world where women are fully equal with men.

While this can be depressing, we need to look at it from an historical perspective. Women are moving forward in EVERY country – the fact that the women are attending training is an example of this. The rate of change is happening differently in different countries, but the international women's movement is working hard to make sure that it does not stop.

Even in the most developed countries, women have only achieved some level of equality in law and education over the past 40 years, and they fought very hard for this to happen – but it has happened.


Notes Pages for Facilitators for SLIDE 8



Article 5 of CEDAW requires countries to address and change social and cultural patterns that reinforce the stereotyping of women and traditional gender roles, or that promote the relative superiority or inferiority of either of the sexes.

Exploitation and prostitution:

Article 6 of CEDAW requires countries to aim to eliminate all forms of trafficking of women and exploitation of prostitution of women.



Notes to Facilitators, Slides 8 – 14

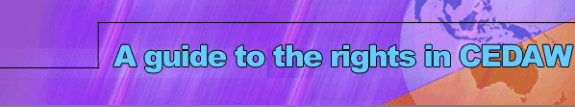

Go through each article of CEDAW and ask women to discuss whether they enjoy the protection of these rights

This can be done either through large group discussion, or as a small group exercise.

If done in the large group, it is important to write key points on the flip charts.

Suggest that the women keep notes from this session to use in their practical work later in the week


Notes Pages for Facilitators for SLIDE 9



Politics and public life:

Article 7 of CEDAW asserts that women should have the right to vote, the right to stand for election, be involved in formulating government policy and actively participate in political parties, lobby groups and NGOs.

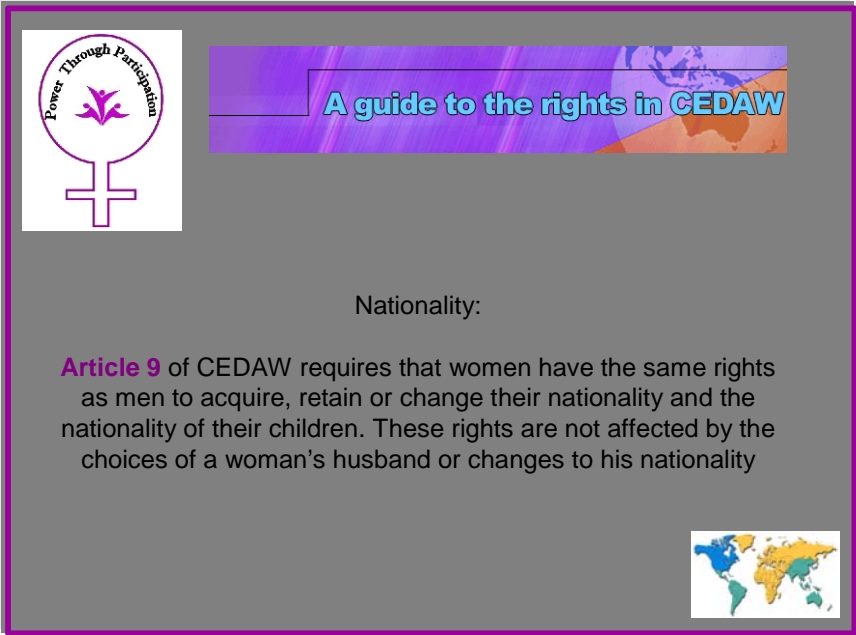
Article 8 of CEDAW states that women should have the same opportunities as men to represent their countries internationally and be involved in the work of international organisations.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries, to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 10




The slide features a logo on the left with a purple female symbol and the text 'Power Through Participation'. The title 'A guide to the rights in CEDAW' is in a blue box at the top right. The main text discusses Article 9 of CEDAW. A small world map is in the bottom right corner.

Power Through Participation

A guide to the rights in CEDAW

Nationality:

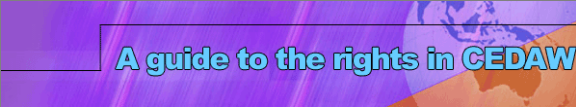

Article 9 of CEDAW requires that women have the same rights as men to acquire, retain or change their nationality and the nationality of their children. These rights are not affected by the choices of a woman's husband or changes to his nationality



Note to Facilitator


Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 11



Education and training:

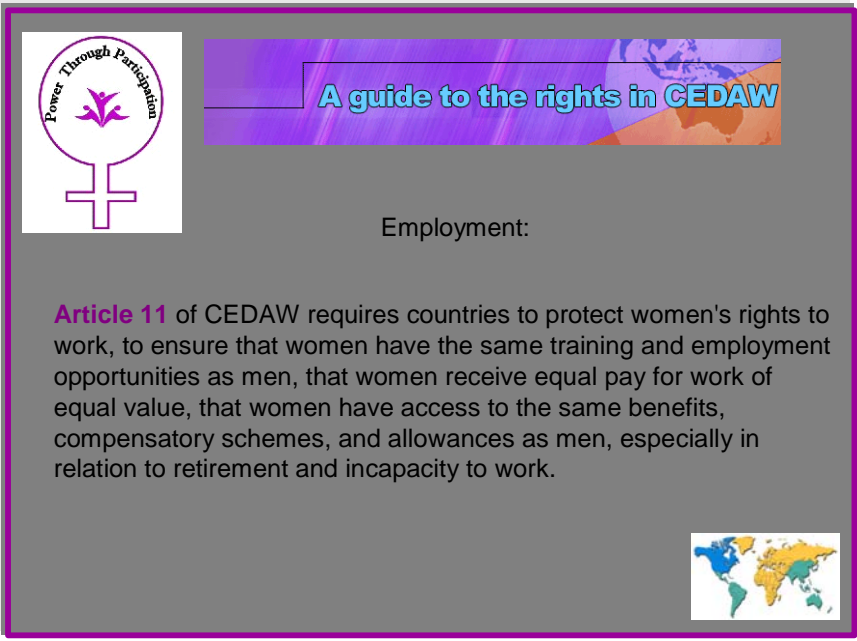
Article 10 of CEDAW urges countries to ensure that women have the same opportunities as men in all aspects of education and training - from kindergarten to tertiary education. Women should have access to the same curricula, professional staff and programs of continuing and adult education, especially those aimed at reducing any existing gender gaps within education, and opportunities to benefit from the same scholarships and grants as men. Governments are required to ensure that stereotypical concepts of the roles of men and women are eliminated.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 12




The slide features a logo on the left with a purple female symbol and the text 'Power Through Participation'. The title 'A guide to the rights in CEDAW' is in a blue box at the top right. The main text discusses Article 11 of CEDAW. A small world map is in the bottom right corner.

Power Through Participation

A guide to the rights in CEDAW

Employment:

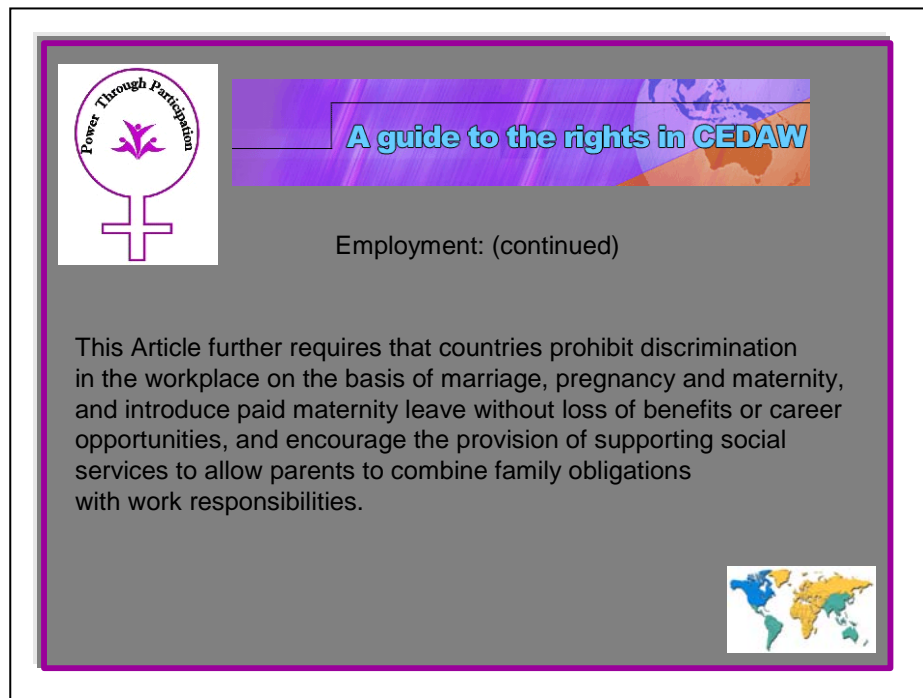
Article 11 of CEDAW requires countries to protect women's rights to work, to ensure that women have the same training and employment opportunities as men, that women receive equal pay for work of equal value, that women have access to the same benefits, compensatory schemes, and allowances as men, especially in relation to retirement and incapacity to work.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 13

The slide content is enclosed in a purple-bordered box. On the left is a logo for 'Power Through Participation' featuring a purple female symbol and a stylized flower. To the right is a purple and orange gradient banner with the text 'A guide to the rights in CEDAW'. Below the banner is the text 'Employment: (continued)'. The main body of the slide contains a paragraph of text about workplace discrimination and maternity leave. In the bottom right corner, there is a small world map.

Power Through Participation

A guide to the rights in CEDAW

Employment: (continued)


This Article further requires that countries prohibit discrimination in the workplace on the basis of marriage, pregnancy and maternity, and introduce paid maternity leave without loss of benefits or career opportunities, and encourage the provision of supporting social services to allow parents to combine family obligations with work responsibilities.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 14



The slide features a logo on the left with a female symbol and a flower, with the text 'Power Through Participation' around it. The title 'A guide to the rights in CEDAW' is in a blue box at the top right. The main text discusses Article 12 of CEDAW regarding health services. A small world map is in the bottom right corner.

Health:


Article 12 of CEDAW requires countries to take all necessary measures to eliminate discrimination against women in the field of health care and ensure women and men have equal access to health services.

This Article further requires that countries provide free and accessible health services in relation to pregnancy and post-natal care.

Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 15




The slide features a logo on the left with a purple female symbol and the text 'Power Through Participation'. The title 'A guide to the rights in CEDAW' is in a blue box at the top right. The main text is centered on a grey background, and a small world map is in the bottom right corner.

Power Through Participation

A guide to the rights in CEDAW

Economic life, sport and culture:


Article 13 of CEDAW expressly requires that women have equal access to family benefits, forms of financial credit, including mortgages, and the same rights as men to participate in recreational activities and cultural life.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.

Notes Pages for Facilitators for SLIDE 16




A guide to the rights in CEDAW

Women living in remote and rural areas:

Article 14 of CEDAW requires all countries to ensure that the particular needs of rural women are met in relation to access to services, training and employment opportunities, and social equity schemes.

Equality before the law:

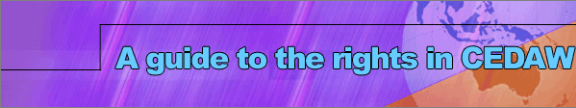

Article 15 of CEDAW requires countries to treat women and men equally in all matters relating to the law, including civil matters, contractual matters, and property ownership.



Note to Facilitator

Draw on examples from your research about the refugee population with whom you are working, in your own and other countries to discuss the articles in CEDAW.


Notes Pages for Facilitators for SLIDE 17



A guide to the rights in CEDAW

Family relations:

Article 16 of CEDAW requires countries to ensure that women and men have equal rights in the freedom to choose a spouse and enter into marriage; the same rights and responsibilities as men within marriage and upon divorce, especially with regards to choosing a family name, a profession, and the rights of ownership; and equal rights in all matters relating to the birth, adoption and the raising of children



Note to Facilitator

Remind participants to keep the work they have done in this session for later in the week.

Appendix 1

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and

mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

PART I

Article 1

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle; (b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

- (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;
- (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.

2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the

revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status; (b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and

participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all

community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.

2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.

4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage;

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

(c) The same rights and responsibilities during marriage and at its dissolution;

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a [Committee on the Elimination of Discrimination against Women](#) (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.

6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.

7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.

8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:

(a) Within one year after the entry into force for the State concerned;

(b) Thereafter at least every four years and further whenever the Committee so requests.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19

1. The Committee shall adopt its own rules of procedure.

2. The Committee shall elect its officers for a term of two years.

Article 20

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.

2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. ([amendment](#), [status of ratification](#))

Article 21

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

Article 22

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

(a) In the legislation of a State Party; or

(b) In any other international convention, treaty or agreement in force for that State.

Article 24

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25

1. The present Convention shall be open for signature by all States.

2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.

3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26

1. A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations.

2. The General Assembly of the United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

Article 27

1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.
2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.
3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30

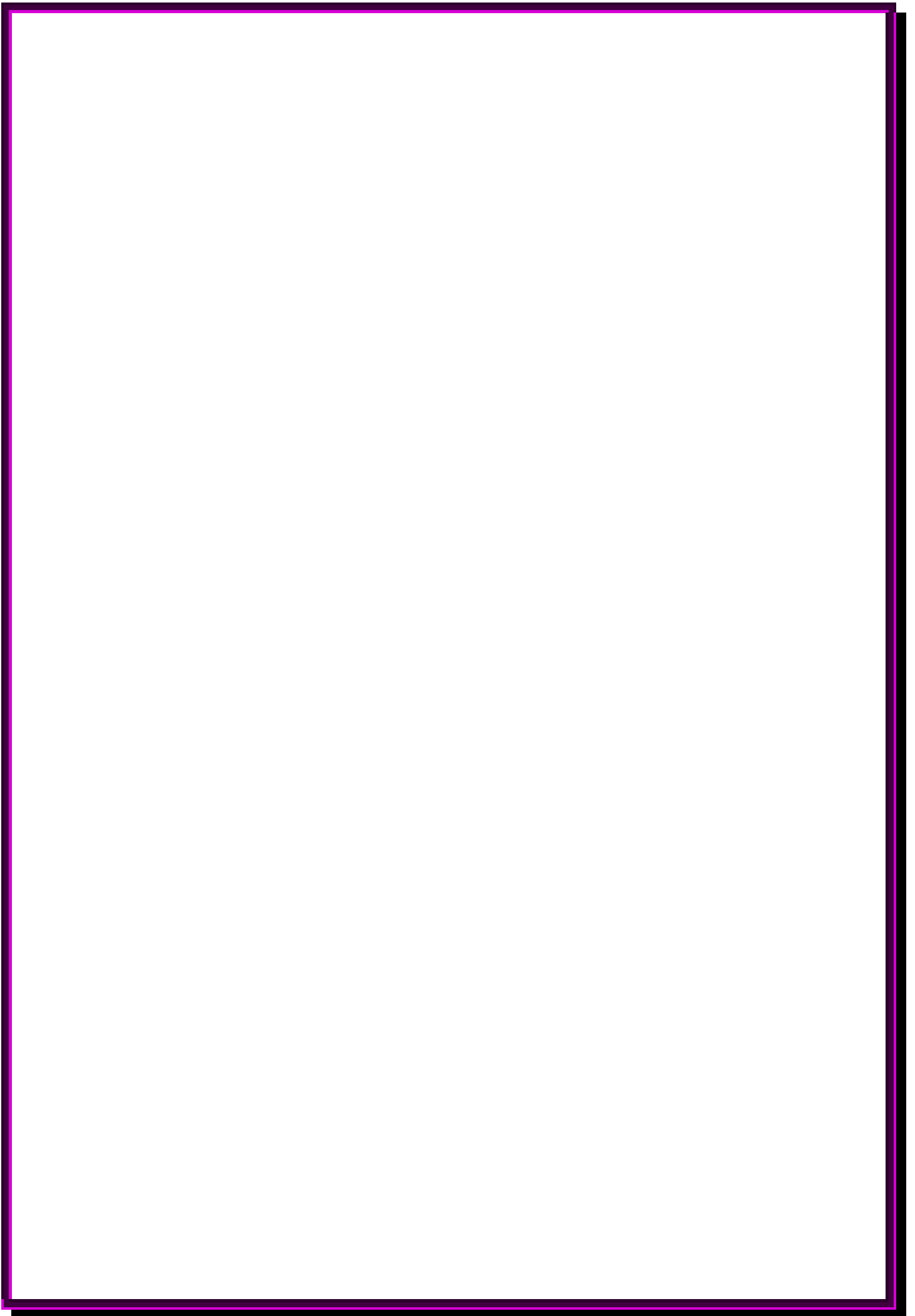
The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

United Nations Division for the Advancement of Women
Department of Economic and Social Affairs

Address: 2 UN Plaza, DC2-12th Floor, New York, NY 10017, USA
Fax: +1-(212)-963-3463

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



Session 6

2 Hours

Using a Human Rights framework – The Beijing Platform for Action (BPFA)

Session Content

It is said that if CEDAW provides the legal framework for women's human rights, the Beijing Platform for Action (BPFA) provides the operating principles – it is the “How to use CEDAW” guide.

The BPFA will be introduced as a guide for claiming our rights. Women will identify which of the 12 ‘Critical Areas of Concern’, detailed in the BPFA, they can use in their work as women leaders

Session Objectives

- ❖ At the end of this session, participants will be familiar with the commitments made in the BPFA
- ❖ They will use this framework to identify actions which they could take to work to gain access for these rights for refugee women and girls

Power Point Slides 21

Suggested Activities

Notes for each slide follow at the end of this session

Background reading

See appendix 1 (BPFA) after slide notes pages


Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of slides
- ❖ Copies of additional reading if appropriate
- ❖ Copies of the BPFA if available in local languages

Notes Pages for Facilitators for SLIDE 1




**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION SIX

**Using a Human Rights Framework
The Beijing Platform for Action
(BPFA)**

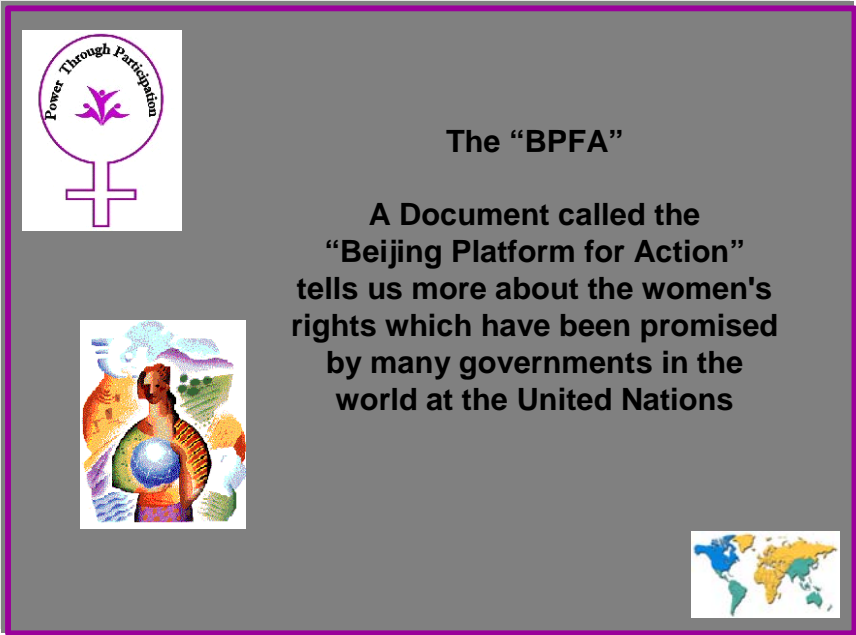
**And the Millennium Development
Goals**



Note for Facilitator

This session introduces the Beijing Process, and the Beijing Platform for Action as a tool which women can use in their work as leaders

Notes Pages for Facilitators for SLIDE 2



The “BPFA”

A Document called the “Beijing Platform for Action” tells us more about the women's rights which have been promised by many governments in the world at the United Nations

The slide features three images: a logo for 'Power Through Participation' (a purple female symbol with a flower inside a circle), a colorful illustration of a woman holding a globe, and a small world map in the bottom right corner.

