



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



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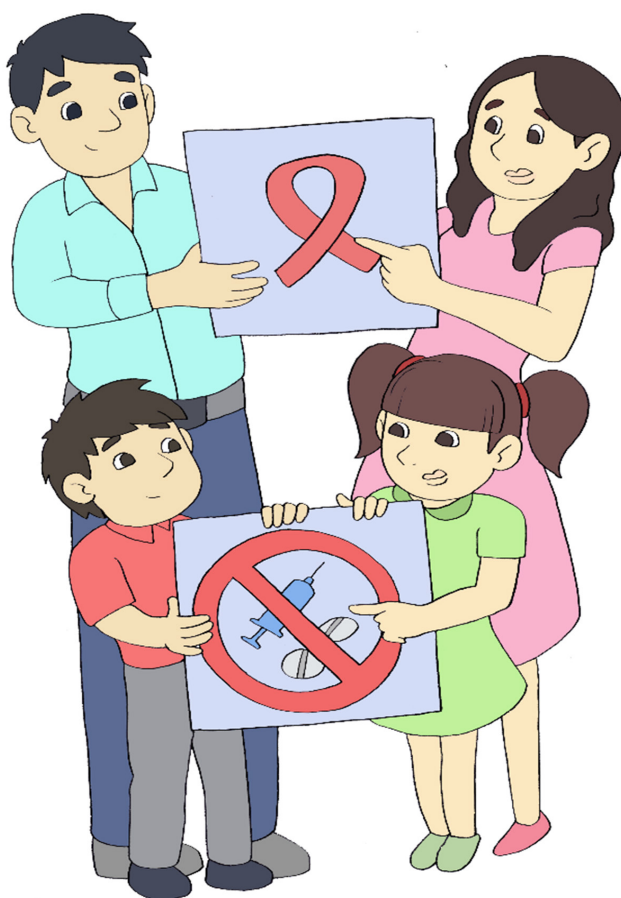
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3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

Module 8: Protection from Violence and Drugs



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst

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By

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FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status¹", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren
Chairperson
AFCYD

Claire Courteille-Mulder
Director
ILO Country Office for China and Mongolia

¹ Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)



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MODULE 8 PROTECTION FROM VIOLENCE AND DRUGS

Module Overview

This module explains different forms of violence, including sexual harassment and bullying, physical, psychological and sexual violence, and addresses drugs related issues. The main focus is on how to deal with violence in the family, at work and in education-related situations and how to prevent drug and alcohol abuse. The exercises aim to help participants identify ways to prevent and solve problems related to harassment and bullying, physical, psychological and sexual violence and to learn how to say “No” to unconsensual sex, sexual violence and pressure to use drugs and alcohol.

There are 2 units in this module:

Unit 8.1 How to Say ‘No’ to Violence

Unit 8.2 How to Say ‘No’ to Alcohol and Drugs

Unit 8.1 How to Say ‘No’ to Violence	Objectives	Time
Ex. 8.1.1 Sexual Harassment and Forms of Bullying	- To identify different forms of sexual harassment and bullying - To understand the effects of sexual harassment and bullying - To identify possible actions against sexual harassment and bullying	60 mins
Ex. 8.1.2 Violence in the Family	- To understand the concept of ‘domestic violence’ and to become aware of different types of domestic violence - To identify means to protect oneself from domestic violence and ways to address the problem when it occurs - To understand that it is the responsibility of everybody to protect family members from domestic violence	90-120 mins
Ex. 8.1.3 Violence and Harassment at Work	- To define violence and harassment at work and identify its causes - To identify situations at work with a high risk of violence and harassment - To identify possible action measures to address violence and harassment at work	90 mins
Ex. 8.1.4 Sexual Violence	- To understand what forms of sexual violence exist - To learn about facts and myths related to sexual violence - To find out to how to act against sexual violence	120-145 mins

Ex. 8.1.5 How to Say 'No' to Sexual Violence	• To understand what forms of sexual violence exist • To understand the effects of sexual violence • To identify steps to avoid sexual violence • To know what to do when reporting rape and sexual assault	90-105 mins	
Unit 8.2 How to Say 'No' to Alcohol and Drugs		Objectives	Time
Ex. 8.2.1 Spinning Around: Effects of Alcohol and Drugs	• To learn harmful effects of tobacco, alcohol and drugs on the body and mind of the user • To distinguish between myths and facts about the use of alcohol, tobacco and drugs • To become aware of the risks of unsafe sexual activities, sexual exploitation and violence associated with alcohol and drug use		60 mins
Ex. 8.2.2 Making Decisions about about Alcohol and Drugs	• To critically analyze situations, make smart decisions and deal with peer pressure in relation to alcohol and drugs • To practice refusal skills by formulating arguments • To understand that refusal of alcohol and drugs is not a sign of weakness but strength		60 mins
Ex. 8.2.3 Campaign against Alcohol and Drugs	• To become an advocate against alcohol, drugs and cigarettes		45 mins
Total time in Module: 10 hours 5 minutes – 11 hours 35 minutes			

Unit 8.1 How to Say 'No' to Violence



Content

The exercises in this unit deal with sexual harassment and bullying, domestic violence, work-related violence, and sexual violence. The causes and effects of violence are identified, as well as ways to protect oneself against them. Children and women, in particular, often suffer in silence and this perpetuates the problem. The unit aims to help participants realize that it is important to prevent and address violence by telling other people and mobilizing communities, workplaces, and the authorities against it.