Presentation – Slides 2 - 4

Briefly describe the Beijing process and where the BFPFA came from, and action since then to implement it.

See Notes on Beijing, the BFPFA and The Beijing Political Statement for additional details. These can be used as handouts if applicable.

Notes Pages for Facilitators for SLIDE 3



The United Nations Fourth World Conference on Women was held in Beijing, China in 1995.

Governments came together to discuss Women's human rights.

Women came from around the world to fight for their rights



The BPFA is the outcomes document from that conference

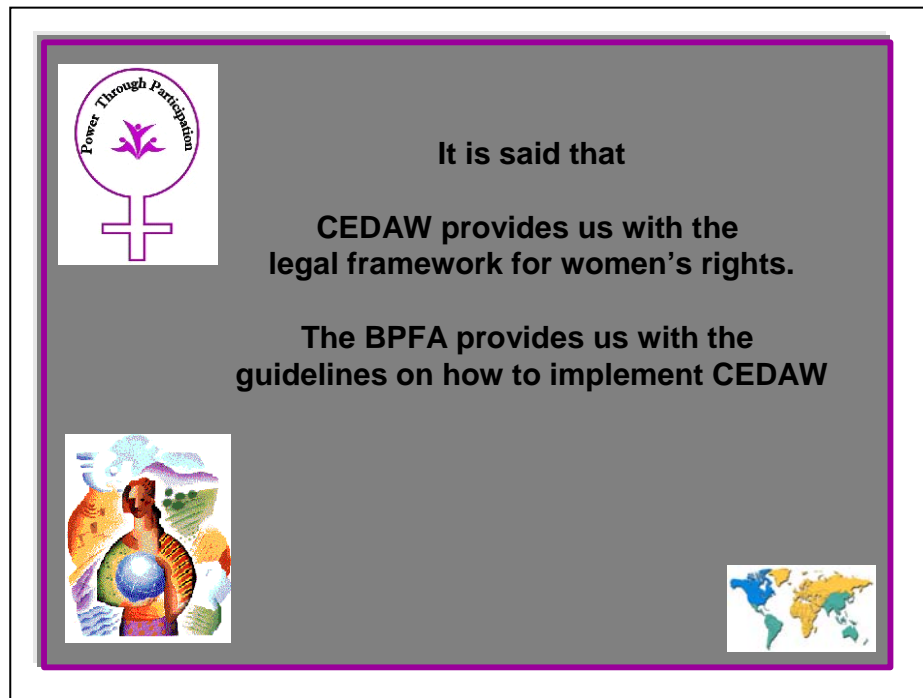


Presentation – Slides 2 - 4

Briefly describe the Beijing process and where the BFPFA came from, and action since then to implement it.

See Notes on Beijing, the BFPFA and The Beijing Political Statement for additional details. These can be used as handouts if applicable


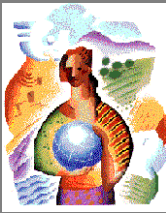

Notes Pages for Facilitators for SLIDE 4



It is said that

CEDAW provides us with the legal framework for women's rights.

The BPFA provides us with the guidelines on how to implement CEDAW



Presentation – Slides 2 - 4

Briefly describe the Beijing process and where the BPFA came from, and action since then to implement it.


See Notes on Beijing, the BPFA and The Beijing Political Statement for additional details. These can be used as handouts if applicable.

Notes Pages for Facilitators for SLIDE 5



There are 12 'Critical Areas of Concern' in the BPFA

These are the issues which governments and women's groups considered to be most important to womens lives



Presentation continued:

Explain that these twelve areas were chosen as the key areas for achieving change for women for the 1995 meeting. Since then, the impact of HIV/Aids, the continuing feminisation of poverty, and problems caused by globalisation have also been added to the list of issues under the BPFA banner.

Notes Pages for Facilitators for SLIDE 6



**The Beijing Platform For Action –
12 Critical Areas of Concern**

- **Women and Poverty**
- **Education & Training of Women**
- **Women & Health**



Activity – Slides 6 – 9

Briefly go through the Twelve Critical Areas of Concern detailed in the BPFA.

Divide the women in four groups and give each group one set of three concerns.

Ask them what needs to be done in their camp, or community to improve conditions for women in each of the areas of concern. Give each group flip chart paper and a marker pen so that they can report back to the large group.

In the feedback session, invite women from all the groups to add suggestions to those made by the small groups.

Notes Pages for Facilitators for SLIDE 7



The Beijing Platform For Action – 12 Critical Areas of Concern

- Violence Against Women
- Women & Armed Conflict
- Women & the Economy



Activity – Slides 6 – 9


Briefly go through the Twelve Critical Areas of Concern detailed in the BPFA.

Divide the women in four groups and give each group one set of three concerns.

Ask them what needs to be done in their camp, or community to improve conditions for women in each of the areas of concern. Give each group flip chart paper and a marker pen so that they can report back to the large group.


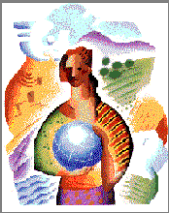
In the feedback session, invite women from all the groups to add suggestions to those made by the small groups.

Notes Pages for Facilitators for SLIDE 8



The Beijing Platform For Action – 12 Critical Areas of Concern

- Women in power & decision making
- Institutional mechanisms for the advancement of women
- Human rights of women



Activity – Slides 6 – 9


Briefly go through the Twelve Critical Areas of Concern detailed in the BPFA.

Divide the women in four groups and give each group one set of three concerns.

Ask them what needs to be done in their camp, or community to improve conditions for women in each of the areas of concern. Give each group flip chart paper and a marker pen so that they can report back to the large group.


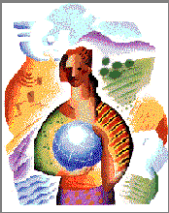
In the feedback session, invite women from all the groups to add suggestions to those made by the small groups.

Notes Pages for Facilitators for SLIDE 9



**The Beijing Platform For Action – 12
Critical Areas of Concern**

- **Women & the media**
- **Women & the environment**
- **The girl child**



Activity – Slides 6 – 9

Briefly go through the Twelve Critical Areas of Concern detailed in the BPFA.

Divide the women in four groups and give each group one set of three concerns.

Ask them what needs to be done in their camp, or community to improve conditions for women in each of the areas of concern. Give each group flip chart paper and a marker pen so that they can report back to the large group.

In the feedback session, invite women from all the groups to add suggestions to those made by the small groups.

**PASTE THE FLIP CHART SHEETS ON TO THE WALL TO REMIND THE
WOMEN OF WHAT THEY HAVE DISCUSSED**

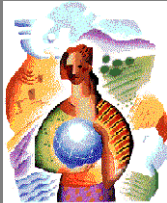
Notes Pages for Facilitators for SLIDE 10



How can we use the human rights framework to ensure the recognition and protection of women's and girls human rights?

How have women used it internationally?

How can refugee women use the human rights framework?"



Group Brainstorm activity:

Show DV Clip of refugee women working on human rights issues.

Discuss ways in which refugee women have been using the human rights framework to advance women's rights at national, regional and local levels.

Notes Pages for Facilitators for SLIDE 11



'My Grandmothers Story'

Exploring how things change for women

Note to Facilitators

Often refugees think that human rights can only be enjoyed by women from the developed world or upper class educated women from the developing world.

They sometimes argue that their culture will not allow them to enjoy the same rights as these women. This activity is designed to challenge the belief that cultural practice is fixed for ever, that nothing changes, and that rights are only for the privileged.

Activity

“My Grandmother, my mother, me and my daughter”

This exercise is designed to show that women are accessing their rights in every country in the world, even though it may be a slow process. The Facilitator should be prepared to tell her own story. She will begin by talking of her grandmother's life. Describe how much education was available to girls in her grandmother's time, what was her position in her family, her relationship to her father, her husband and what rights did she have. Then describe her mother's life, then her own. Lastly she will describe her hopes for her daughters and other young women. – CONTINUED ON NEXT SLIDE.

Notes Pages for Facilitators for SLIDE 12



'My Grandmothers Story'

Exploring how things change for women

Exercise:

Give each participant a sheet of paper divided into 4 boxes. Ask them to do the following exercise.

In the first box describe your grandmother's life. What rights did she have?

In the second and third box of the other boxes describe your mother's life, then your own. In the 4th box list what you want for your daughter.

Discussion:

What has changed in the lives of the women of the families of the participants? What has brought about those changes? What gives them hope that things might improve for their daughter?

Notes Pages for Facilitators for SLIDE 13



**Millennium
Development
Goals**

“ We will spare no effort to free our fellow men, women, and children from the abject and dehumanising conditions of extreme poverty, to which more than a billion of them are currently subjected”

United Nations Millennium Declaration – September 2000

13

Presentation


In the year 2000, the United Nations Secretary General Kofi Annan convened the Millennium Summit.

At that meeting, a set of eight goals were set to address the issue of poverty in the world. All 191 Governments who are members of the UN signed an agreement to implement these goals.

The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest.

Each of the Goals, below, is referenced to CEDAW and the BPFA

Notes Pages for Facilitators for SLIDE 14



The slide features a purple logo in the top left corner with the text "Power Through Participation" and a stylized female symbol. The main title is "1 Eradicate extreme poverty and hunger". A central image of a globe with "POVERTY & HUNGER" written across it is crossed out with a large red 'X'. To the left of the globe, there is a list of legal references: CEDAW Art. 2, CEDAW art. 11,1-2, All BPFA Poverty (A), and Education (art. 10; BPFA B). In the bottom right corner, there is a small world map with the number "14" below it.

1 Eradicate extreme poverty and hunger

CEDAW Art. 2
CEDAW art. 11,1-2
All BPFA Poverty (A)
Education (art. 10;
BPFA B)

14

Discussion point

1. The feminisation of poverty
2. Women and girls have less access to food than men and boys

Notes Pages for Facilitators for SLIDE 15

2 Achieve Universal Primary Education

Power Through Participation

CEDAW Art. 10
(equality in education)

Art. 14,d (education for
rural women)

BPFA Education (B)

15

Discussion points continued:

In many developing countries international and government policies have reversed the provision of free education and effectively denied many children primary education.

Primary education is fundamental to the achievement of all other MDG's.

When resources are scarce, it is boys who get access to available education, either primary or secondary.

Notes Pages for Facilitators for SLIDE 16

3 Promote gender equality and empower women

Power Through Participation

Ratify and implement CEDAW,
Reaffirm and fully Implement the BPFA
BPFA Violence against Women D
BPFA Women in Armed Conflict E

16

Discussion Continued:

The major thrust of this goal is access to secondary education

Poverty eradication, power and decision making, improved maternal health and many other of the commitments in the BPFA are clearly dependant on women having access to secondary education.

While cultural is often cited as the major reason why girls do not attend secondary education, it is noted that this is usually closely linked to the economic status of the family. Poverty is a much stronger reason.

MAJOR OMISSION IN THE MDGS

Violence against women. Until this is addressed, women can not achieve gender equality and empowerment.

Notes Pages for Facilitators for SLIDE 17

4 Reduce child mortality

Art. 11.2(b) (Maternity leave)
Art. 12 (access to health care/family planning)
Art. 14.2 (h) (Adequate living conditions – rural women)

BPFA Girl Child (L)
Poverty (A)
Health (C)

17

Discussion Continued:

This is underpinned by reproductive health rights and all other MDG's and areas of concern

Notes Pages for Facilitators for SLIDE 18



5 **Improve maternal health**

BPFA PARA 96

SEXUAL RIGHTS AND RIGHTS TO REPRODUCTIVE HEALTH CARE

CEDAW

Art. 11,1 (f) (protection/safety at workplace)

Art. 11,2 (b) (maternity leave)

Art. 12 (health access)

Art. 14,2 (h)
(access to health care for rural women)

Art. 16, 1 (e) (family planning)

BPFA
Health Article B




18

Discussion Continued:

This issue is dependent on the provision of good health services and education and the alleviation of poverty for women and girls.

Notes Pages for Facilitators for SLIDE 19

6 **Combat HIV/AIDS, malaria, and other diseases**

Power Through Participation


CEDAW	Art. 12 (health access) Art. 14.2 (b) (health access – rural women)
CEDAW	Art. 6 (trafficking)
CEDAW	Art. 10 (education)
BPFA	Health (C)
BPFA	Poverty (A)
BPFA	Education (B)

19

Discussion Continued:

Those most affected by these diseases are women and children.
Malaria and other infectious diseases are diseases of poverty and lack of infrastructure.
Clean water, adequate housing and poverty are root causes of the spread of disease.

Notes Pages for Facilitators for SLIDE 20



7 Ensure environmental sustainability

BPFA Environment (K)

CEDAW Art. 7 (b) (participate in government policy planning and implementation)
Art. 14, 2 (a) (participation in development – rural women)

CEDAW 14,2 (h) (adequate living conditions – rural women)

20

Discussion Continued:

Women bear the brunt of environmental degradation.
Forced relocation damages the environment.
Loss of sustainable life styles, which in turn leads to trafficking etc.
Key to poverty alleviation.

Notes Pages for Facilitators for SLIDE 21



8 Develop a global partnership for development

Power Through Participation

21

The slide features a grey background with a white border. In the top left corner is a logo for 'Power Through Participation' consisting of a purple female symbol with a stylized purple flower above it. To the right of the logo is a blue circle containing the number '8', followed by the text 'Develop a global partnership for development' in blue. Below this text is a large blue silhouette of a group of people holding hands in a circle, with a large white circle behind them. In the bottom right corner is a small world map with yellow and green continents. The number '21' is printed in the bottom right corner of the slide area.

Discussion Continued:

How can refugees join with NGO's and UN agencies to work towards achieving the MDG's?

Appendix 1

What about Beijing?

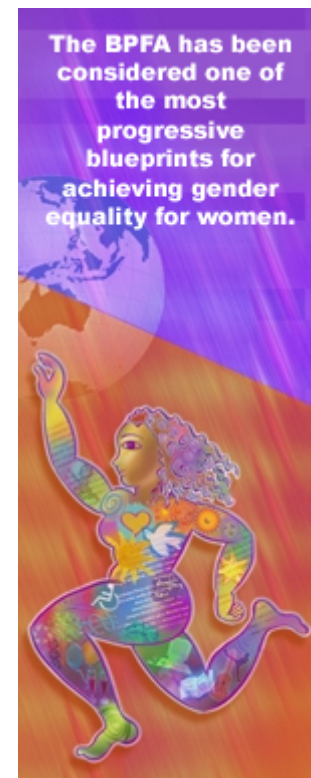
The Fourth World Conference on Women:

In 1995, the Fourth World Conference on Women was held in Beijing, China. It is frequently referred to as the Beijing Conference. The Conference was the culmination of twenty years of work by the global women's movement, and resulted in the Beijing Platform for Action (BPFA).

The BPFA is one of the most influential, international policy documents regarding women's human rights. The UN Division for the Advancement of Women (DAW) organised the preparations for the Conference, the Conference itself, and follow-up processes that monitor and assess progress.

The BPFA has been considered one of the most progressive blueprints for achieving gender equality for women. It was negotiated and adopted by over 180 countries that attended the Beijing Conference. The document is divided into the following twelve critical areas of concern, each with its own principles and actions.

- A. Women and poverty**
- B. Education and training of women**
- C. Women and health**
- D. Violence against women**
- E. Women and armed conflict**
- F. Women and the economy**
- G. Women in power and decision-making**
- H. Institutional mechanisms for the advancement of women**
- I. Human rights of women**
- J. Women and the environment**
- K. Women and the media**
- L. The girl child**



The BPFA has provided the impetus for major improvements in women's lives around the world. For example, the section on Institutional Mechanisms provided women in many countries with the legal and international arguments for the establishment of national machinery for women's issues, such as the federal Office of the Status of Women that we already have in Australia. The BPFA is available at:

<http://www.un.org/womenwatch/daw/index.html>

Beijing + 5:

Five years after the 1995 Beijing World Conference on Women, Beijing + 5 was held in New York. Beijing +5 was a five-day special session of the UN General Assembly to appraise and assess the progress achieved in the implementation of the BPFA around the world. The Special Session of the UN General Assembly on Beijing +5 took place in June 2000 and was called "Women: 2000: Gender Equality, Development and Peace for the Twenty-First Century."

The preparations for the Beijing Conference in 1995, and Beijing + 5 in June 2000, were conducted by the UN Commission on the Status of Women (CSW), which presented to the UN General Assembly the final documents of the meetings to be endorsed.

In addition to assessing progress in implementing the BPFA, the UN General Assembly also considered further actions and initiatives. Two documents were negotiated and adopted by the governments attending: the first is a short Political Declaration; the second is a lengthier document containing a review of the current implementation, and further actions and initiatives to implement the Beijing Declaration and the BPFA. This is the Outcomes Document.

Information about Beijing +5 is available at:

<http://www.un.org/womenwatch/daw/followup/beijing+5.htm>

Special Session of General Assembly, June 2000 - Beijing + 5 Outcomes Document:

The document deals with:

- achievements and obstacles in the implementation of the 12 critical areas of the BPFA;
- current challenges facing the full implementation of the BPFA; and
- actions and initiatives to overcome obstacles and to achieve implementation of the BPFA.

199 actions were agreed on to be taken at the national and international levels by governments, the UN system, international and regional organisations, including international financial institutions, the private sector, NGOs and others. A number of these actions set new targets and reconfirmed existing ones.

For a summary of the Outcomes Document go to the website of the Earth Negotiations Bulletin: <http://www.iisd.ca/vol14/enb1446e.html>

To view a copy of the latest version of the Outcomes Document go to:

<http://www.un.org/womenwatch/daw/followup.pdf>

Session 7

1Hour 30Minutes

Conflict Resolution – from the kitchen to the United Nations

Session Content

Security Council Resolution 1325. How can we use it?

Conflict is the reason that many people are refugees – it is also the cause of much unhappiness within families. In this session we will explore what conflict means and identify the ways in which women can intervene to bring about conflict resolution from the home to the United Nations. We will discuss Security Council Resolution 1325, and the ways in which it can be used by refugee women on the ground.

Session Objectives

- ❖ At the end of this session, participants will be familiar with Security Council Resolution 1325
- ❖ They will analyse the document to identify ways in which it can be used by refugee women and girls

Power Point Slides 18

Background Reading

See appendix 1 (Security Council Resolution 1325) after slides notes pages

Suggested Activities

Notes for each slide follow at the end of this session


Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of slides
- ❖ Copies of additional reading if appropriate

Notes Pages for Facilitators for SLIDE 1




**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION SEVEN

**Building Trust
Conflict Resolution – from the
Kitchen to the United Nations**

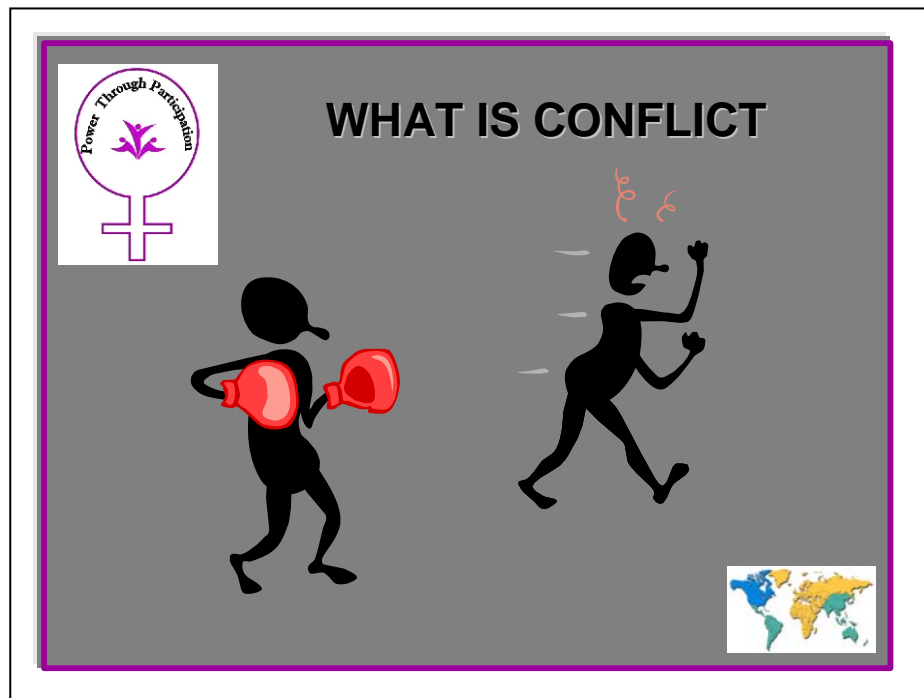
Security Council Resolution 1325



Note to Facilitator

This Session is intended to explore the role of women leaders in conflict resolution at the local and the international level.


Notes Pages for Facilitators for SLIDE 2



Group Activity



Brainstorm and list all of the types of conflict that women can name

Notes Pages for Facilitators for SLIDE 3



Conflict is caused by:

- ❖ Bad communication
- ❖ Power imbalances caused by class or age differences, sexism or racism
- ❖ Lack of information
- ❖ Insensitivity
- ❖ Different political viewpoints
- ❖ Lack of time to deal with an issue



Discussion Points:

- ❖ Ask women to give examples of each of the points on the slide.
- ❖ Prepare examples of your own in advance
- ❖ Discuss the impact of some of the examples given

Notes Pages for Facilitators for SLIDE 4



 **What sort of things cause conflict in:**

The Family?

The Community?

The Camp?.....


The World?



Discussion Continued:



Sort the responses into the different categories. Can you identify areas of overlap?

Notes Pages for Facilitators for SLIDE 5



Power Through Participation



How can women help resolve conflict in their families and communities?




Discussion Point

List the things that women already do to resolve conflict in the family and the community. What would help them to do this more effectively?

Notes Pages for Facilitators for SLIDE 6



**What skills do we need to learn
to help us to solve conflicts?**



Activity:

Brainstorm and list the skills suggested by the group

Notes Pages for Facilitators for SLIDE 7



The skills we need include:



- ❖ Good listening skills
- ❖ Good communication
- ❖ Trying to understand both sides of an argument
- ❖ Being fair and unbiased
- ❖ Being willing to speak the truth
- ❖ Being assertive, but not aggressive
- ❖ Others



Activity Continued


Check that the group has covered these important issues. Explain that we will be working on how to do this in the next session.

Notes Pages for Facilitators for SLIDE 8



Women can also be involved in conflict resolution at a local, a national and an International level.

The United Nations has adopted a special resolution, “Security Council Resolution 1325” to make sure this happens



Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

There are additional background materials which can be used as handouts if appropriate.

Notes Pages for Facilitators for SLIDE 9



Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 10



Power Through Participation

1325

The job of the United Nations Security Council is to try to make peace in the world and make people safe.



The Security Council passed Resolution 1325 because it was concerned about the suffering of women and children during and after war, and it was concerned that women are not getting to play a big enough role in creating peace in their communities.




Presentation Slides 8 – 15

Introduce Security Council Resolution and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 11





Resolution 1325 talks about the very important role that women can play in times of armed conflict and afterwards in post-conflict situations. It says they should be involved as much as men in trying to stop conflicts from happening, in solving conflicts, and in creating peace. It says that women should have as much power as men in making decisions about these things.




Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 12




Resolution 1325 also reminds governments to look at how armed conflicts affect women and to be aware of women's special needs in post-conflict situations (to have a *gender perspective*). It asks governments to make sure that women's needs are included in all peace-keeping activities.




Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.


Notes Pages for Facilitators for SLIDE 13



Security Council Resolution 1325 encourages governments and the United Nations to:



- ❖ Make women more involved in decision-making about preventing and solving conflict.
- ❖ Have more women working in peace-keeping positions.
- ❖ Have an awareness of women's needs and experiences (a *gender perspective*) in all peace-keeping activities.



Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 14





- ❖ Provide training on women's rights, protection, and needs to all soldiers and police, and to UN peace-keeping staff.
- ❖ Support the special needs of women and girls in post-conflict situations.
- ❖ Support women's traditional ways of working out peace and local ways of solving conflict.
- ❖ Make women more involved in carrying out peace agreements.
- ❖ Protect the human rights of women and girls




Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 15



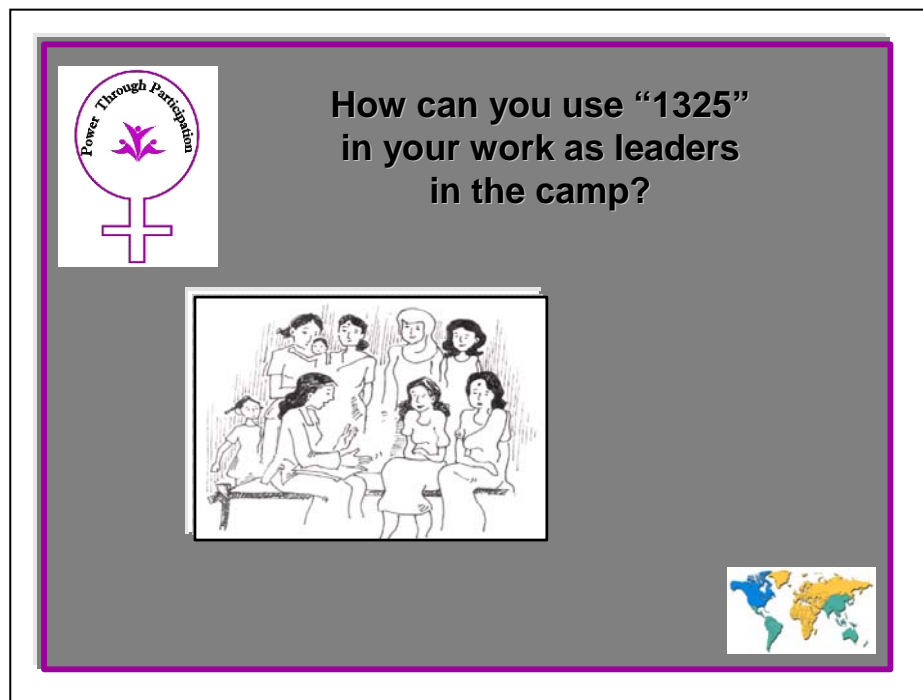
- ❖ Protect women and girls from gender-based violence, particularly rape and sexual violence.
- ❖ Punish people who commit crimes during times of war, including rape and sexual violence.
- ❖ Respect that refugee camps and settlements are not combat zones, they are places for normal people (non-soldiers) to go for safety and shelter.
- ❖ Support the special needs of women and girls in refugee camps and settlements



Presentation Slides 8 – 15

Introduce Security Council Resolution 1325 and what it means by talking the participants through the slides. Encourage them to take notes as you talk.

Notes Pages for Facilitators for SLIDE 16

The slide features a grey background with a purple border. In the top left corner is a logo for 'Power Through Participation' which includes a stylized purple flower and a female symbol. The main text in the center asks, 'How can you use "1325" in your work as leaders in the camp?'. Below the text is a black and white line drawing of a group of people, including men, women, and children, sitting on a bench and talking. In the bottom right corner, there is a small world map with yellow and blue continents.

Activity – Slides 16 - 18

Divide the groups into three sub groups.

Ask each group to take one each and work how 1325 could be used :

- ❖ In the camp
- ❖ When planning for repatriation
- ❖ Upon return home

Report back to the large group and list the suggestions

Notes Pages for Facilitators for SLIDE 17

**How can you use “1325”
when planning for repatriation?**

Activity – Slides 16 - 18

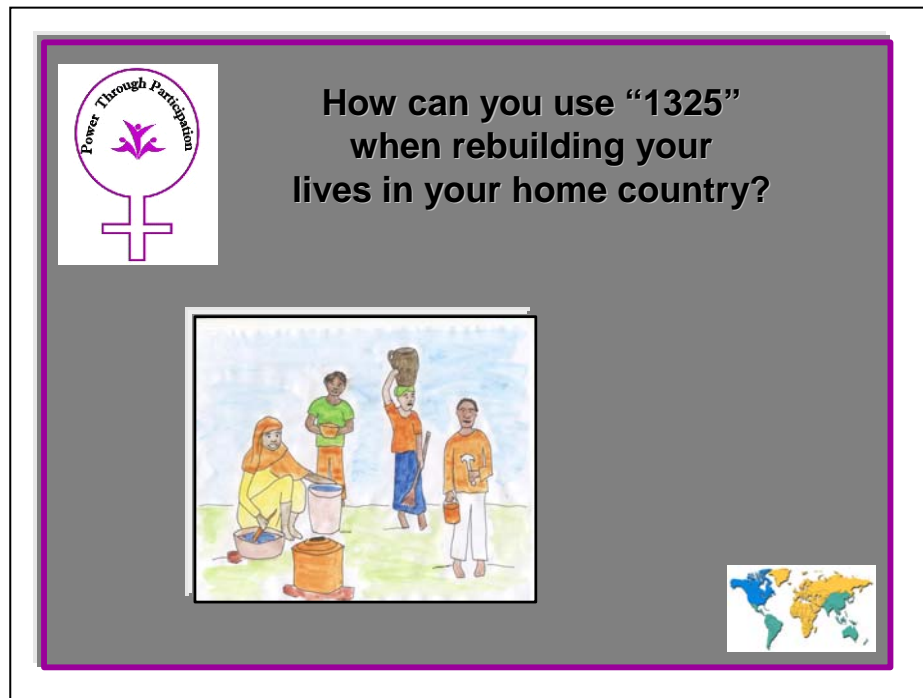
Divide the groups into three sub groups.

Ask each group to take one each and work how 1325 could be used :

- ❖ In the camp
- ❖ When planning for repatriation
- ❖ Upon return home

Report back to the large group and list the suggestions

Notes Pages for Facilitators for SLIDE 18

The slide features a grey background with a purple border. In the top left corner is a logo for 'Power Through Participation' which consists of a purple female symbol with a stylized purple flower above it. The text 'Power Through Participation' is written in a circular path around the symbol. In the top right, the text 'How can you use “1325” when rebuilding your lives in your home country?' is displayed in a bold, black font. Below the text is a colorful illustration of four people in a rural setting: a woman in a yellow sari is washing clothes in a tub, a man in a green shirt stands nearby, a woman in a blue sari carries a basket on her head, and a man in an orange shirt holds a bucket. In the bottom right corner of the slide is a small world map with yellow and green highlights.

Activity – Slides 16 - 18

Divide the groups into three sub groups.

Ask each group to take one each and work how 1325 could be used :

- ❖ In the camp
- ❖ When planning for repatriation
- ❖ Upon return home

Report back to the large group and list the suggestions

Appendix 1

Press Release

SC/6942



SECURITY COUNCIL, UNANIMOUSLY ADOPTING RESOLUTION 1325 (2000), CALLS FOR BROAD PARTICIPATION OF WOMEN IN PEACE-BUILDING, POST- CONFLICT RECONSTRUCTION

20001031

The Security Council this afternoon called on all actors involved in negotiating and implementing peace agreements to adopt a gender perspective that included the special needs of women and girls during repatriation and resettlement, rehabilitation, reintegration and post-conflict reconstruction.

Such a gender perspective would also include measures that supported local women's peace initiatives and indigenous processes for conflict resolution, and that involved women in all the implementation mechanisms of the peace agreements, as well as measures to ensure the human rights of women and girls, particularly as they related to the constitution, the electoral system, the police and the judiciary.

The Council took that action when it unanimously adopted Security Council resolution 1325 (2000), by which it also expressed willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups.

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, the Council requested the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures. It invited Member States to incorporate those elements, as well as HIV/AIDS awareness training, into their national training programmes for military and civilian police personnel in preparation for deployment.

Also by the resolution, the Council invited the Secretary-General to carry out a study and report to it on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimension of peace processes and conflict resolution.

* In press release SC/6941 of 30 October, the meeting number should be 4211th. The 4210th and the 4212th meetings were both closed.

Security Council - 2 - Press Release SC/6942 4213th Meeting (PM) 31 October 2000

The Council urged Member States to increase the participation of women at decision-making levels. It urged the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf. In that regard, the Council called on Member States to provide candidates to the Secretary-General for inclusion in a regularly updated centralized roster.

Further, the Council urged the Secretary-General to expand the role of women in United Nations field-based operations, especially among military observers, civilian police, human rights and humanitarian personnel. It requested the Secretary-General to include, in his reporting to the Council, progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls.

Expressing concern that women and children accounted for the majority of those adversely affected by armed conflict, the Council called on all parties to armed conflict to protect women and girls from gender-based violence. It emphasized the responsibility of all States to end impunity and to prosecute those responsible for genocide, crimes against humanity, and war crimes, including those relating to sexual violence against women and girls.

The meeting, which began at 12:15 p.m., was adjourned at 12:16 p.m.

Today's meeting followed an open meeting last week on 24 and 25 October, on women and peace and security. In that meeting, Assistant Secretary-General and Special Adviser on Gender Issues and Advancement of Women, Angela E.V. King, and a number of other speakers stressed the need to include women in every aspect of peace-building initiatives. Speakers specifically called for women's involvement in decision-making processes.

Resolution

The full text of the resolution, adopted this afternoon as Security Council resolution 1325 (2000) reads as follows:

“The Security Council,

“Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000 and 1314 (2000) of 11 August 2000, as well as relevant statements of its President and recalling also the statement of its President, to the press on the occasion of the United Nations Day for Women's Rights and International Peace of 8 March 2000 (SC/6816),

“Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled “Women 2000: Gender Equality, Development and Peace for the twenty-first century” (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Security Council - 3 - Press Release SC/6942 4213th Meeting (PM) 31 October 2000

“Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

“Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

“Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

“Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

“Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

“Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard noting the Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

“Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

“Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

“Noting the need to consolidate data on the impact of armed conflict on women and girls,

“1. Urges Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;

“2. Encourages the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;

Security Council - 4 - Press Release SC/6942 4213th Meeting (PM) 31
October 2000

“3. Urges the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and in this regard calls on Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster;

“4. Further urges the Secretary-General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;

“5. Expresses its willingness to incorporate a gender perspective into peacekeeping operations and urges the Secretary-General to ensure that, where appropriate, field operations include a gender component;

“6. Requests the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;

“7. Urges Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, the United Nations Fund for Women and United Nations Children’s Fund, and by the United Nations High Commissioner for Refugees and other relevant bodies;

“8. Calls on all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:

“(a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

“(b) Measures that support local women’s peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;

“(c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;

“9. Calls upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls as civilians, in particular the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977, the Refugee Convention of 1951 and the Protocol thereto of 1967, the Convention

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on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the United Nations Convention on the Rights of the Child of 1989 and the two Optional Protocols thereto of 25 May 2000, and to bear in mind the relevant provisions of the Rome Statute of the International Criminal Court;

“10. Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;

“11. Emphasizes the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes including those relating to sexual violence against women and girls, and in this regard, stresses the need to exclude these crimes, where feasible from amnesty provisions;

“12. Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design, and recalls its resolution 1208 (1998) of 19 November 1998;

“13. Encourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;

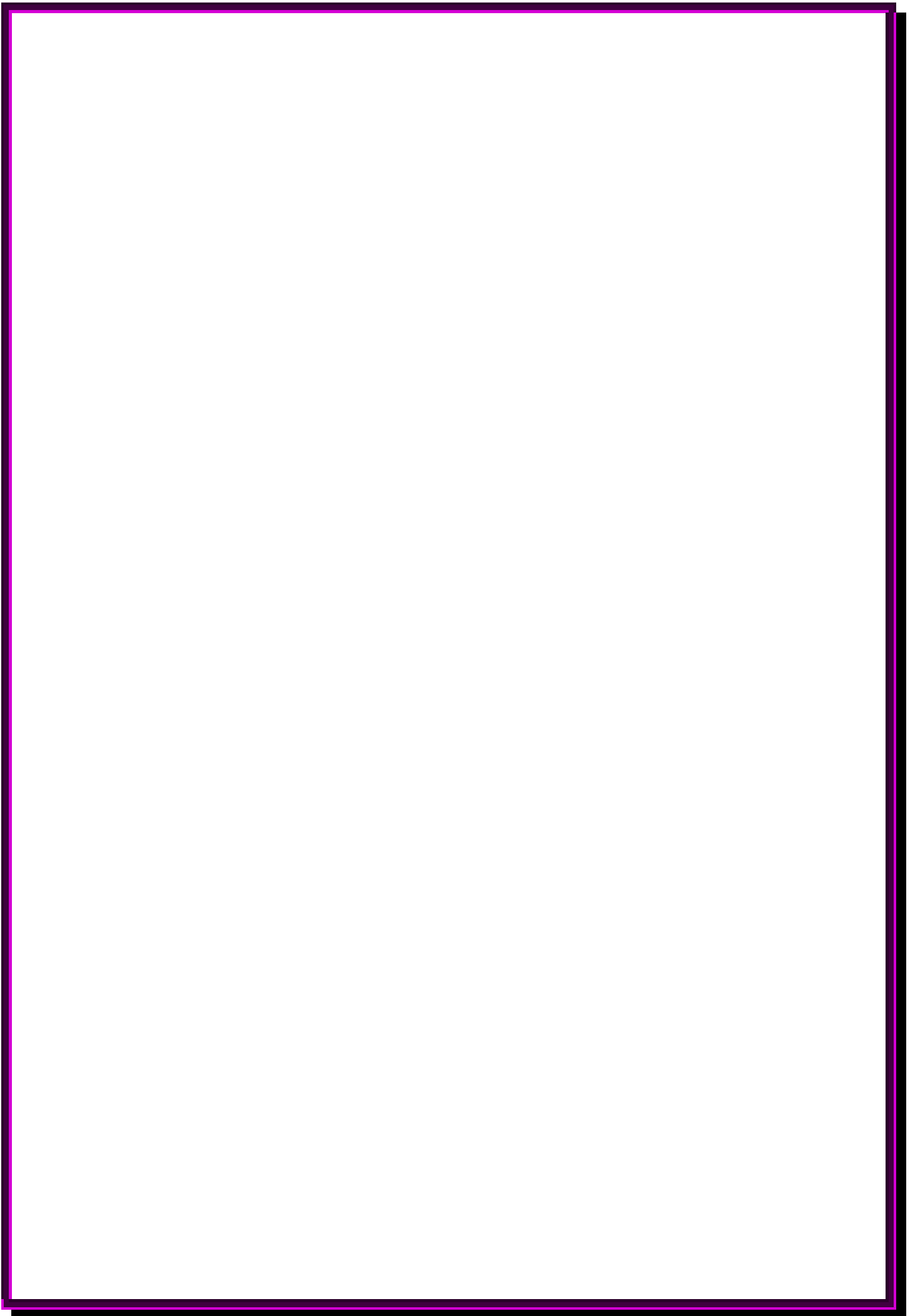
“14. Reaffirms its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;

“15. Expresses its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women’s groups;

“16. Invites the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and further invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;

“17. Requests the Secretary-General, where appropriate, to include in his reporting to the Security Council, progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;

“18. Decides to remain actively seized of the matter.”