Key Messages

- Harassment, bullying and sexual violence take many forms and can occur in many places, at home, at school, at work, in public places and in other settings.
- Sexual harassment and bullying, domestic violence, sexual violence have harmful effects on the affected individuals, families, communities, workplaces and societies.
- Severe physical and sexual assaults are a criminal offence in most countries and carry heavy penalty. Extreme verbal abuse, mental torture and sexual harassment are not a criminal offence in many countries but can be a ground for divorce or the removal of parental rights and custody.
- Domestic violence is pervasive and takes many forms: physical, verbal, psychological, economic and sexual. A significant proportion of women, children and elders, as well as some men, experience domestic violence.
- Violence at work can be physical, psychological and sexual. It covers any incident, from verbal and sexual abuse and threats to physical attacks and assaults that take place at the workplace or in a work-related situation.
- Sexual violence is not about sexual pleasure but about abuse of power. It includes a range of unacceptable behaviours and practices that are likely to result in physical, psychological, emotional or sexual harm or suffering.
- Children, especially girls but also boys, and women form the majority of victims of all types of violence. While many men do not use violence, most of the perpetrators are men who commonly believe that they are entitled to sex, regardless of consent.
- The majority of sex crimes are not reported or are covered up, allowing the majority of the perpetrators to go unpunished, and blaming and shaming the victims. This worsens the problem.
- Adults have the responsibility to protect children and youth from all forms of violence, including sexual violence.
- Action needs to be taken by all relevant parties in families, communities, workplaces, and educational institutions to prevent domestic, work- or school-related and sexual violence from happening, to protect the victims and punish the perpetrators.
- If you experience sexual violence or an unwanted sexual act, always say that you do not want it, unless you are afraid for your life. Ask for help and do not keep it to yourself.

- It is important to report rape and any physical sexual assault because it is a serious crime and the perpetrator should be punished. When you report violence always take a person you trust and, if possible, the person(s) who witnessed the violence with you.
- Teach boys and men to value and respect girls and women and to not see them as sexual objects. Help girls and women to increase their self-confidence and their economic, social and sexual autonomy.



Exercises

- 8.1.1 Sexual Harassment and Forms of Bullying
- 8.1.2 Violence in the Family
- 8.1.3 Violence and Harassment at Work
- 8.1.4 Sexual Violence
- 8.1.5 How to Say 'No' to Sexual Violence



Related Units

- 5.4 Social and Communication Skills
- 8.2 How to Say 'No' to Alcohol and Drugs
- 10.2 A Smart Migrant
- 11.2 Rights at Work



Tip for Trainers

Choose one or more exercises among Exercises 8.1.1 to 8.1.4 that are suitable and most relevant for your target group. Some may overlap but are not redundant and can be conducted in no particular order. Exercise 8.1.5 is best conducted last.

Sessions about violence can be sensitive as some participants may have experienced (severe) violence and can be traumatized. If you are not confident about conducting the sessions yourself, consult with a professional counselor with experience providing counseling to victims of violence on how to approach the sensitive subject. Invite them as resource persons or special trainers, when possible.

During the exercises, keep an eye on all participants. If one or some of them become very emotional, aggressive or very quiet or behave in other exceptional ways, meet with them directly after the training, try to counsel them individually after the session or organize/refer them to professional services if possible and as needed.

Exercise 8.1.1 Sexual Harassment and Forms of Bullying



Objectives

- To identify different forms of sexual harassment and bullying
- To understand the effects of sexual harassment and bullying
- To identify possible actions against sexual harassment and bullying



Target Group

Children, youth and adults



Duration

60 minutes



Seating Arrangements

Circle seating with a large open space in the middle of the room



Materials

Flipchart paper, markers, a roll of masking tape



Training Aid

Training Aid 8.1.1 A: Sexual Harassment and Bullying Stories

Briefing Note: How to Deal with Sexual Harassment and Bullying



Session Plan Steps¹

1. Case story: flirting or sexual harassment? – 15 minutes
2. Harassment and bullying – 20 minutes
3. Effects of harassment and bullying – 20 minutes
4. Summary – 5 minutes

Preparation

Choose one of the two stories provided in Training Aid 8.1.1 A that is appropriate for participants. Before the session, choose a few participants to play the characters in the story and ask them to practice a skit to be performed in Step1. (Note that harassment and violence at work is dealt with extensively in Exercise 8.1.3.)

¹ Adapted from: *WWRGE Manual - Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise: 4.14 Sexual Harassment at Work, p. 107-111.

Step 1 Case story: flirting or sexual harassment? – 15 minutes

Introduce the session by saying in this session participants will explore some type of unpleasant situations that can happen. They will examine what it means and what needs to be done against it. Ask the group of participants to perform a skit they practiced for the class. (The skit should be no more than 5 minutes.)

Start a discussion with the following questions:

For Story 1: Sexual harassment in the workplace

- What kind of problem does Tuya have?
- Is the supervisor allowed to do this to Tuya?
- Do you agree with Tuya's reaction?
- What would you do in a situation like this?
- What would you describe this kind of action by Tuya's supervisor?
- Is it flirting or sexual harassment?
- Can you explain the difference?