Session 8

1.5 Hours

Communication Skills for Leadership

Session Content

In this session we will explore a range of communication skills which it is important to develop as effective leaders.

Session Objectives

At the end of this session, participants will have a working understanding of the concepts of:

- ❖ Verbal and non verbal communications
- ❖ Active listening
- ❖ Being non-judgemental
- ❖ Talking about grief
- ❖ Cross cultural communication

Power Point Slides 10

Suggested Activities

Notes for each slide follow at the end of this session

Materials needed to run this session

- ❖ Copies of slides
- ❖ Plain flip chart paper and marker pens

Notes Pages for Facilitators for SLIDE 1



Note to Facilitators

(NB It can be difficult to teach communication skills when working with an interpreter. Avoid exercises which involve you directly understanding what is being said, and do not use small group work to practice communication skills if you can not monitor what is taking place).

This should be a very “hands on” session, with lots of exercises and activities

Prepare examples in advance from your own experience.

Be prepared to demonstrate concepts such as “body language’ and tone of voice. These things cross most cultural barriers.

Also address the difference in communication styles found between cultures – give examples which are relevant to you, and to the women

Notes Pages for Facilitators for SLIDE 2


The slide is titled "How do we communicate?". It features a logo in the top left corner with the text "Power Through Participation" and a stylized female symbol. Below the logo are two black silhouettes of people, one with a large black circle on their head. To the right of the silhouettes is a list of communication methods: "Verbal Communication", "Body Language", "Tone of voice", "Written communication", and "Others". Below this list is a note: "NB – There are also cultural differences in the way that people communicate". In the bottom right corner, there is a small world map.

How do we communicate?

Power Through Participation

Verbal Communication
Body Language
Tone of voice
Written communication
Others

NB – There are also cultural differences in the way that people communicate



Discussion

Discuss the different forms of communication – get the participants actively involved in the discussion

What problems can be encountered in verbal communication

What is “body language” – have lots of examples which you can “mime” for the group

What does tone of voice convey?

How do we use written communication?

Which other methods do women use to communicate?

Can the groups identify difference in the ways that people from other cultures communicate? How do we deal with these differences?

Notes Pages for Facilitators for SLIDE 3



COMMUNICATION

Good communication is essential for leaders.

If you want people to take notice of you,
then the communication must be clear and effective.

It must involve both assertive speaking and
active listening.

People need to be able to say what they need and
what they want in a way that feels comfortable
to them and for the person to whom they are
speaking.



Discussion continued:

Give examples of an unclear message and a good clear message

Ask women to give examples from their own lives

Notes Pages for Facilitators for SLIDE 4

A slide with a grey background and a purple border. In the top left corner is a logo for 'Power Through Participation' featuring a purple female symbol with a flower inside. In the bottom left is a black stick figure pointing upwards. In the bottom right is a small world map. The text on the slide reads: 'For active participation to take place, people need to believe that they have the RIGHT to speak.' followed by 'People need to learn to speak assertively.' and 'This means saying what you want in a firm but pleasant way.'

 For active participation to take place, people need to believe that they have the **RIGHT** to speak.

People need to learn to speak assertively.

This means saying what you want in a firm but pleasant way.



Discussion continued: Slides 4 and 5

Explain the difference between being assertive and being aggressive. Ask women from the group to model assertive response and aggressive responses.

Notes Pages for Facilitators for SLIDE 5



Aggression means speaking to others in an angry way and may often lead to resentment and conflict.



**If we say nothing, then we are being passive.
Nothing is discussed and nothing gets done.**



Discussion continued: Slides 4 and 5

Explain the difference between being assertive and being aggressive. Ask women from the group to model assertive response and aggressive responses.

Notes Pages for Facilitators for SLIDE 6



ACTIVE LISTENING
A KEY TO GOOD LEADERSHIP

Active listening means letting others express their opinions and feelings without interruption.

This is not as easy as it sounds and often needs special training

The slide contains several illustrations: a logo with a purple female symbol and the text 'Power Through Participation'; a group of women sitting on the floor and talking; a woman holding a checklist; and a small world map in the bottom right corner.

Discussion points

What does active listening mean?

Explain that people are often so keen to have their say that they do not really listen when other people are talking

The facilitators could work out a role play which they can do for the group demonstrating a situation where one person is NOT listening, and then a situation where active listening occurs.

Give simple examples which can be easily interpreted

Notes Pages for Facilitators for SLIDE 7



Active Listening Involves:



Hearing what woman and girls say

Allowing woman and girls to express their feelings and opinions

Being non-judgemental



Discussion and activities

Discuss what each of these concepts mean – give examples and demonstrations for the group

Discuss the use of feedback, both verbal and non verbal, to reinforce listening and ‘hearing’ skills


Talk about how difficult it is for some women to talk about how they are feeling. This can be because they are ashamed, scared, or not used to being asked. It can also be because other people give strong non-verbal messages that it is NOT ok to talk about feelings.

Explore the meaning of being “non-judgmental”. Use examples about which most people have strong feeling, such as war, murder, abortion, homosexuality. Demonstrate ways in which to respond positively to someone who is expressing an opinion with which you don’t agree.

Talk about the importance of honest communication.

“You have the right to what you believe in, but I am afraid I don’t agree with you”.

Notes Pages for Facilitators for SLIDE 8




Power Through Participation

CONFLICT RESOLUTION


Conflict always happens in groups and in itself is neither negative nor positive.

Dealing with conflict can be a positive experience and inevitably leads to change -often for the better.

If a conflict or a difference of opinion arises within a group it is important to talk about it openly.



This way people learn respect for each other. Everyone knows where they stand.



Presentation and discussion Slides 8 - 10

Good Leaders also have to learn to deal with conflict

Talk the group through slides 8 - 10, asking the participants to give examples and providing examples from your own experience.

Notes Pages for Facilitators for SLIDE 9

Power Through Participation

For successful conflict resolution the following elements seem to be necessary:

- Allow enough time to deal with the conflict
- Define the problem in terms that are clear and acceptable to all parties in the conflict
- Deal with negative feelings in positive ways



Presentation and discussion Slides 8 - 10

Good Leaders also have to learn to deal with conflict

Talk the group through slides 8 - 10, asking the participants to give examples and providing examples from your own experience.

Notes Pages for Facilitators for SLIDE 10



Help people identify specifically what makes them unhappy with the situation

Encourage each member involved in the conflict to identify her/his real needs

Allow an opportunity for individuals to unload feelings of hurt, fear, etc, in the presence of accepting people.

Have at least one person give special attention to the process, someone uninvolved if possible.

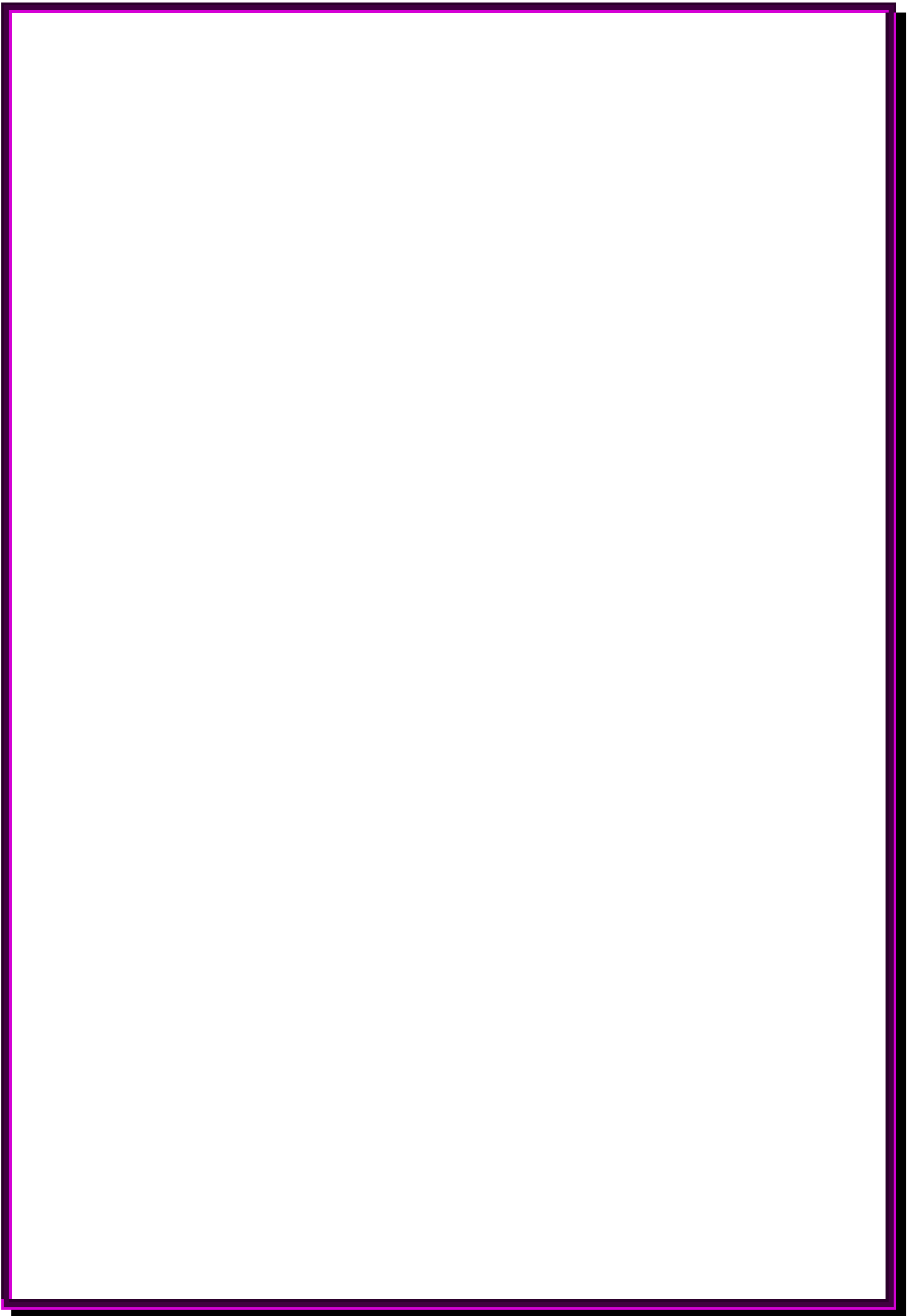
These suggestions are taken from "Resource Manual for a Living Revolution"



Presentation and discussion Slides 8 - 10

Good leaders also have to learn to deal with conflict

Talk the group through slides 8 - 10, asking the participants to give examples and providing examples from your own experience.



Day 3

Session 9 (with break at an appropriate time)

3 Hours

Participation and Empowerment

Building Trust through sharing stories

Session Content

Leaders need to be empowered themselves, and they need to be able to share their power with others.

In this section we will discuss the notions of empowerment through participation with others, and the trust needed to achieve good participation.

We will practice this by sharing stories of things that are happening to the refugee women and girls which they think need to change. These concerns will form the basis of the work the participants do in the rest of the training.



Session Objectives

- ❖ At the end of this session, we will explore the links between participation and empowerment.
- ❖ Participants will identify the need for information collection to inform their leadership activities
- ❖ They will have experience of using story circles as a method of identifying issues relevant to women and girls in camps and communities

Power Point Slides 8

Suggested Activities

Notes for each slide follow at the end of this session


Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens
- ❖ Video of refugee women sharing stories

Participants Handouts

- ❖ Copies of slides

Notes Pages for Facilitators for SLIDE 1




**Women In Decision Making and
Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION NINE

Participation and Empowerment

Building Trust through sharing stories



This session introduces participants to formalised story telling as a way of learning the problems and issues of concern for the community they are representing.

Notes Pages for Facilitators for SLIDE 2



Leaders Need to be Empowered

Leaders need to be empowered to take on their leadership roles. This is what this training is about.

They also need to empower others.

Leaders need to participate in decision making about what happens in the camp and community.

To do this they have to consult with their community, to listen to what they say, and respond to this.

In this way everyone can participate in decision making and everyone feels empowered.

Listening to women's stories is a good way to start this process



Presentation

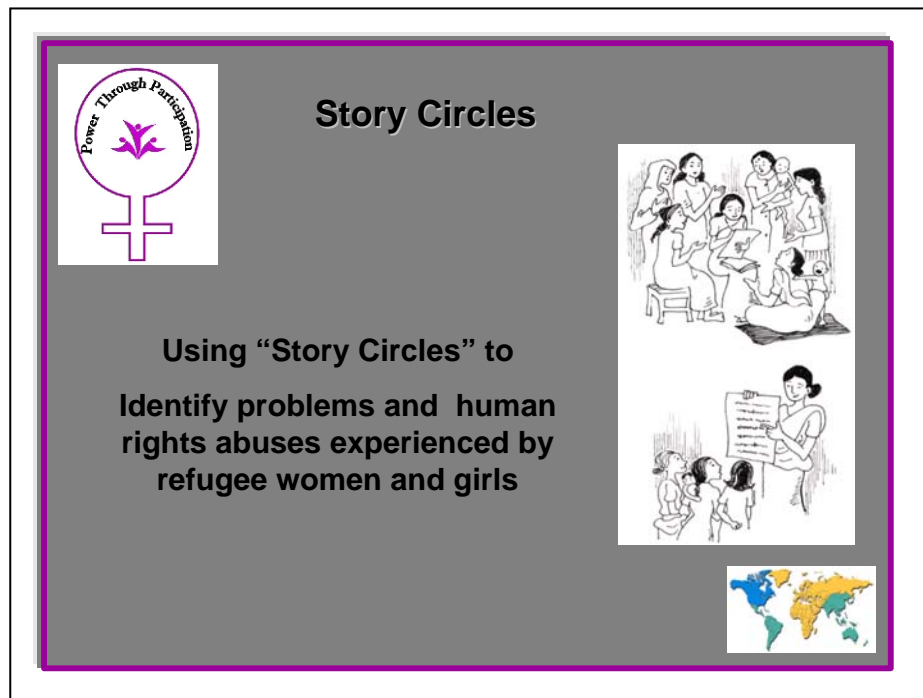
Slides 2 – 7

This is a short presentation to prepare women for taking part in story circles themselves.

Discuss the issues on each of the slides with the group before asking them to form groups and undertake the activity.

Remind women of the importance of confidentiality agreement when undertaking activities such as these.

Notes Pages for Facilitators for SLIDE 3



Story Circles

Using “Story Circles” to
Identify problems and human
rights abuses experienced by
refugee women and girls

Facilitators Notes:

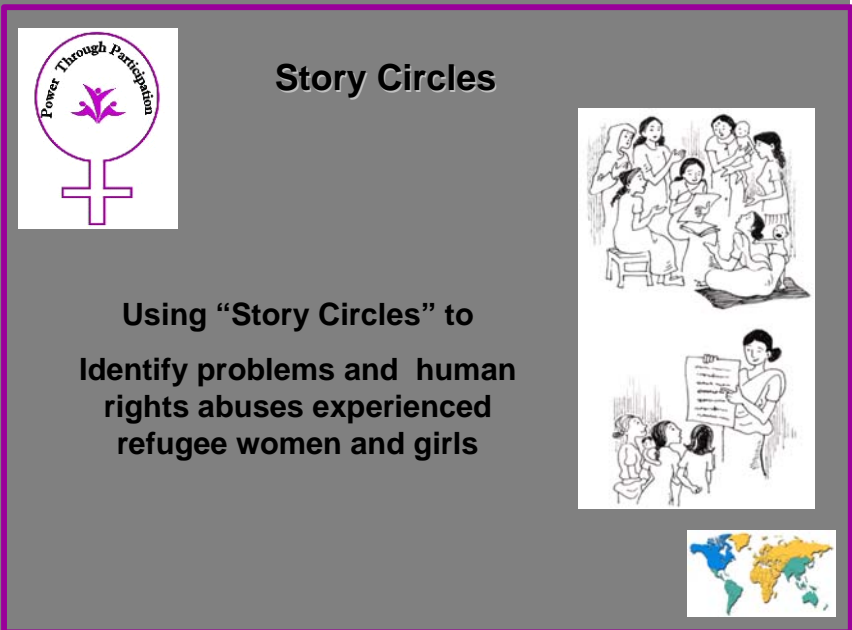
A Story Circle is exactly what it says. It is a group of women, sitting in comfortable space, in a circle, sharing stories with a skilled supportive facilitator.

Introduce the idea of a story circle. Explain that this can be a very sensitive and effective way to support and work with refugee women and girls. Talk about that fact that this needs to happen in a space and in a way in which the women and girls feel safe.

Discuss the different things a story circle can be used for :

- ❖ As part of training courses but also as part of a regular programs of meetings with women and girls in local areas, in community centres or safe spaces.
- ❖ As a safe and comfortable space in which women come to share information about what is happening in their lives and communities.
- ❖ By community workers and government workers to gather information from women and girls about their needs and concerns. But it is VERY important that if they are to be used in this way you have the permission of the women and girls to record the information they share and that you have fully explained what you will do with that information.
- ❖ To provide women with a safe place in which to share the stories of loss or fear or other forms of abuse. It is very important that women who need or want to talk about their experiences be given the space to do this. All too often women are denied the right to share their stories and are therefore denied the chance to begin the process of healing and recover. The chance to tell their stories also provides women with validation of what they have suffered and what they have survived.
- ❖ To provide a space for women to come together socially to provide one another with friendship and emotional support.

Notes Pages for Facilitators for SLIDE 3 continued



Story Circles


Using “Story Circles” to
Identify problems and human
rights abuses experienced
refugee women and girls

The slide features a logo on the left with a purple female symbol and the text 'Power Through Participation'. On the right, there are two illustrations: the top one shows a group of women sitting in a circle, and the bottom one shows a woman standing and presenting to a group of children. A small world map is located in the bottom right corner of the slide.

Facilitators Notes continued

- ❖ To provide women with a safe place in which to share the stories of loss or fear or other forms of abuse. It is very important that women who need or want to talk about their experiences be given the space to do this. All too often women are denied the right to share their stories and are therefore denied the chance to begin the process of healing and recover. The chance to tell their stories also provides women with validation of what they have suffered and what they have survived.
 - ❖ To provide a space for women to come together socially to provide one another with friendship and emotional support.
-



Notes Pages for Facilitators for SLIDE 4



Story Circles can be used:

To provide a safe & friendly space to meet and discuss issues of importance

- ❖ For sharing information
- ❖ For gathering information
- ❖ As healing spaces
- ❖ To validate experiences
- ❖ For emotional support/befriending



S.5-2

Issues to consider when creating a safe space

The need to ensure that the space is comfortable and women friendly.

The physical space should be welcoming and provide the opportunity for the women to sit in a circle.

The space should be private, so that the women do not fear being overheard by others in the community.

All members of the story circle should agree to keep everything they hear confidential unless they have the written permission of the women

Notes Pages for Facilitators for SLIDE 5



Sharing Stories



We can learn a lot by sharing stories with each other.

They can be stories of survival and bravery, of risk and violence.

They can be happy, or sad or funny stories

By listening to each other we can identify common issues for refugee women and girls.

We can support one another and celebrate our strengths



Issues to consider when creating a safe space

The facilitators or circle leader needs to be sensitive, encouraging and non-judgemental in both her verbal and non-verbal communication. If women feel they are being judged or criticised they will not want to share their stories.

Make sure that you have strategies in place to provide support to the women who share and hear the stories. This may include letting women know that it is okay to cry, giving women a hug, holding their hand. It is also important to end the story circle with an appropriate ritual, something which acknowledges the courage and strength of the women who have shared their stories



Notes Pages for Facilitators for SLIDE 6



Sharing stories allows us to listen to other women and to build trust

Good leaders are good listeners

They work on issues and problems identified by the women and girls in their camps and communities



Issues to consider when creating a safe space

It is also important to reassure women that they do not have to share their stories if they do not wish to and to respect their choices in this.

In responding to the issues which come from the stories while it is important not to be judgemental it is important to make sure that women are fully aware of all their rights and choices.

Story circle can also be used by community and government workers to provide peer support and debriefing to one another. Often we forget that social and community workers also need support!

Notes Pages for Facilitators for SLIDE 7



Supporting Story Circles

Key things to consider:

- Create a safe and women friendly space
- Confidentiality
- Verbal / non- verbal communication
- Formulation of strategies to care for each other during and after the exercise
- Dealing with the issues that come out of the stories
- Not forcing anyone to join or speak
- Ongoing support strategies/befriending
- Peer support/worker debriefing.
- Respecting women's choices, even if you don't agree with the women's choices.



Summary of key points

Notes Pages for Facilitators for SLIDE 8



Running Story Circles

Divide the participants into groups of 6 – 8 women

Invite group members to share one story about life as a refugee woman or girl. This might be their own story, the story of a family member or friend, or the story of someone they have worked with.

Ask participants to focus on stories of women and girls

Explain that they can be stories of death, or stories of survival. They may include stories of sexual and gender based violence.

Explain to the group that this will be an emotional experience. Reinforce that it is all right to cry.

Work out ways of looking after each other during the story telling.

Do not force all women to share a story, let them choose the order of who speaks.

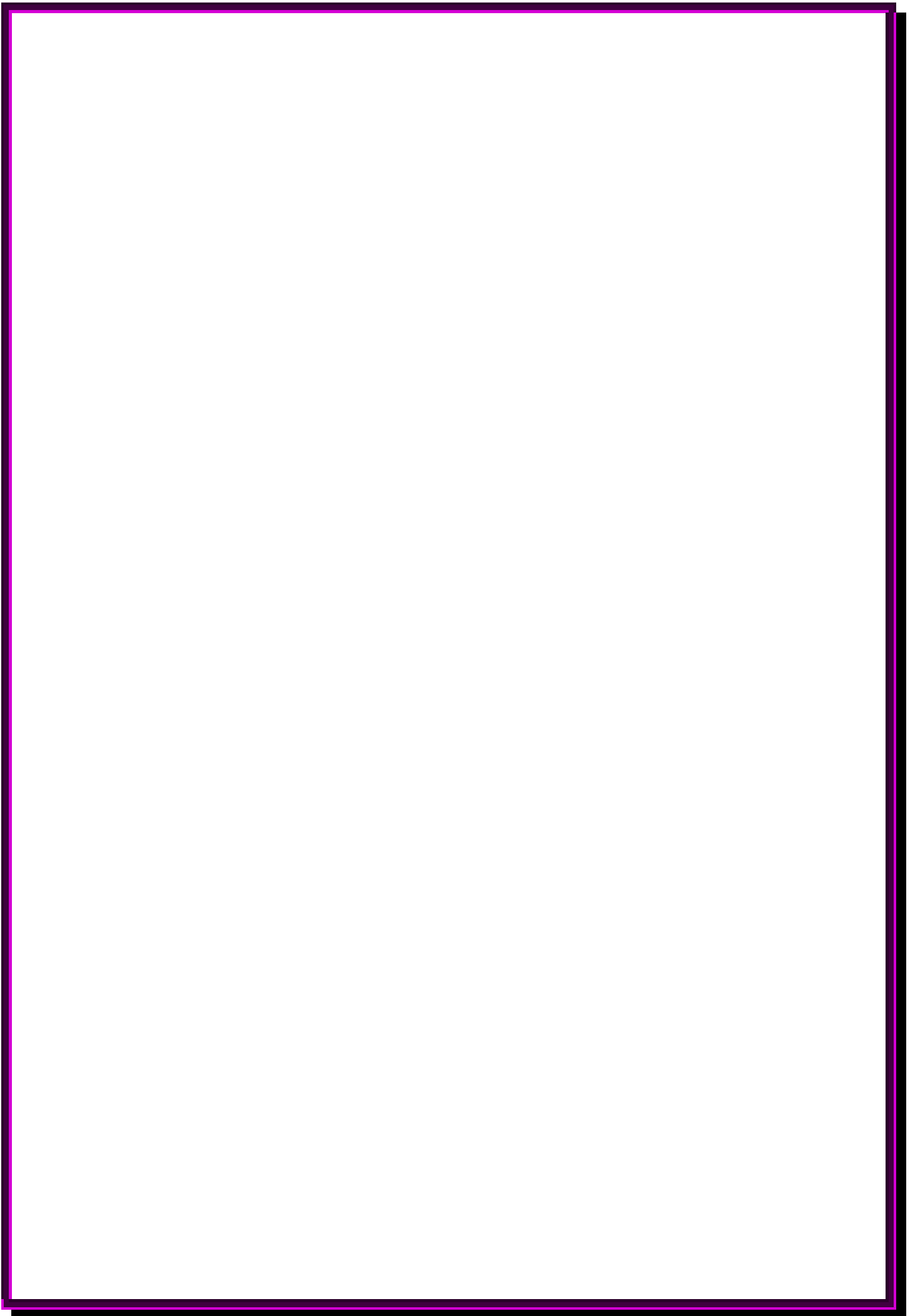
The facilitator must be very careful to watch for women who are very upset and to be ready to respond to them in a way that is most culturally acceptable.

With their permission, have someone who can document the stories.

Ask each group to share one of the stories with the large group

At the end of the session ask participants to stand and hold hands. Affirm the strength of the women to care for their community and to care for themselves while doing so.

If appropriate, light an oil lamp as an act of remembrance and respect for refugee women who have suffered in the conflict and the camps.



Session 10

1 Hour

Working with Male Refugees and Service Providers.

Session Content

In order to be successful leaders, women have to be able to work with men. This can be difficult in situations where traditionally women have not been given formal space as leaders. In this session we will explore the ways in which the group thinks that men in the camp or refugee setting might support them in their leadership aspirations, and barriers which the men might raise to block their participation. We will then assist the group to develop strategies to address these issues.

Session Objectives

- ❖ At the end of this session, participants will have identified have potential threats from males in the community and male service providers to their leadership potential and the fulfilment of their human rights.
- ❖ They will have analysed the reasons for these, and listed positive support received from male family and community members and service providers
- ❖ They will have identified a range of strategies to elicit the active support of males with whom they live and work to assist their work as leaders and in their fight for women's rights.

Power Point Slides 2

Suggested Activities

Notes for each slide follow at the end of this session

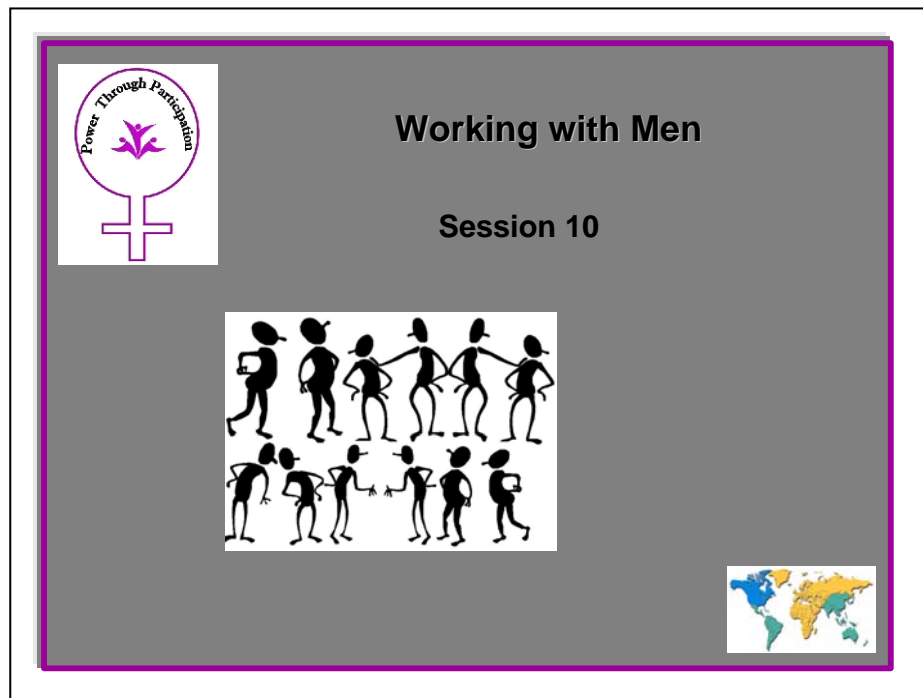
Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of slides

Notes Pages for Facilitators for SLIDE 1

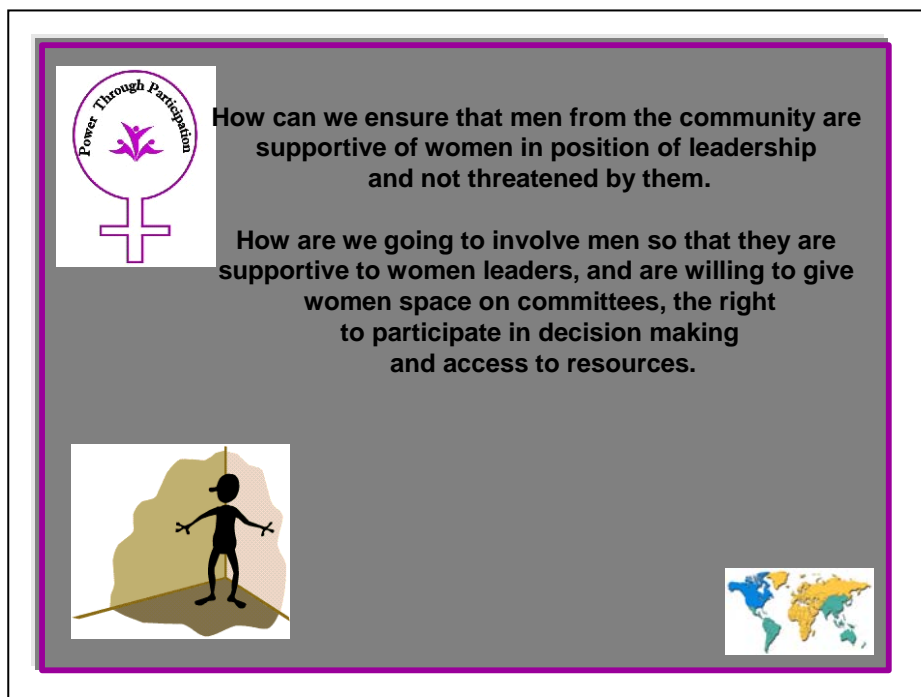


The support of men is important if women are to exercise their rights as leaders.

In this session we will address the issue of how to work with and gain the support of men in the family, the camp, the community, UN agencies, INGO's Governments, NGO's and all other places where men discriminate against women and prevent them from achieving their rights.

By now, it is certain that the issue of how to work with men will have come up in discussion in a number of sessions. This will build on those discussions.


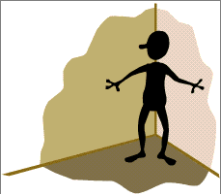
Notes Pages for Facilitators for SLIDE 2

A slide with a grey background and a purple border. In the top left corner is a logo for 'Power Through Participation' featuring a purple female symbol with a flower inside. The text on the slide asks how to ensure men are supportive of women in leadership and how to involve men in decision-making. At the bottom left is an illustration of a person standing on a globe, and at the bottom right is a small world map.

Power Through Participation

How can we ensure that men from the community are supportive of women in position of leadership and not threatened by them.

How are we going to involve men so that they are supportive to women leaders, and are willing to give women space on committees, the right to participate in decision making and access to resources.



Discussion

Brainstorm all of the ways in which men and boys are seen to be preventing women from taking leadership roles, or blocking them from achieving their rights.

For each issue listed ask the women to identify reasons for why this happens. List these onto a flip chart.

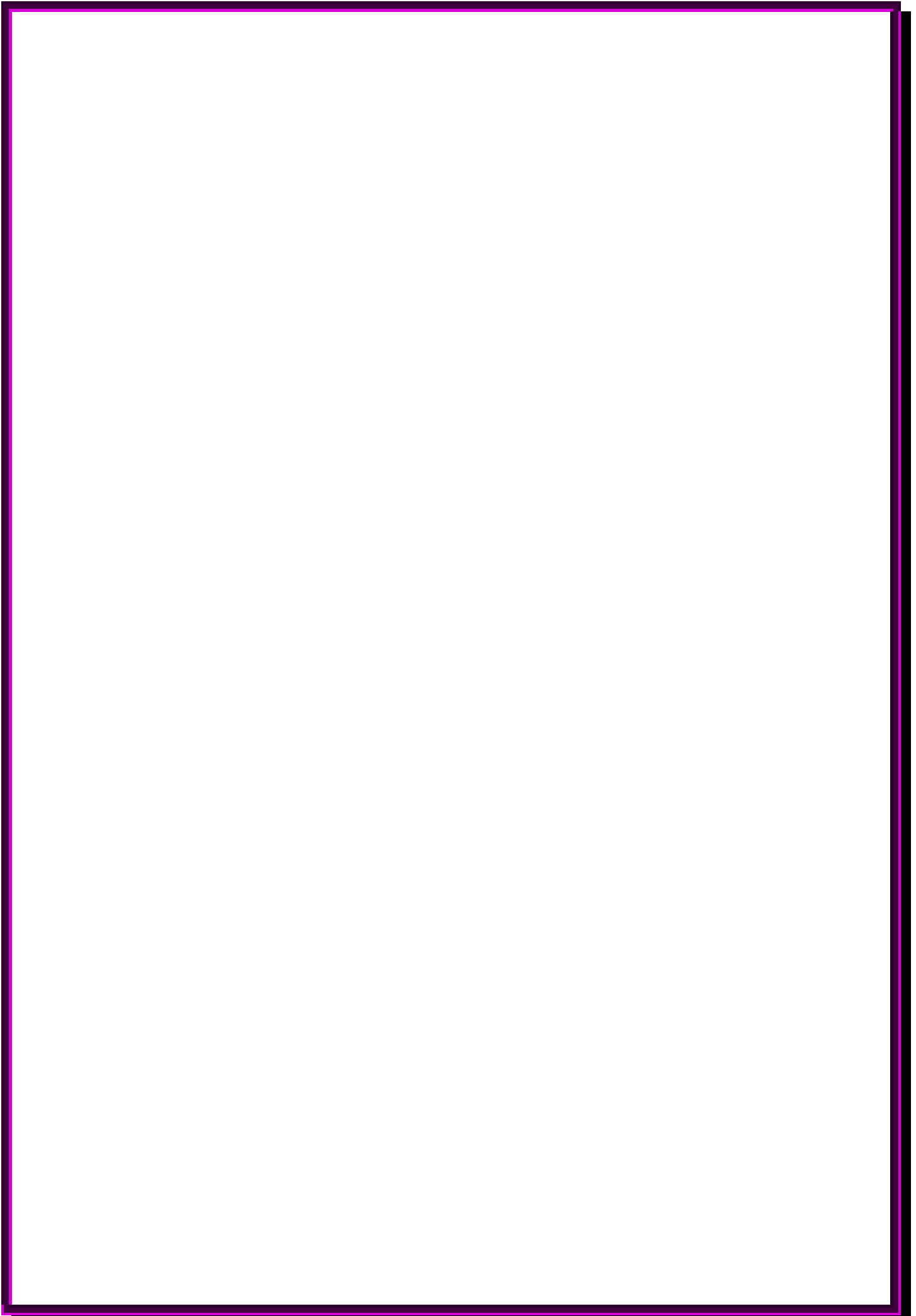
Small group exercise.

Divide the women into groups, and if the list is long, divide the issues up between the groups.

Ask each group to suggest ideas about how they might get the support of the men and boys for the issues they have identified.

Ask them to list things that men currently do that support them in their leadership roles. How can they build on this.

In the large groups, put the suggestions together into a strategy for the women to use when working with men in the camp and community



Session 11

3 Hours

Assessing needs

Session Content

Identifying and responding to community based risks. When acting as leaders it is important that we are truly representing the people we claim to lead. One way to do this is to work with communities to assess exactly what it is they need. In this session we will explore ways to do this.

Session Objectives

- ❖ Participants will be introduced to a range of strategies for identifying and collecting and analysing the needs of the community who they represent.
- ❖ They will develop a strategy for need analysis in the camp or community in which they live.

Power Point Slides 14

Suggested Activities

Notes for each slide follow at the end of this session

Background reading:

See appendix 1 (Needs Analysis) after slides notes pages.

Materials needed to run this session

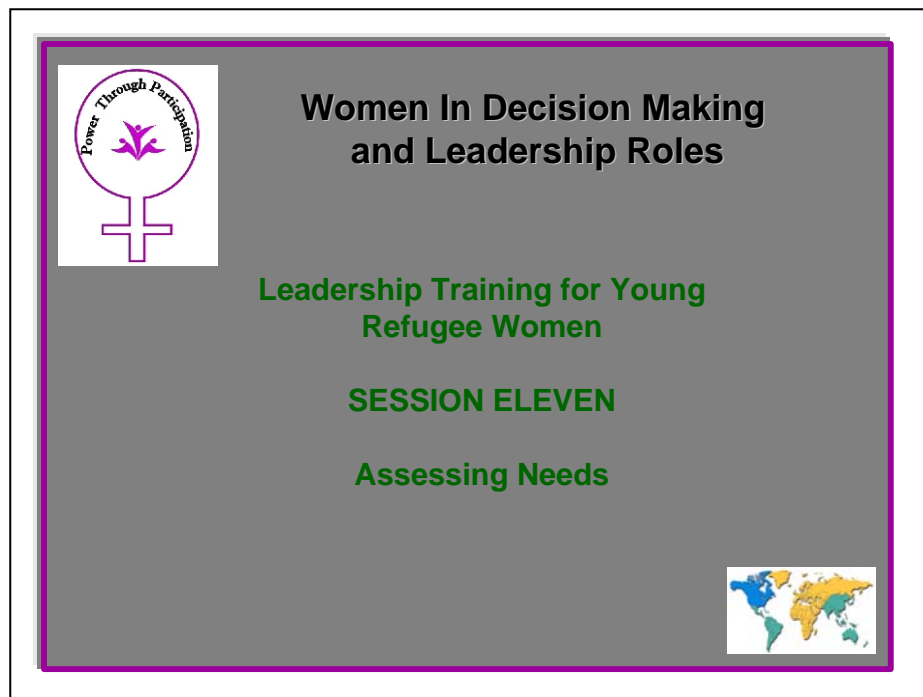
- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of slides
- ❖ Copies of additional reading if appropriate

Appendix 1

Notes Pages for Facilitators for SLIDE 1



The slide features a purple border and a grey background. In the top left corner, there is a logo for 'Power Through Participation' which includes a purple female symbol and a stylized purple flower. The main title 'Women In Decision Making and Leadership Roles' is centered at the top in black. Below it, the subtitle 'Leadership Training for Young Refugee Women' is centered in green. The session title 'SESSION ELEVEN' is centered in green, followed by the topic 'Assessing Needs' also centered in green. In the bottom right corner, there is a small world map icon.