For Story 2: School bullying

- What happened in the story?
- What was Bold's problem?
- Why do you think the older boys do that to Bold?
- Do you agree with the older boys' behavior? Why/why not?
- Do you agree with Bold's reactions? Why/why not?
- What did you/would you do in a situation like this?
- How do you think of the problem could be resolved?

Write their answers on the board or flipchart. Highlight some key points and then summarize the definition of "sexual harassment" or "bullying" as relevant to the case story.

- **Flirting** is behavior that **both persons like and want**.
- **Sexual harassment** is behavior of a sexual nature that is **unwelcome and unwanted by one of the persons**.
- **Bullying involves repeated, regular, and persistent negative attacks** on the personal and work performance of an individual or group of people.
- **(Sexual) harassment and bullying can happen anywhere: at school, at work, in public places, or even at home and in private situations.** In a work-related context, harassment and bullying can be committed by an employer, a supervisor, a colleague, a customer, or anybody with whom the worker is expected to interact.



Tip for Trainers

Read and familiarize yourself with the definitions of sexual harassment and bullying in the Briefing Note and the situation of harassment and bullying in Mongolia. Find out about common experiences

of harassment and bullying among the target group and their community, workplace, or school. Ask/adapt questions to be relevant to their experiences. You may need to discuss cyberbullying, which has become increasingly common, especially among young people active on social media. (See also Exercise 5.4.3 Smart Use of Social Media in Module 5 Problem Solving and Social Skills.)

For Story 1: Wrap up the introduction by explaining that sometimes sexually offensive behavior by boys and men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

- Some men harass and others do not. Becoming the victim of one's own sex drive is a weak excuse to do something unpleasant to other people. Boys and men who control their sex drive and are respectful to girls and women are much more popular than those who abuse their power.
- Girls and women who are suitably covered in line with local dress codes and norms are also victims of sexual harassment, not just girls and women who dress sexily.
- Boys and men and people who are seen as 'different' also face sexual harassment.
- Sexual harassment is not about sexual pleasure but is an abuse of power.

Step 2 Harassment and bullying – 20 minutes

Ask the participants if they have personally experienced or seen situations similar to the situation in Tuya's / Bold's story. Make a list of the things they mention on a board or flipchart.



Tip for Trainers

Alternatively, the trainer may ask participants to form small groups and have them think of different scenarios of harassment and bullying and come up with one example to tell or present to the class. Walk around the groups and give suggestions on what example each group should choose to present (to avoid repetitive examples). The trainer may need to suggest different groups of people who are often subject to harassment and bullying, such as people who are seen as 'different': very short, very tall, very thin or very fat, gay or transgender persons, foreigners or members of ethnic minorities who speak with different accents, etc.

Stimulate ideas and discussion with these questions:

- Who has had experienced sexual harassment / bullying?

If so, can you tell us how it happened and how did you respond to it?

- In what situations or places do people get sexually harassed / bullied?
- Who are often harassed / bullied? Why?
- Are children also sexually harassed? / Are adults also bullied?
- If so, does it happen to both boys and girls / men and women, and in what situations?
- Can a man/boy be sexually harassed? / Can a woman/girl be the bully?
- What are the situation of harassment and bullying in Mongolia? *(Share some national information from the Briefing Note, and ask about the situation in the community, workplace, school of the participants.)*

- Why do you think some people harass and bully others?

Explain that:

- **Harassment** can come in many forms, mainly:
 - **Physical** – such as unwelcome touching, physical contact
 - **Verbal** – comments, offensive jokes, personal insults, derogatory language
 - **Non-verbal** – such as staring, leering, whistling, threatening behavior, sexually suggestive gestures, or 'freezing' somebody out.
- **Sexual harassment** means unwelcome, unwanted conduct (like actions above) of sexual nature. Another form of harassment is called **bullying** which generally refers to repeated, regular, and persistent negative attacks on the personal and work performance of an individual or group of people.
- **Harassment and bullying** can happen anywhere, at school, at work, in public places, or even at home and private situations. It happens to different people, especially girls and women, and people who are 'different', look 'different', talk 'different', or have 'different' racial features, ethnic origin, social status, sexual orientation or gender identity or expression. Men and boys can also be subjected to sexual harassment, especially by other men.
- **People who harass and bully often do so**, not because they like the target of their harassment or bullying, but **because they believe they have a higher status and power**, or they have prejudices about their targets.
- In the same way that sexual harassment is not about flirting, romance or sexual pleasure but **abuse of power**, other types of harassment and bullying are also about abuse of power.

Step 3 Effects of harassment and bullying – 20 minutes

Have a discussion on the effects of sexual harassment and bullying and how to deal with it, using the following questions:

- How do you think a victim of harassment/bullying feels?
 - What would you do if somebody does something to you that you do not like?
 - If someone doesn't like your jokes or your teasing should you continue joking and teasing, should you continue making jokes and teasing that person? Why/Why not?
 - What is the best reaction to harassment and bullying?
 - What can you do if you experience harassment or bullying?
 - What can you do to help a victim of harassment or bullying?
-
- Get examples of the personal effects from participants who have experienced/witnessed harassment and bullying and give some examples of the effects for victims and explain clearly what they need to do if they experience a certain form of harassment and bullying (see Briefing Note: How to Deal with Sexual Harassment and Bullying for information and guidance.)
 - Stress also how to take action against harassment and bullying and support the victims.