Note to facilitators

Explain what needs analysis is and why it is an important first step for people who want to work on behalf of their community

Slides 1 – 6 are a basic introduction to assessing the needs of your community

Slides 7 – 11 go into much technical detail

Depending on the level of the group, you may decide not to use slides 7 - 11

Notes Pages for Facilitators for SLIDE 2

Needs Based Analysis

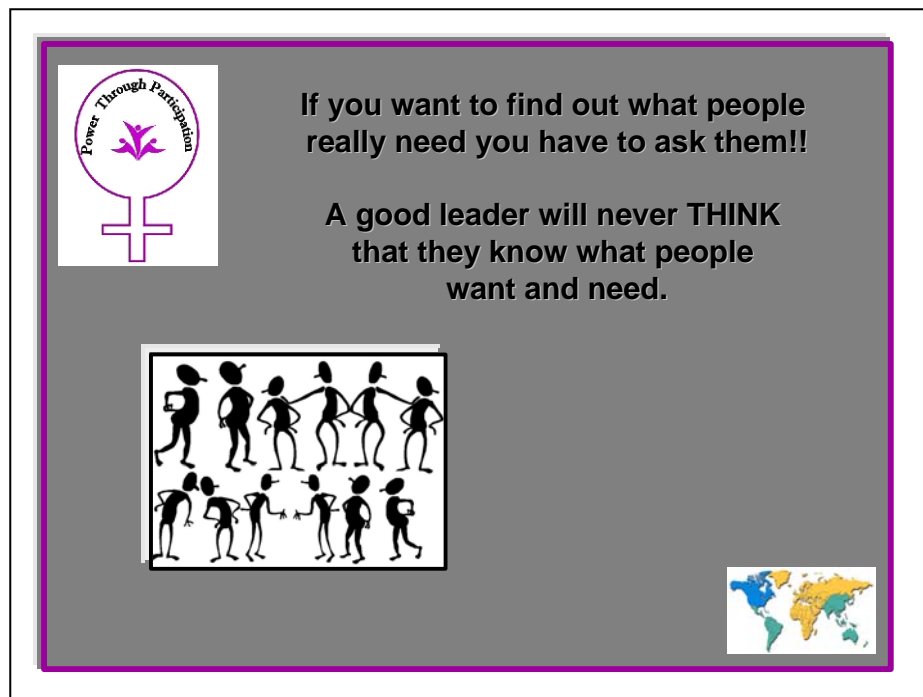
“Good leaders find out what communities want and need”

Presentation

This is an intensive session with a lot of material to present. It is suggested that if you choose to use slides 7 - 11 the first 90 minutes is a slide based presentation by the facilitator. There are background notes, and you may choose to give these to the participants.

Hand out the copies of the slides at the beginning of the session and ask the participants to make notes as they go. Use examples from your own practice to demonstrate the principles involved.


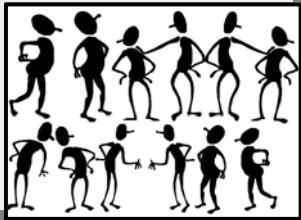
Notes Pages for Facilitators for SLIDE 3

A slide with a grey background and a purple border. In the top left corner is a logo for 'Power Through Participation' featuring a purple female symbol with a flower inside. The text on the slide reads: 'If you want to find out what people really need you have to ask them!!' and 'A good leader will never THINK that they know what people want and need.' Below the text is an illustration of two rows of stick figures holding hands, and a small world map in the bottom right corner.

Power Through Participation

If you want to find out what people really need you have to ask them!!

A good leader will never THINK that they know what people want and need.



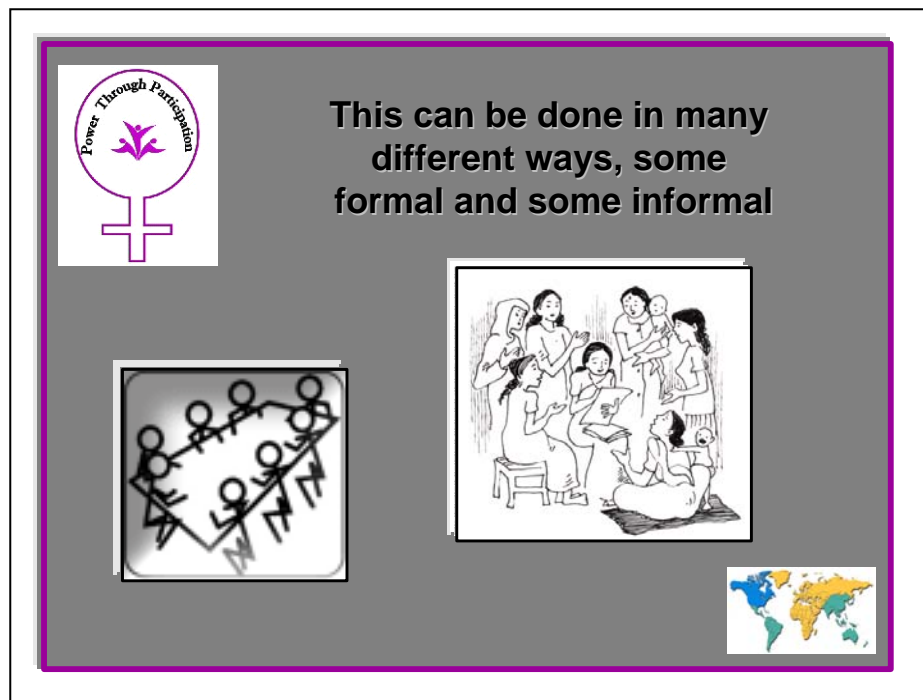
Presentation and discussion

Give examples from your own experience about situations when people or agencies have ASSUMED that they know what you need.

Ask participants to give examples from their own experience

Discuss how it feels when people act on your behalf without consulting you

Notes Pages for Facilitators for SLIDE 4



The slide contains the following elements:

- Logo:** A purple female symbol with a flower inside, surrounded by the text "Power Through Participation".
- Text:** "This can be done in many different ways, some formal and some informal".
- Stick Figure Diagram:** A square diagram with stick figures at the corners and midpoints, connected by lines, representing a community or network.
- Illustration:** A black and white drawing of a group of women sitting and talking, with one woman holding a book.
- World Map:** A small, colorful world map in the bottom right corner.

Presentation and discussion

Discuss some of the different ways in which we can find out what is important to the community

List these on the Flip Chart

Notes Pages for Facilitators for SLIDE 5

A slide with a grey background and a purple border. In the top left corner is a logo with a purple female symbol and the text "Power Through Participation" around a central purple flower. To the right of the logo is the text "You may need to get together to do some research, and to suggest other ways of identifying what people in your community need." Below the text is a black and white line drawing of a group of people sitting on the floor in a circle, engaged in discussion. In the bottom right corner is a small, colorful world map.


You may need to get together to do some research, and to suggest other ways of identifying what people in your community need.

Presentation

Discuss the possibility of doing some straight forward research to find out what the community thinks about certain issues.

Discuss how this might be achieved in the camp or community were you are currently working


Notes Pages for Facilitators for SLIDE 6



**When doing needs analysis,
remember to consult with
EVERYONE involved, not just
the community leaders.**

This includes:

- Women and men**
- Girls and boys**
- Old people**
- People with a disability**
- Single women**
- Others?**



Discussion

Ask the groups to name the different groups they will include in their research and how they will get to meet with them. For example – if they say “isolated women” how do we know where to find them?

If you have decided not to use slides 7 – 11 go straight to the exercise below.

If you are going to use slides 7 – 11 ask the participants to do the exercise after you have finish the presentation

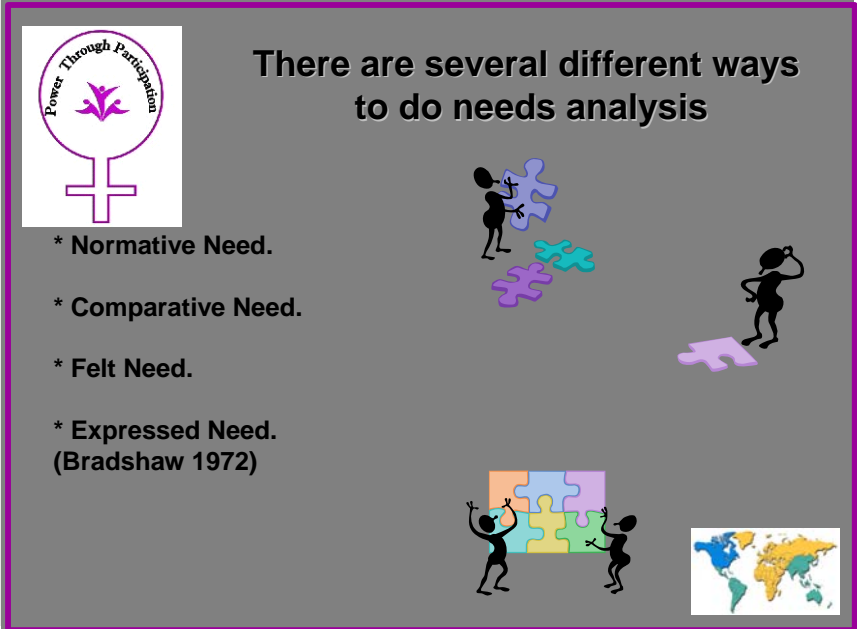
Small group Exercise

When you have finished the presentation, put the participants into small groups and set them the task of designing a strategy to conduct a needs based analysis in the camp or in their communities. Give each group sheets of plain flip chart paper and marker pens.

There will be a working tea break and each group will report back to the large group on the strategies they will use. Be very strict on the timing, and make a master list of all the suggestions made.

Encourage the participants to write these in their note books.

Notes Pages for Facilitators for SLIDE 7



Power Through Participation

There are several different ways to do needs analysis

- * Normative Need.
- * Comparative Need.
- * Felt Need.
- * Expressed Need.
(Bradshaw 1972)

The slide includes several illustrations: a person placing a puzzle piece, a person holding a puzzle piece, two people assembling puzzle pieces, and a world map.

Presentation continued:

Explain these concepts and give examples from your own experience.

Notes Pages for Facilitators for SLIDE 8



Normative Need

Normative Need is a need defined by an expert.

It exists when people suffer from a lower standard of service and quality of life than has been established as a general social standard by experts, organisations and government bodies.

Presentation continued:

Explain these concepts and give examples from your own experience.

Notes Pages for Facilitators for SLIDE 9




Comparative Need

Comparative Need is not based on a set standard but rather on the conditions and positions of one social group in comparison with another.

Presentation continued:

Explain these concepts and give examples from your own experience.

Notes Pages for Facilitators for SLIDE 10





Felt Need

A 'felt' need is the need experienced by people in their day to day lives.

It is immediate and direct.


People often do not talk about their "felt needs".



Presentation continued:



Explain these concepts and give examples from your own experience.

Notes Pages for Facilitators for SLIDE 11



An 'expressed' need is a 'felt' need that is spoken about and asked for as a demand.

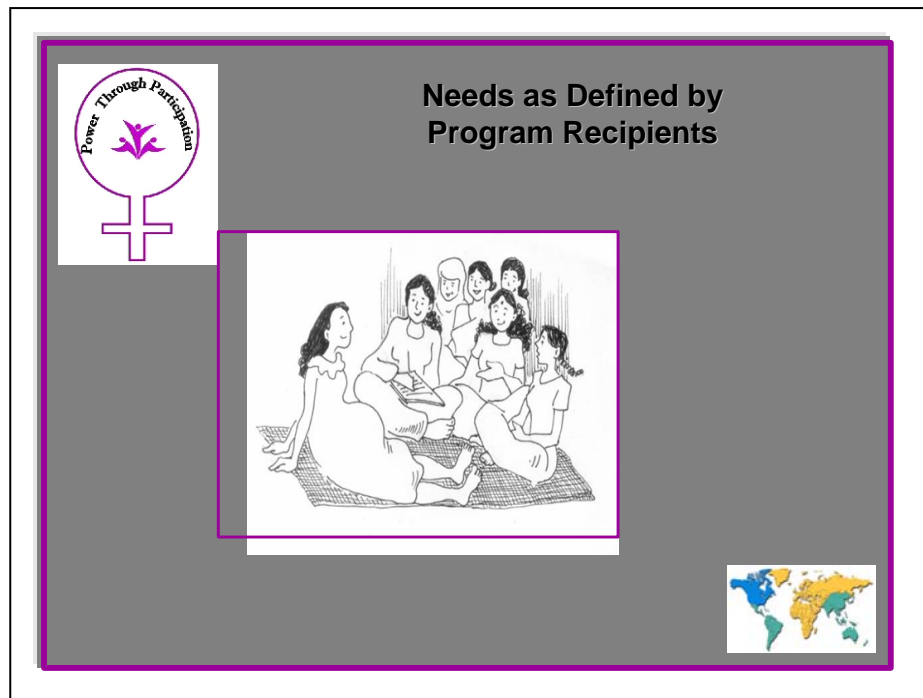
It is a need put into action in the form of asking for service, protesting, organising a meeting, making a complaint.



Presentation continued:

Explain these concepts and give examples from your own experience.

Notes Pages for Facilitators for SLIDE 12

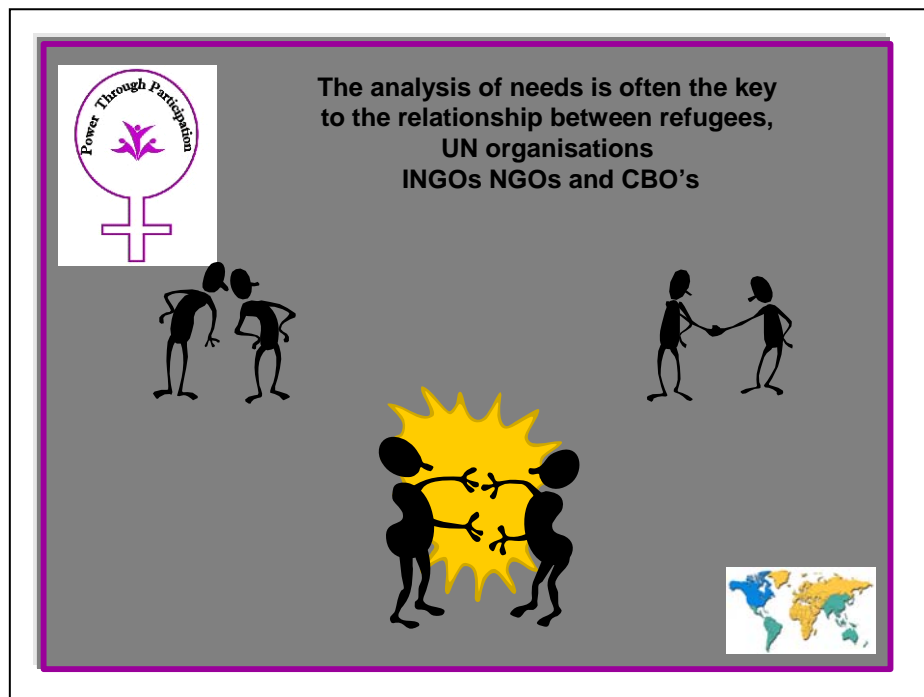


Presentation continued:

Introduce the idea that the most important thing leaders need to find out is what the local community of women and girls need and want most.

What would they like to see happen in the camp and the community, and what would they be willing to become involved with?

Notes Pages for Facilitators for SLIDE 13



Presentation continued:

Discuss the importance of open and transparent communications between the refugee community, UN agencies, Ingo's NGOs and CBOs.

Sometimes these bodies need to be reminded that communication is a two way process. Good leaders provide a bridge between the refugee community and those responsible for their protection.

Emphasize the importance of listening to what the community want – and then responding to what you hear.

Discuss the importance of openness and transparency, so that the community understands what is possible, and the restraints and resource issues which the leaders are faced with.

Notes Pages for Facilitators for SLIDE 14



Important points to note are:

Interests and values are personal. So it is essential that each community member is given the opportunity to voice his or her opinion.

Action and participation are the only ways to ensure that personal values and interests are not ignored.

Through action and participation individual community members become fully part of their own community.

They are helping themselves and their families, while gaining confidence in their own self-awareness and self-esteem.



Presentation continued:
Summing up and restating key issues

Appendix 1

NEEDS BASED ANALYSIS

DEFINING NEEDS¹

Once the decision has been made by an organisation to work with a particular group, the first task is to find out the needs of the group, and then to decide which of these needs you are able to best meet. This is called needs based analysis. It is one of those very commonsense things which are often not properly done.

Just as there are different ways of looking at a problem, there are also different ways of defining needs.

A useful mode as defined by Bradshaw (1972), is that of:

- * **Normative Need.**
- * **Comparative Need.**
- * **Felt Need.**
- * **Expressed Need.**

A **normative need** is a need defined by an expert. It exists when people suffer from a lower standard of service and quality of life, than has been established as a general social standard by experts, organisations and government bodies. It is a need defined by a professional or 'expert'. For example, everyone in society needs a home and yet there is often a shortage of accommodation especially for people who earn low income.

A **comparative need** is not based on a set standard but rather on the conditions and positions of one social group in comparison with another. The difference or gap between the two groups is the way in which the existence and extent of the need is measured. For example, comparing the standard of education between rich city dwellers and poor rural people

A '**felt need**' is the need experienced by people as they face a problem. It is immediate and direct. It may also be seen as a want.

¹ Reference Needs Assessment: Theory and Methods
Eds: Donald E. Johnson, Larry R. Meiller, Lorna Clancy Miller p.36-7,
Gene F. Summers Iowa State University Press, Iowa 1987,

An 'expressed' need is a 'felt' need that is spoken about and asked for as a demand. It is a need put into action in the form of asking for service, protesting, organising a meeting, making a complaint.

NEEDS AS DEFINED BY PROGRAM RECIPIENTS

Felt needs are based on a person's values, priorities, beliefs and assumptions. The felt needs of community members, i.e. their reasons for wanting to participate in a group or program may well be different from their needs as assumed by service providers.