Step 4 Summary – 5 minutes

Summarize the discussion and conclude with the following key messages:

- **Sexual harassment is not flirting. It is abuse of power. It is unwanted and unacceptable.**
- **Sexual harassment can happen to anyone anywhere: in public areas, at school, at work or in the family and community.**
- The majority of victims of sexual harassment are girls and women, but boys and men can be subjected to harassment too. In most cases the victims are young and junior or are considered 'different', have an insecure position or are otherwise vulnerable at work, in a family, at school or on the streets.
- **Always make it clear to the harasser that you do not want it and ask for help if needed.**
- Do not harass or bully others. 'No' means 'No'. Making others comfortable is not fun, but unhealthy and disrespectful. It is a rights violation.
- Victims of harassment and bullying suffer serious effects on their personal life and work.
- Do whatever you can to support victims of harassment and bullying.



Training Aid 8.1.1 A: Sexual Harassment and Bullying Stories

Guidelines: Choose only one of the following two stories to use in Step 1. Choose story 1 if participants are mostly of the working age, story 2 if participants are mostly children and youth.

Story 1: Sexual harassment in the workplace

Tuya is 18 years old. She works in a factory. She likes her work and her co-workers. Working 6 days a week is hard but she earns enough money to send to her parents in the country side and that makes her happy. A couple of weeks ago the supervisor of her group was replaced with a man she really does not like. Every time he comes to check her work he comes really close and touches her body. This makes her feel embarrassed and insulted. The first time he did this, she thought it was unintentional, but the second day he came and did the same thing again. Tuya now believes it was not an accident. She became angry and told him to stop. After that the new supervisor started giving her negative comments about her work, saying that her work was not good and that he would deduct an amount from her salary. The supervisor continues to make advances at her, but now she is afraid of losing her job, so she keeps quiet. Tuya does not like her work anymore but she needs the money, so what can she do?

Story 2: School bullying

Bold is 13 years old. He just moved to a new secondary school. Bold likes his new school and has made some new friends. He enjoys playing basketball with his classmates. One day, after playing basketball, Bold was walking home. Some older boys from the same school followed him. They approached him and told him to go buy cigarettes for them—and to use his own money too. Bold did not want to do that because why should he spend his own money to buy them cigarettes. It makes no sense at all. But they were bigger than him, and they threatened him that if he refused, they would beat him to teach him a lesson not obeying elders. Bold didn't want to get hurt, so he complied. Bold told his new friends about this group of older boys, and they told him that they are trouble and warned him to stay away from them. So Bold has tried to avoid them, but it wasn't long until Bold was cornered again. Bold tried to tell them he had no money with him, but they would not listen and beat him up. They told Bold if he wanted to have a problem-free life in the new school, he'd better do what they say. Bold is now unhappy because the new school is no longer fun, and these bullies seem to always find him and take his pocket money. What can Bold do?



Briefing Note: How to Deal with Sexual Harassment and Bullying²

Sexual harassment means unwelcome, unwanted conduct of sexual nature that can be verbal (such as comments, offensive jokes, personal insults or derogatory language), non-verbal (such as staring, leering, whistling, threatening behavior or sexually suggestive gestures) or physical (such as unwelcome touching or physical contact).

Bullying generally refers to repeated, regular, and persistent negative attacks on a victim where there is a real or perceived power imbalance, and where the victim feels vulnerable and powerless to defend himself or herself. The unwanted behaviour is hurtful: it can be physical, including hitting, kicking and the destruction of property; verbal, such as teasing, insulting and threatening; or relational, through the spreading of rumours and exclusion from a group. Bullying usually occurs without provocation. In the work setting, bullying can involve attacks on the personal and work performance of an individual or group of people. Bullying can also be a form of peer violence that occurs at school and other settings, including online.

Cyberbullying involves the posting or sending of electronic messages, including pictures or videos, aimed at harassing, threatening or targeting another person, especially on social media platforms that mirror real life.

Sexual harassment and bullying can happen anywhere: at school, at work, in public places, or even at home and in private situations. In a work-related context, harassment and bullying can be committed by an employer, a supervisor, a colleague, a customer, or anybody with whom the worker is expected to interact. At school, harassment and bullying are mostly committed by peers but can also be committed by teachers and adults in the position of power.

Situation in Mongolia

Sexual harassment at work is widespread in Mongolia. The present legal framework and its enforcement is weak. The Law on Promotion of Gender Equality (2011) prohibits sexual harassment in the workplace and assigns the employer with responsibility on prevention. The amendment of the Law on Offence in January 2020 sets a fine or custodial punishment and a compulsory training during the custodial punishment for sexual harassment offenders and imposes a fine on the employer who has not reflected sexual harassment prevention and complaint handling procedures in the enterprise internal practices. A survey conducted by the National Human Rights Commission in 2017 revealed that nearly two-thirds (63%) of those surveyed said they were sexually harassed by their boss. According to the NHRC, the system is inadequate to address the problem.

- **Nearly 4 in 10 (38%) Mongolian children experience harassment and bullying** and 41% have seen other children suffer violence, according to a 2017 survey by Save the Children. An overwhelming majority (84% or 8 in 10) did not know whom to turn to for help, and 6 in 10 (62%) had felt sad or down for a long period (more than one week).
- **Women and girls feel less safe than men and boys in their own neighbourhood.** According to the Social Indicator Sample Survey 2018 by the National Statistics Office, 15% of adolescent boys and 17% of adolescent girls aged 15-19 reported feeling discriminated against in the past 12 months. However, only 46% of adolescent girls, compared to 87%

² Sources: *Action against Sexual Harassment at Work in Asia and the Pacific* by Haspels et al. (ILO: Bangkok, 2001), pp.17 & 147; UN Special Representative of the Secretary-General on Violence Against Children, *Bullying and Cyberbullying*, <https://violenceagainstchildren.un.org/content/bullying-and-cyberbullying-0>; Chanel News Asia, "Mongolian women fight for law against widespread sexual harassment," 25 November 2019, <https://www.channelnewsasia.com/news/asia/mongolia-women-fight-for-law-against-sexual-harassment-me-too-12123736>; Save the Children, "Young Voices" Survey Report Mongolia, 2017; National Statistical Office, *Mongolia: Social Indicator Sample Survey 2018*.

boys, reported feeling safe walking alone in their neighbourhood after dark. Women aged 15-49 in both urban and rural areas felt significantly less safe than men walking alone in their neighbourhood after dark: 50% in urban area and 66% in rural area, compared to 79% and 93% of men respectively.

Effects of sexual harassment and bullying on the victims:

- Psychological and emotional disturbances, such as embarrassment, humiliation, disgust, low self esteem, depression
- Fear of revenge
- Negative impact on personal life, such as problems with family, friends, society and health
- In work setting: lower productivity and performance of the employee, for example, absenteeism, medical leaves and low confidence at work.
- In school setting: interpersonal difficulties, absenteeism, low academic performance of the victim

What to do if you experience sexual harassment or bullying:

- Say "No". Make clear that you are not happy with it. If you do not say "No", the problem is likely to become worse.
- Do not think that it is a humiliating or personal problem and do not blame yourself.
- Consult with friends, family members, teachers, counsellors or trustworthy supervisors to find a solution.
- Examine if there are others who are also sexually harassed or bullied.
- Make a written complaint.
- Take legal actions.
- Report to school social worker or school child protection team.

What to do if we witness sexual harassment/bullying at the workplace:

- Be aware that the problem is a violation of rights at work which affects workers, enterprises and society as a whole.
- Do not ignore the problem, but get together, mobilize other workers and managers and undertake action.
- Support an investigation to be performed with justice and sensitivity to stop the sexual violation and to penalize the perpetrator.
- Provide moral support to the victim.
- Stimulate the company or organization to take the issue serious and formulate procedures in terms of policies and practices.

Discussing this problem with peers/teachers/colleagues is very important. Sharing feelings can help you feel relieved. It is important that persons who listen take the problem seriously. Let the person who harasses/bullies know that what he or she is doing is not good and that action will be undertaken if s/he does not stop. Sexual harassment or bullying often stops if the perpetrator knows that 'everybody' knows what s/he is doing and that it is not accepted.

Exercise 8.1.2 Violence in the Family



Objectives

- To understand the concept of 'domestic violence' and to become aware of different types of domestic violence
- To identify means to protect oneself from domestic violence and ways to address the problem when it occurs
- To understand that it is the responsibility of everybody to protect all family members from domestic violence



Target Group

Children, youth and adults



Duration

90-120 minutes



Seating Arrangements

Circle or U-shape



Materials

- Photocopy of the stories in Training Aid 8.1.2 A
- Markers, flipchart paper and a roll of masking tape



Training Aid

8.1.2 A: Domestic Violence Stories

Briefing Note: Domestic Violence



Session Plan Steps

1. Introduction: Conflicts and violence in the family – 15-20 minutes
2. Normal quarrels vs. domestic violence – 15-20 minutes
3. Group work – 30-50 minutes
4. Serious effects of domestic violence – 5 minutes
5. How to get help – 20 minutes
6. Summary – 5 minutes



Tip for Trainers

Note that this exercise deals mainly with physical and psychological violence within the family, while sexual violence within the family is discussed in Exercise 8.1.4.

Preparation

Read the Briefing Note: Domestic Violence to familiarize with the concept of domestic violence and the situation of domestic violence in Mongolia. Domestic violence is a crime in Mongolia. Make sure to first collect the latest information about the laws against domestic violence. The best way to do this is to contact an organization (NGO dealing with children's or women's rights or a legal advice centre) dealing with this issue.

Read the whole exercise and select the guide questions in Step 1 and the stories in Step 3 carefully. Adapt them to suit the needs of your participants.



Tip for Trainers

Young migrants, who do not live with their family anymore, often live in a new 'family' environment with their relatives, or with peers from work, school, training institute in a dormitory and can also be exposed to violence. In these places, the migrants may not, initially, have access to support network. Two stories deal with young migrants in this situation. Select at least one of these when your participants are young migrants.

Step 1 Introduction: Conflicts and violence in the family – 15-20 minutes

Explain that this exercise is about seeking ways to prevent and deal with violence in families. Start a brief discussion with the following guide questions:

- What are common conflicts between children? What happens if they fight?
- What do teenagers fight about? What do they do if they become mean?
- What do parents do when they get angry with their children?
- What do parents do if they are angry with one another?
- What happens if families fight and quarrel all the time?