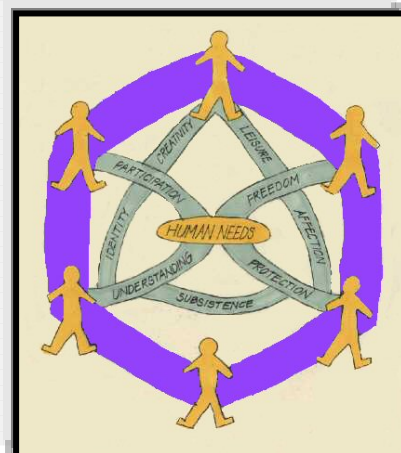
For example, a community worker may think that a group of young mothers need parenting skills, while women may feel they need a social activity such as dancing or craft

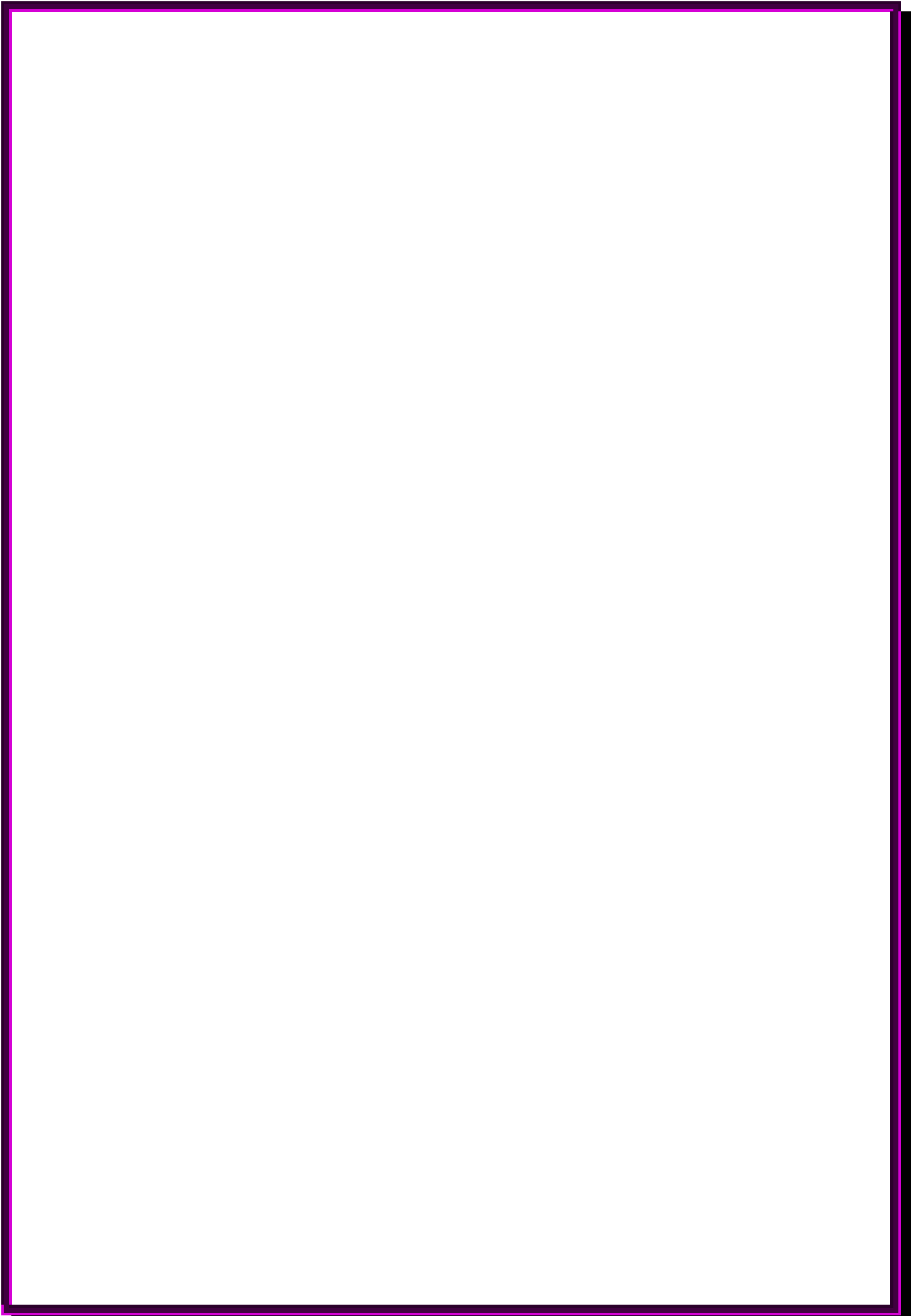
These things are also important, however the ability of community development initiatives to address these latter needs may well be hampered until such time as the community's priority needs have been addressed.

The analysis of needs is concerned with the relationship between individual community members, service providers and service organisations.

Important points to note are:

- ❖ Interests and values are personal. So it is essential that each community member is given the opportunity to voice his or her opinion.
- ❖ Action and participation are the only ways to ensure that personal values and interests are not ignored.
- ❖ Through action and participation individual community members become fully part of their own community. They are helping themselves and their families, while gaining confidence in their own self-awareness and self-esteem.





Day 4

Session 12

3 Hours

What is advocacy

Session Content

Working with others – building good networks

Good leaders are good advocates – at a local level, community level, a national level and internationally. Good leaders and good advocates work co-operatively with each other to achieve their goals.

Session Objectives

At the end of this session, participants will be able to identify:

- ❖ the key skills of advocates
- ❖ ways in which they can work with a range of other groups to achieve our aims

Power Point Slides 6

Suggested Activities

Notes for each slide follow at the end of this section


Materials needed to run this session

- ❖ Slides
- ❖ Flip chart paper
- ❖ Marker pens

Participants Handouts

Copies of slides

Notes Pages for Facilitators for SLIDE 1





**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION EIGHT

What is Advocacy?

**Working with Others
Building Good Networks**



Note to Facilitators

Good leaders are good advocates – at a community level, at a local level, a national level and internationally. Good leaders and good advocates work cooperatively with each other to achieve their goals.

The aim of this session is to identify ways in which the women leaders can develop their lobbying and advocacy skills to enable them to respond to the need of the refugee women and girls in their camps and communities

Notes Pages for Facilitators for SLIDE 2

The slide features a purple border and a grey background. In the top left corner is a purple logo with a female symbol and the text 'Power Through Participation'. The main title 'WHAT IS ADVOCACY?' is centered at the top. Below it is a definition: 'Advocacy is about working to bring about positive change, either for ourselves or for others.' To the right of this text is a line drawing of three people sitting at a table, with one person pointing at a document. Below the drawing is another definition: 'Lobbying is part of advocacy - it involves persuading the people who have the power to bring about change.' In the bottom right corner is a small world map.

Presentation

Discuss what Lobbying and Advocacy mean

Give examples from your own experience and make suggestions about what the women might like to do about some of the issues raised so far in the training.

Discuss the importance of working WITH people, and facilitating people to take action on their own behalf whenever possible.

Also acknowledge that there are times when we have to act on behalf of other people

Small group exercise or brainstorm:

Ask the women to identify situations where as leaders they should work to empower women to advocate on their own behalf, and times when they will have to advocate for the women

Feed back and list their ideas and discuss them in the large group.

Notes Pages for Facilitators for SLIDE 3



Presentation continued:

Discuss the work done by international women's groups to influence CEDAW, BPFA and 1325.

Discuss how these documents are based on input from women at the grass roots level all over the world.

Show DVD clip of refugee women in camps and urban settings working to identify issues of concern, or show the clip of "Elizabeth" talking at an International conference.. Note that the refugee women from Burma, Iran and Afghanistan, Tibet, and women from a number of African nations resettled in the developed world and other communities regularly take their issues to United Nations meetings

Brainstorm or Small Group exercise

Ask women to identify ways in which they could influence policy at a local, regional and international level

Notes Pages for Facilitators for SLIDE 4



Lobbying is usually most effective when we join together with a other lobbying for the same issue.

This might include:

- ❖ Other people in our camp and community
- ❖ Other local refugee communities
- ❖ Other refugee communities in the world
- ❖ UN Agencies, NGOs and INGOs
- ❖ Refugee and Human Rights



Small group exercise

Ask the women to list all of the groups they think they could work with to lobby for issues important to them

Compile a “Mistress’ list from the work of the small groups

Write this on a flip chart

NB All relevant flip charts should be on the walls of the trainings venue.

Notes Pages for Facilitators for SLIDE 5



WAYS OF ADVOCACY AND LOBBYING INCLUDE:

- ❖ Seeking meetings with people in power
- ❖ Speaking out about injustice whenever it is safe to do so
- ❖ Attending meetings and having your voice heard
- ❖ Suggesting achievable solutions



Presentation continued:

Discuss how women can undertake these activities in their current situation

Notes Pages for Facilitators for SLIDE 6



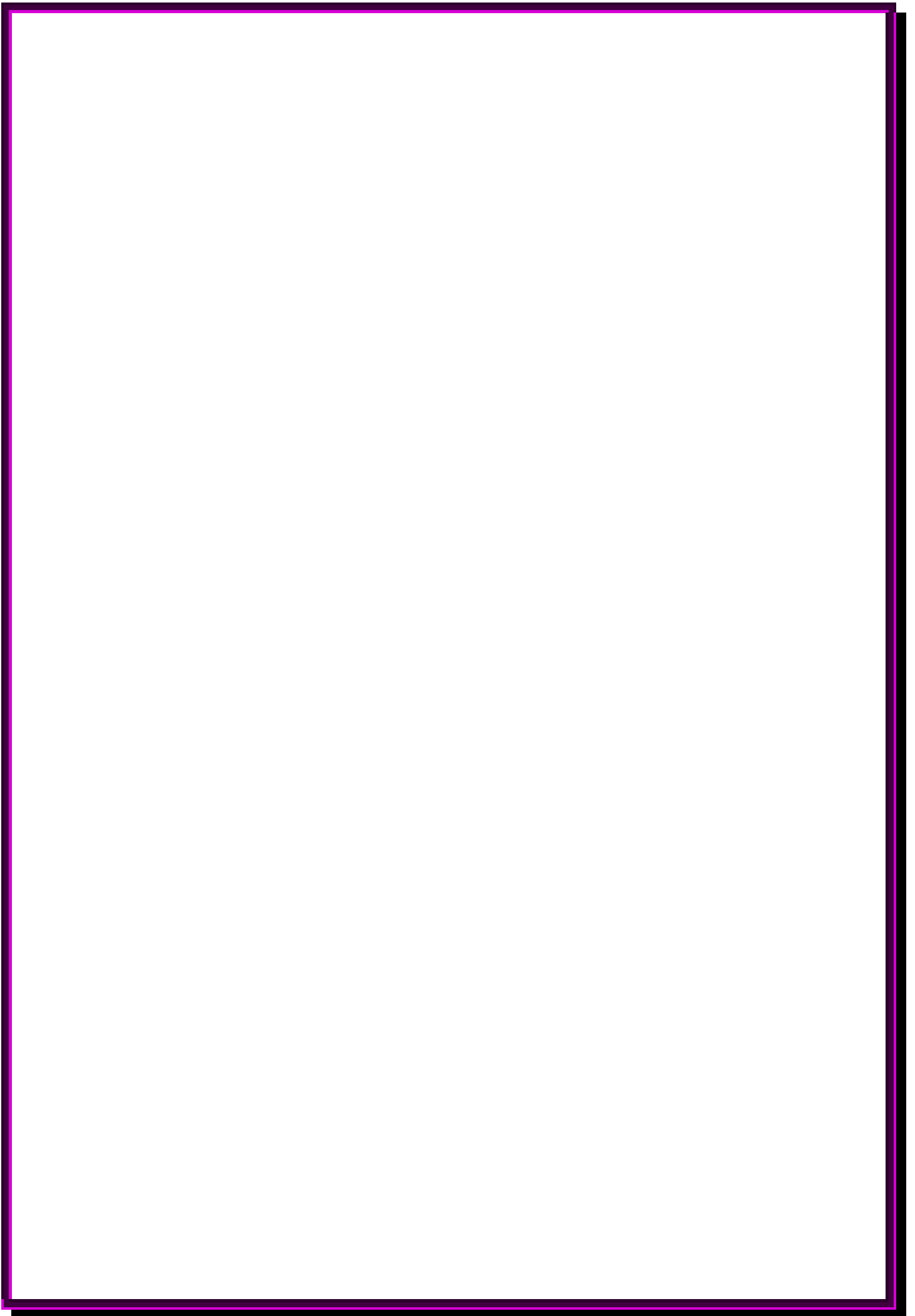
Ways of Advocacy and Lobbying include:

- ❖ Writing letters to people who may be able to help
- ❖ Arranging community education
- ❖ Taking opportunities to go outside the community to present your case or the case of those you are advocating for and with
- ❖ Documenting human rights violations



Presentation continued:

Discuss how women can undertake these activities in their current situation



Session 13

1 Hour

Identifying our strengths as leaders.

Session Content

By now we will have explored a range of information, ideas and ways to work as leaders. We will have identified skills and knowledge which we will need to develop if we are to be effective. In this session we will identify our own strengths as leaders, both as individuals and as a group.

Session Objectives

- ❖ At the end of this session, participants will be able to identify their own skills and knowledge which they can bring to their positions as leaders and the power that they have a community

Power Point Slides 2

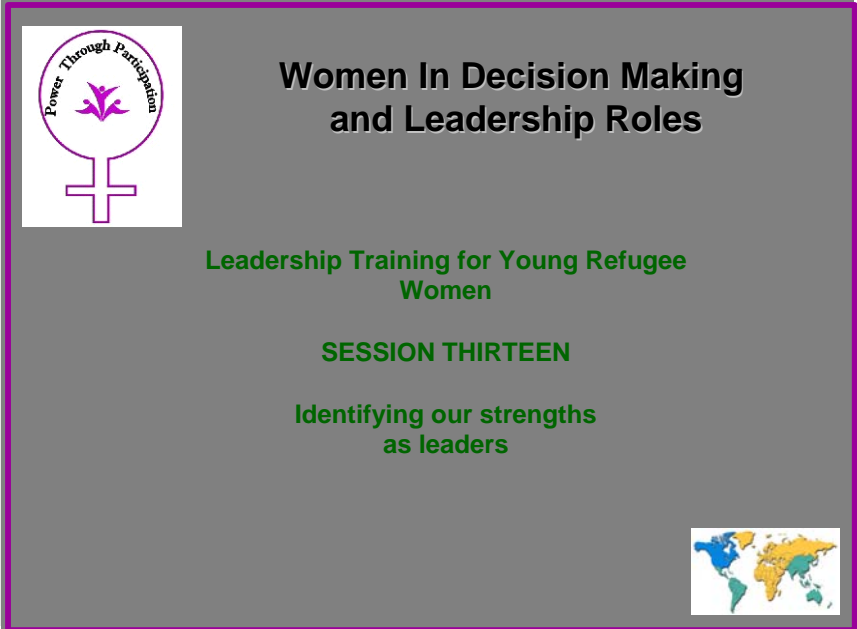
Suggested Activity

Notes are on the slide at the end of this section

Materials needed to run this session

Each participant must have a copy of the blank picture of a woman on slide 2.

Notes Pages for Facilitators for SLIDE 1



The slide features a grey background with a purple border. In the top left corner, there is a logo for 'Power Through Participation' which includes a purple female symbol and a stylized purple flower. The main title 'Women In Decision Making and Leadership Roles' is centered in black. Below it, the subtitle 'Leadership Training for Young Refugee Women' is centered in green. The session title 'SESSION THIRTEEN' is centered in green, followed by the topic 'Identifying our strengths as leaders' also centered in green. In the bottom right corner, there is a small, colorful world map.


Power Through Participation

**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young Refugee
Women**

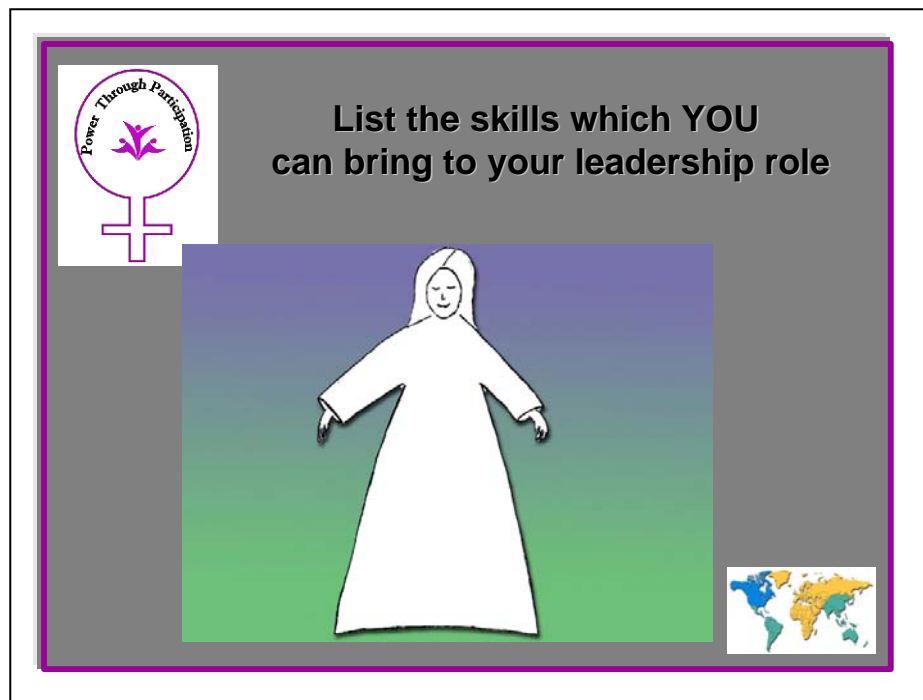
SESSION THIRTEEN

**Identifying our strengths
as leaders**



The purpose of this session is to consolidate the material learned so far and to celebrate the strength and ability of the participants.

Notes Pages for Facilitators for SLIDE 2

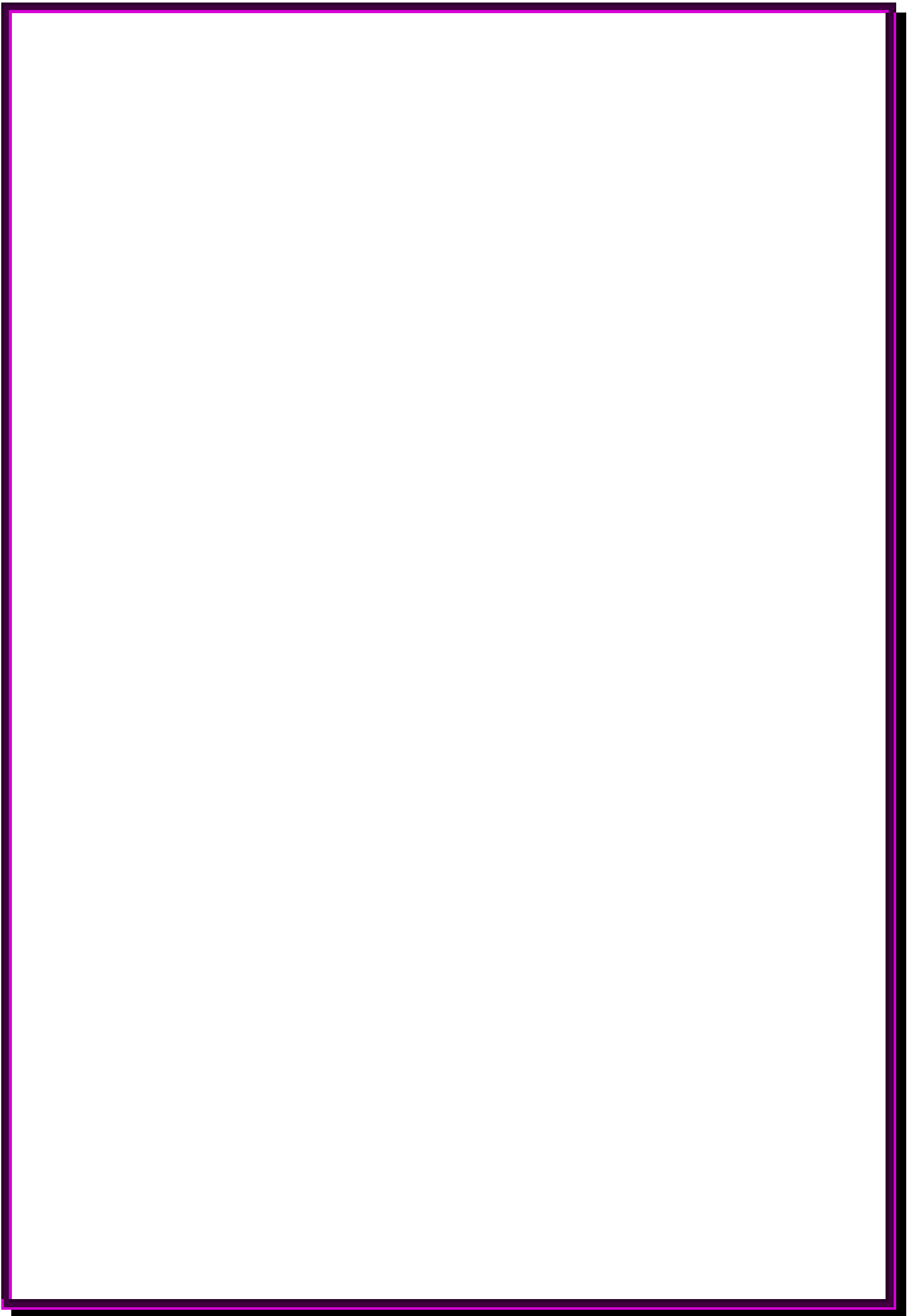


Activity

Give each participant a blank picture of a woman and ask her to draw on it the labels which she has which can be considered as leadership labels or can be used in her leadership role.

Ask women if they would like to share their labels with the rest of the groups.

Applaud women for what they write and make this into a session of celebration of the strengths of refugee women and girls.



Session 14

3 Hours

Practical exercise

In small groups participants will identify an issue of concern, analyse the issue using the human rights framework and develop a range of strategies to address it as women leaders.

Session Objectives

At the end of this session, participants will be able to:

- ❖ Identify and analyse issues of concern for refugee women leaders in the camp or community
- ❖ analyse these using a human rights framework
- ❖ Develop a range of suggested strategies to address the issues

Power Point Slides 3

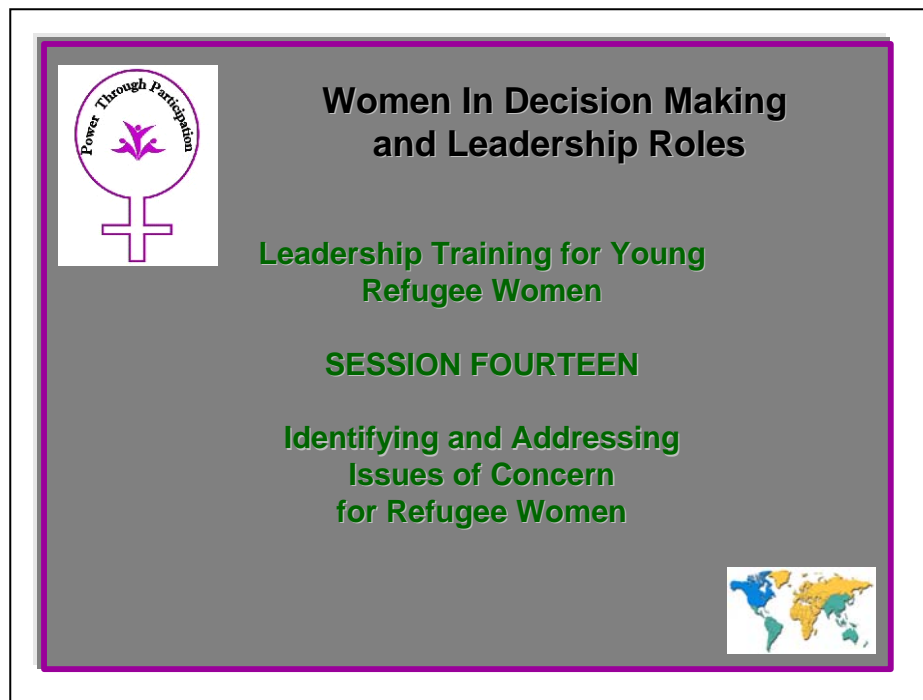
Suggested Activities

Detailed on the slide at the end of the session

Materials needed to run this session

- ❖ 3 large sheets of coloured cardboard per group
- ❖ Bold coloured pens,
- ❖ Coloured paper, scissors and glue

Notes Pages for Facilitators for SLIDE 1



The slide features a purple border and a grey background. In the top left corner, there is a logo for 'Power Through Participation' which includes a purple female symbol and a stylized purple flower. The main text is centered and reads: 'Women In Decision Making and Leadership Roles', 'Leadership Training for Young Refugee Women', 'SESSION FOURTEEN', and 'Identifying and Addressing Issues of Concern for Refugee Women'. In the bottom right corner, there is a small world map icon.

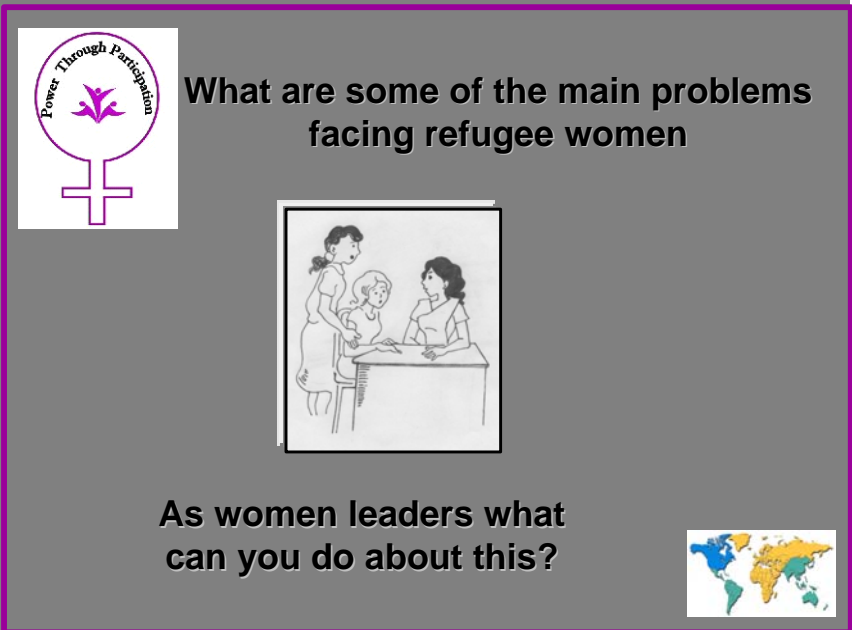
Note to Facilitators

In this session, the participants will work in small groups to identify an issue of concern about which women leaders can take some action.

They will have three hours to complete the task and it will be the focus of a major presentation on Day 5.

Male Community members, UNHCR staff, INGO and NGO staff could all be invited to attend the presentations if the women agree.


Notes Pages for Facilitators for SLIDE 2



Power Through Participation

What are some of the main problems facing refugee women

As women leaders what can you do about this?




Small group exercise:

Give each group several sheets of coloured cardboard, coloured paper, pens, scissors and glue.

They are to complete a presentation for day five which address a major issue of concern in the camp or community and details what action women leaders can take to do address the issue.

Tell them to take their time – this is a serious exercise and it must be done with attention to detail.


Notes Pages for Facilitators for SLIDE 3



Power Through Participation

CHECKLIST

- Talking and listening
- Including all people who are involved
- Needs Analysis
- Planning activities to address the problem
- Advocacy



Summary

Before the women go to their groups remind them of the issues which need o be covered in their presentation

Day 5

Session 15

3 Hours

Group presentations and discussion.


Session Content

Each group will discuss their issues and the strategies they have developed to address them. They will identify the leadership skills that they bring as individuals and as a group to solving the problem.

It is suggested that if the participants agree, male refugees, UNHCR staff and representatives from the INGOs, NGOs and CBOs be invited to the presentations.



Notes Pages for Facilitators for SLIDE 1

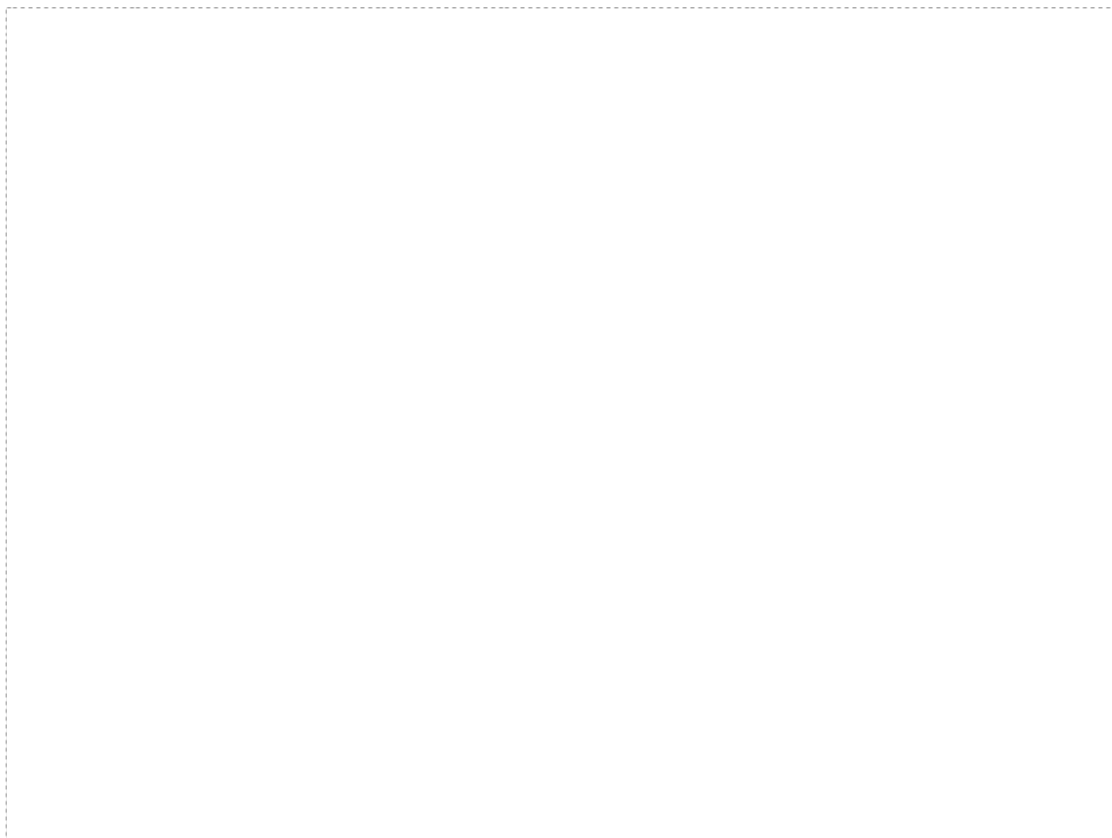



**Women In Decision Making
and Leadership Roles**

**Leadership Training for Young
Refugee Women**

SESSION FIFTEEN

Group Presentations



Session 16

2 Hours

Strategies for the future.

Session Content

This training is just a beginning. If the participants do not follow it up, the knowledge gained will fade away. In this session we will make plans for the future. We will define a strategy to make sure that the participants build on their skills and knowledge and take their role as women leaders in their communities.

Session Content

Session Objectives

- ❖ At the end of this session, participants will have devised a plan for future actions to follow up on the leadership training.
- ❖ Will have formed mentorship groups with the older women leaders.
- ❖ Will have Identified strategies for action on some of the issues of concern raised during the training.

Power Point Slides 3


Suggested Activities

Notes for each slide follow at the end of the session

Materials needed to run this session

- ❖ Slides
- ❖ Flip chart paper and marker pens

Notes Pages for Facilitators for SLIDE 1




Women In Decision Making and Leadership Roles

Leadership Training for Young
Refugee Women

SESSION SIXTEEN

Strategies for the Future

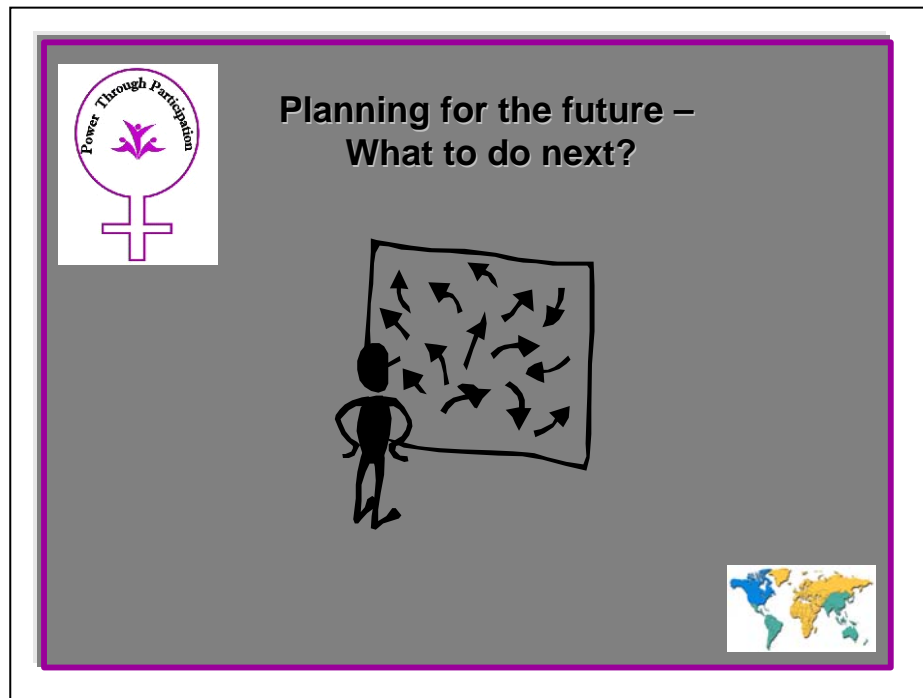


This is a working session.

Ask the women to work in small groups to identify a number of actions they would like to take to follow up on the training.

Once this has been fed back to the large group, devise an agreed list and ask the women to prioritise the issues.

Notes Pages for Facilitators for SLIDE 2




Assist the women to devise a simple work plan detailing:

- ❖ Issue to be addressed
- ❖ Actions to be taken
- ❖ Planned outcomes
- ❖ Person who will take on the tasks
- ❖ Timeline
- ❖ Resources needed
- ❖ People to be approached for assistance
- ❖ How will they evaluate the outcomes

Arrange for this to be typed up and distributed to the participants.


Notes Pages for Facilitators for SLIDE 3



Leaders must be active

It takes hard work to bring about change.

What can you do now to use your leadership skills to improve life for refugee women and girls ?



Challenge the women to adopt the plan and achieve the outcomes they have set for themselves.

If possible, gain the commitment of UNHCR and INGOs to assist them in their work.

Congratulate them on their hard work, both during the training and in their everyday lives.

Session 17

1 Hour 30 Minutes

Evaluation and Closing Celebration

The facilitators will undertake an evaluation of the course with the participants

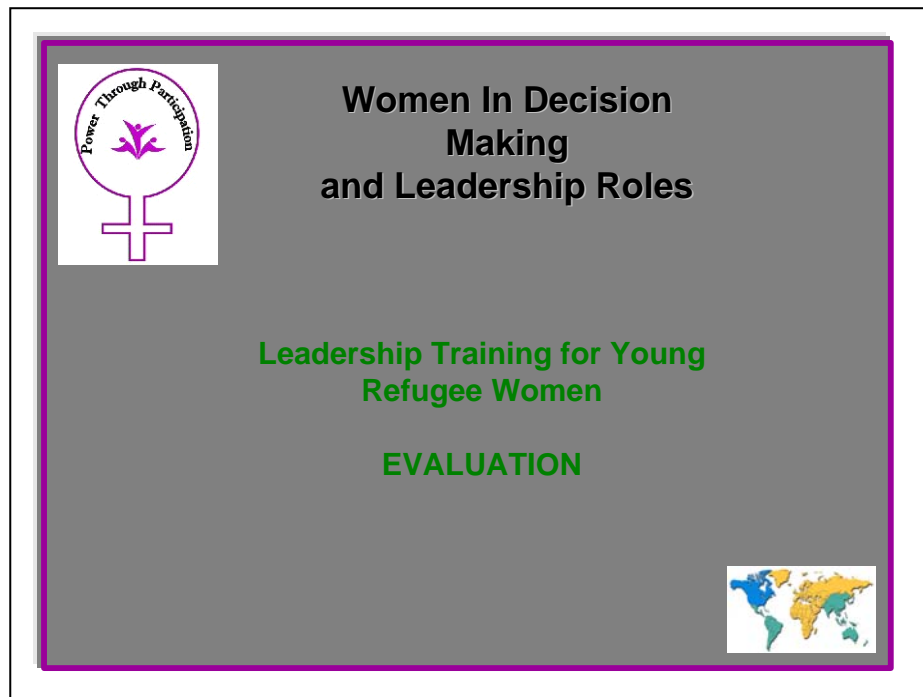
This can be based around the expectation set by the participants on day one.

It might include a more formal evaluation devised by the facilitators, or a standard evaluation from UNHCR.

The closing activity should be one of celebration. Facilitators may have an activity which they prefer or might ask the women for an activity which is appropriate to the camp or community in which the training has taken place.



Notes Pages for Facilitators for SLIDE 1



EVALUATION

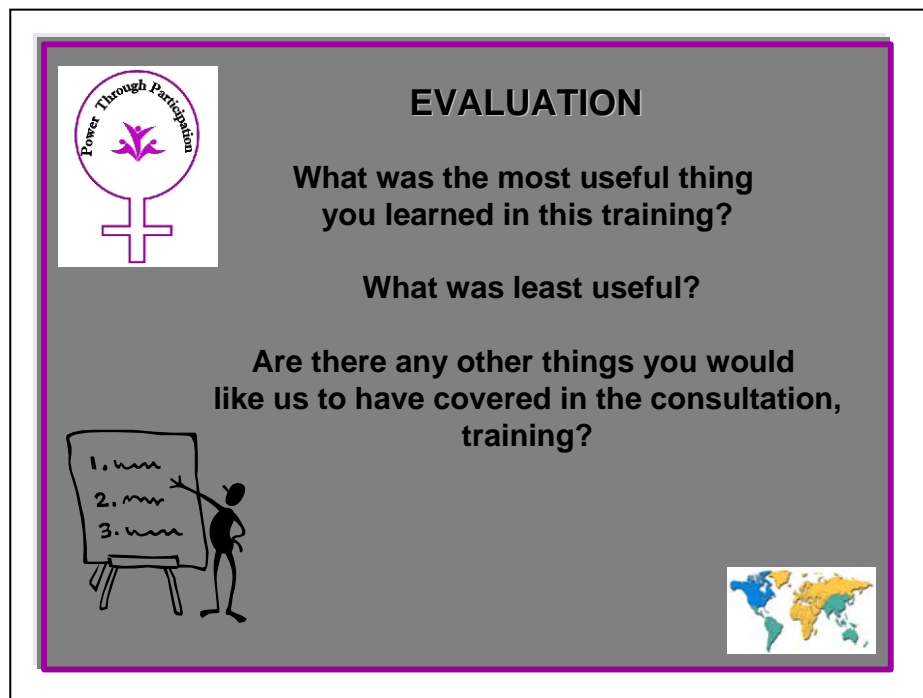
It is suggested that this be based around the list of expectations set by the women on day 1.

If possible have the list translated into appropriate languages and distribute the list to the participants.

Ask them to write comments about whether the expectations were fulfilled or not.

If some of the group are pre-literate, place the women into groups to comment as a small group exercise.

Notes Pages for Facilitators for SLIDE 2


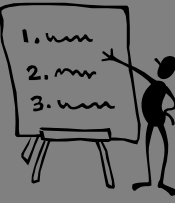



EVALUATION

What was the most useful thing you learned in this training?

What was least useful?

Are there any other things you would like us to have covered in the consultation, training?



Additional questions to be answered:

Ask the interpreters to write these additional questions onto flipcharts and ask the participants to answer them once they have evaluated their expectations from the course.

Collect the answers and arrange for them to be translated into English and forwarded to UNHCR

Notes Pages for Facilitators for SLIDE 3



Final Celebration

You may have a closing exercise which many particularly like. The women themselves may have ideas about how they would like to finalise the training.

One nice closing exercise involves standing the women in a circle and giving a ball of coloured twine or wool to every second and third woman. Explain the every thread is a human right. Ask the women to start throwing the balls of twine to each other shouting out a human right as they do so. When they receive the twine they keep hold of the part they catch, but then throw the ball of twine to someone else. As the twine is thrown backwards and forwards it forms a strong net – or network. You can explain it is the network of human rights formed by women working together.

If there is enough twine the net will be strong enough to support a person. Younger members of the group might enjoy being bounced gently on the net. It proves the strength of a women's network

Beware – they always insist that the facilitators join the fun and be bounced as well.