Use the examples given by the participants and explain that quarrels and conflicts happen in almost all families every once in a while. Disagreements between family members happen, because they have different interests. One can see this happening to children all the time. They often fight because a child wants to have the nicest things for him/herself, and all children need to learn how to share. If families are very poor, such conflicts can also be common, because there is not enough food or other resources around to give every family member what s/he needs.

If people cannot discuss the things they are unhappy about, they start to have quarrels and fights. If this does not happen often, it does not need to be harmful. Speaking your mind freely and openly can even clear the air and improve the relationship. Loving families will forgive each other and resume normal and positive interactions. But when such quarrels and conflicts escalate and persist and people start becoming abusive to each other, either physically and verbally or mentally, then these families have problems that have to be dealt with.

Step 2 Normal quarrels vs. domestic violence – 15-20 minutes

Explain that there is a difference between normal bickering and quarrelling and situations in which the bickering and quarrel become persistent verbal abuse or physical assault within the family (see Briefing Note: Domestic Violence for details). Go into more detail about different types of violence. Make two headings on two flipchart papers: 'Severe Forms of Violence' and 'Less Severe Forms of Violence'. Tape them on a wall and ask the participants the following questions:

- What types of violence can you think of?
- What do you consider to be severe types of violence?
- What do you consider to be less severe forms of violence?

List the responses on the flipcharts and briefly discuss the lists. Ask whether there are differences between violent behaviour of boys/men and girls/women and mark this on the flipcharts. Most possibly the participants will indicate that boys and men tend to use more physical violence and that girls and women will be afraid and may be violent in more quiet or hidden ways. Explain that there are many exceptions, for example, women may also use physical violence against their children, and girls and boys may be aggressive towards younger siblings. However, in most societies boys are allowed or even encouraged to be more aggressive than girls and to attack others rather than talk about their inner feelings. Because men are also often stronger physically, children and women are more likely to become victims of physical violence than men.

Step 3 Group work – 30-50 minutes

Divide the participants into 4 or 5 small groups (depending on the number of stories selected). Give each group a story (selected from Training Aid 8.1.2 A) and ask them to read and discuss it for 10-15 minutes. Thereafter ask each group to briefly present their story specifying who was violent to whom and what types of violence took place.

Continue the analysis by asking the participants the following guide questions:

- Are all the types of violence from the stories mentioned in the lists made (in Step 2)?
- Do you want to shift a type of violence found in the story from severe to less severe on the flipchart or the other way around?
- What would you do, if you were the one who faces such abuses?
- How would you feel if you were the one who became so violent and hurt others?
- What can you do to help a child, a friend or a relative in such a situation?

Step 4 Serious effects of domestic violence – 5 minutes

Explain that domestic violence is a very serious problem that often remains hidden. People in families of domestic violence are often very ashamed and the victims will try to hide their problems and injuries from others. Some perpetrators consider it their right to use violence against their family members and some victims may accept this but this has become the exception rather than the rule. In many cases, the perpetrator will often be sorry for some time, but tends to resort to violence again and again.

“Domestic violence” in Mongolian law refers to many forms of violence, including physical violence, psychological, economic and sexual abuse, and emotional stress resulted from the violence or neglect related to family relationships.

Domestic violence is a sensitive issue in Mongolian society, although it is a serious problem affecting many people, especially women and children, both boys and girls. Women, children, and also the elderly experience various forms of domestic abuse. It is still seen as a private matter and people are unwilling to discuss it. However, silence is not a good coping mechanism for domestic violence because, when nothing is done to stop the violent behaviour, chances are very high that the violence will escalate and become more and more serious. The negative effects on the family life can be very big. Family members cannot trust one another anymore. There is fear in the household, all family members suffer, and children often do less well at school and are scared to play with others. In addition, children who have experienced violence are more likely to use violence themselves when they grow up.

Step 5 How to get help – 20 minutes

Give the participants relevant information about where to go in case of domestic violence: all severe forms of physical violence are a criminal offence.



Tip for Trainers

When doing this exercise with youth or adults it is good to discuss the legal provisions against domestic violence. In Mongolia, the Law on Combating Domestic Violence prohibits against domestic violence, such as physical violence, psychological, economic and sexual abuse. There are also other recently amended laws, in particular the Criminal Code that penalizes the legitimacy of self-defence for victims of abusive spouses as well as holding parents and carers legally responsible for child neglect and damagend arising from punishment and violations of child rights (see more information in the Briefing Note).

Explain that if family members facing domestic violence find that talking with the perpetrator does not solve the problem, they should seek outside help when they are threatened. Go to a health centre or doctor when they are hurt and report any violence to people you can trust, and to the local authorities (often the police). It may be very difficult to take such action but do not let matters rest, as the violence will become worse. Many people are ashamed to bring domestic violence out into the open but it may be the only way to stop the violent behaviour. In such cases, it is important to gather evidence, and find witnesses to support their complaint and prove the truth. It is important to bring to court the person(s) who violated their rights. If family members have questions concerning the laws, there are NGOs that provide assistance to victims of sexual violence and can give advice on this matter.

Emphasize that it is better not to go alone to the police or the health post/hospital. Go with a friend or even a group. It gives more strengths and power. Try to find someone whom you can trust and who witnessed the violence.

Step 6 Summary – 5 minutes

Summarize the discussion and stress that:

- Domestic violence destroys family happiness and chance of success in life, and hampers the development of the family members.

- Serious domestic violence often starts as a small conflict or quarrel that does not go away and builds up to become a problem that family members try to solve with more violence.
- No family members have the right to hit or hurt any other family member.
- It is important to tell someone and seek help, when domestic violence happens to you or your family members.
- In Mongolia, many forms of domestic violence are against the law, including physical, psychosocial, economic and sexual abuse.
- Parents, guardians and carers are responsible of children under their care and can be held legally responsible for child neglect or damages arising from punishment and child rights violations.
- When reporting violence, always take a person you can trust and if possible the person(s) who witnessed the violence.



Training Aid 8.1.2 A: Domestic Violence Stories

Guidelines: The following stories are used in Step 3. Select 2 or 3 stories appropriate for your target group. The stories can be adapted and names in the stories can be changed to suit your audience.

For children: Select one story that involves violence against children and the one about violence between children.

For youth: Select one story about violence against children/or between peers and the story about violence between adults.

For adults: Select one story about violence against children, the story about violence between children and the story about violence between adults.

For migrants: Select at least one story that involves migrants.

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Violence Against Children – Story 1

Little Tugsuu wants to go to school

In a small community along a river lives a family of 5 members: a father, a mother and three children. Tugsuu is the only son in the family. He is 8 years old. He likes his life in the community because he has good friends. His older sister is going to school. Tugsuu wants to go to school too like his sister and his friends but his father said he has to go and train as a horse jockey with his uncle in another town. Tugsuu thinks there is enough money to send him to school but his father uses a large part of the money to drink and gamble. Tugsuu pleads for his father to send him to school but every time he raises the issue his father becomes so angry and beats him, saying he's an ungrateful son. The last time Tugsuu asked about school his father beat so hard he could not walk properly for a week. When he cries he gets beaten even more and gets scolded that he needs to toughen up and be like a man. His mother is also now angry with him because she has no helping hand with the sheep and his baby sister. Tugsuu thinks maybe he will go and become a horse jockey after all. He only hopes he won't get beaten by the uncle.

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Violence Against Children – Story 2

Dulmaa is afraid of her mother.

Dulmaa is a girl of 12 years old. She lives with her father and mother and does not have any brothers or sisters. She is not a very happy girl. She likes going to school because she likes her teacher but she does not have many friends. She has to come home straight after school. If she is only a few minutes late her mother will slap her and starts shouting at her that she never listens to her. When Dulmaa becomes scared and sometimes drops a glass or china cup, her mother would also hit her hard, berating her for being "stupid and clumsy". When she cries, mother would sometimes lock her up in a small dark room. Dulmaa thinks that this is unfair because she tries very hard to make her mother happy but still she never seems pleased.

Dulmaa does not understand why her mother is so mean to her. Sometimes she thinks her mother really hates her because her mother often says that it is her fault that she cannot have any more babies after giving birth to her. She would lash out on her when her father laments about not having a son. When her mother is really angry she would even say that she wishes her not to have been born at all. Dulmaa thinks her father feels sorry for her but he usually just leaves the house when his wife is in her angry mood. The only person who ever shows any sympathy is her teacher who often asks where she gets her bruises, but Dulmaa does not tell her because she does not want to make her mother even angrier.

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Violence Between Children

Dash and Gerel

Dash and Gerel are 4 and 5 years old and are cousins. They live in a rural area with their parents in a three-generation family. The grandfather and grandmother really love Gerel, their only grandson, and give him everything he wants. They also have three grand daughters and Dash is the youngest of them. While the grandparents also love Dash, she is not so important to them. Every time that Dash and Gerel are close to each other Gerel starts hitting or pinching Dash and Dash starts crying because it often hurts. The parents and grandparents take them apart when it happens but never tell Gerel to stop this behaviour.

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Violence Between Peers – Story 1

Tsetseg and Tuya

Tsetseg and Tuya were friends at school in the soum. They found work in the same shoe factory in a big city and share a very small room with 4 other girls also working in the factory. The first year was a difficult time for them. They were teased by the other girls because they spoke in a rural dialect. Their food was often stolen and they had big fights with the other girls. Especially Tsetseg does not cope well. Last week Tsetseg became so angry that she slapped another girl so hard that the girl could not work for a day. Since then, nobody, not even her friend Tuya, wants to talk with Tsetseg anymore. They act as if she does not exist. Tsetseg becomes depressed because nobody wants to talk to her. The quality of her work starts to get worse and the boss is getting annoyed with her. Tsetseg wants to go home but she cannot because her family depends on part of the monthly salary she sends to them.

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Violence Between Peers – Story 2

Dugar's experience at the dormitory

Dugar is 15 years old and just started at a vocational training institute in a town nearby. When he came to the school a big surprise waited. The boys in senior grades are very abusive to the new entrants. Those who are new to the school have to do all sort of things they do not like. They have to undress and walk naked through the dormitory, for instance. Those who do not do as they say get beaten up. The older boys threaten the young freshmen not to tell anyone, especially the teachers and their parents, about the "welcoming ritual," otherwise they will be

beaten up even worse. Dugar is a peaceful boy. He is big and strong but doesn't want to fight. He dreads going to the training institute. He has pretended to be sick for over 2 weeks now.



Violence Between Adults – Story 1

A jealous Dorj

Badma is 28 years old and married to Dorj, 32. They live in Ulaanbaatar and have 2 young children: one boy and one girl. Dorj got a job in a mining town many hours away from home. He usually leaves for work in the mine for seven months a year. Dorj loves Badma a lot. When he is away working at the mine, he worries that Badma might take a lover. The more he thinks about it, the more he becomes jealous and distrustful of his wife. Recently, Badma found a job in sales and she needs to go door-to-door to collect orders, sometimes in the evening. When this happens Dorj becomes very angry and would demand that Badma not go but she tries to reason with him that she needs to do it as part of the job, and the family needs her income too. She explains that many customers are not home until after dark. This week Dorj is back from the mine. One evening Badma came home after 8pm and found her husband walking up and down the house, fuming. He started accusing her right away that she must have visited 'the lover'. Badma was tired, hungry and angry. They had an argument and he beat her, calling her bad names and saying she's a bad wife. This time the hitting was very hard and she has bad injuries. The children are very scared. She put them to bed and cried herself to sleep. She does not know who to turn to.



Violence Between Adults – Story 2

A suffering grandma

Grandma Bulgan is retired and has been very unhappy. She has been living with her daughter, her son-in-law and a granddaughter for the past two years. She has been unhappy because she has been witnessing her son-in-law hitting her granddaughter a lot. When she tells him to stop, he would hit her too, and call her a "bitch." Grandma Bulgan has tried to tolerate him because she is worried about her granddaughter. She becomes anxious and worried every time her son-in-law gets drunk because this is when the hitting usually happens. At first her daughter would try to protect her and her granddaughter from the beating, but she would also get beaten by her husband as well. After some time Grandma Bulgan became not only unhappy but also sad and disappointed that her own daughter has decided to obey her husband and started calling her a "bitch" too. Her daughter doesn't respect her anymore, even though she and her husband live on her retirement pension. One fateful day, her son-in-law became drunk again and this time he started beating and kicking her granddaughter so hard that she had to be hospitalized. Grandma Bulgan could not take it any more so she reported her son-in-law to the police. The son-in-law kicked her out of the house and dismantled her yurt.





Briefing Note: Domestic Violence³

Violence

Violence includes a range of unacceptable behaviours and practices that are likely to result in physical, psychological or sexual harm or suffering. Violence can take many forms. It includes:

- **Physical violence:** battering, punching, murder, infanticide, deprivation of food or medical care, mutilation, burns, use of weapons, human trafficking
- **Psychological or emotional violence:** confinement in all forms, humiliation, intimidation, exploitation, verbal aggression, deprivation of freedom and rights
- **Sexual violence:** all forms of sexual abuse, such as sexual assault, (marital) rape, incest, forced prostitution and sexual harassment, including sexual blackmail and creating a threatening living or working environment
- **Economic violence:** economic or sexual blackmail, economic control, confiscation of earnings, control over decision-making power.

Some forms of violence such as quarrelling, shouting, harassment or bickering are seen as less severe compared to other forms like rape or battering. But these forms of violence can also become severe if the shouting and quarrelling escalate and persist, and people become more abusive, either physically, verbally, mentally or sexually.

Violence is often directed at the disadvantaged, and therefore more vulnerable groups in society, children, youth and women, workers with insecure jobs, population groups in poverty, indigenous peoples, minority groups, and people with health conditions, such as disability or HIV and AIDS.

Definition of Domestic Violence

The UN Special Rapporteur on Violence Against Women defines domestic violence as “violence that occurs within the private sphere, generally between individuals who are related through intimacy, blood or law.” **Domestic violence includes physical, psychological or emotional, sexual, and economic abuse.** It happens mostly between family members who live together in a household but can also be directed at domestic workers or care workers in a household.

Domestic violence is a global problem and cuts across cultural, geographic, social, economic and religious boundaries. It is one of the most prevalent forms of human rights violations. The victims of domestic violence are overwhelmingly women and children and sometimes the elderly, although exceptionally, adult men may also be targeted. Domestic violence makes it difficult for children and women to develop themselves and build their family, and deprives them of a chance to participate fully in social and economic life in the community and society. Domestic violence is not only a personal issue, but also a social issue that needs addressing since it affects the victim’s functioning in the family, in the community and at work (see also Exercise 8.1.4 Violence and Harassment at Work).

Effects of violence on individuals

Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of

³ Adapted from: *A Life Free of Violence, It's Our Right! A Resource Kit on Action to Eliminate Violence Against Women* by UNIFEM (UNIFEM: Bangkok, 2003), Defining VAW and Country Profiles.

confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated or its impact contained by adequate measures, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drug abuse. These problems may ultimately cumulate in occupational accidents, invalidity and even suicide. Mothers who experience domestic violence suffer isolation, inability to work, loss of wages and limited ability to care for themselves and their children. Children who have experienced violence in the family when they are young, sometimes replicate such behaviour when they are adults and have their own family.

Domestic violence situation in Mongolia⁴

Domestic violence is a sensitive issue in Mongolian society. It is still seen as a private matter and people are unwilling to discuss it. Mongolia has a relatively high rate of women and children being subject to various forms of violence from someone in the family. Culturally, most in Mongolian society accept the absolute authority of the man as the head of the household. More than half of Mongolian women believe that the husbands should have more decision-making authority than wives and that “the wife must obey her husband even if she doesn’t agree”.

A major study conducted in 2017 by the National Statistical Office and UNFPA, involving interviews with 7,920 women aged 15-64, revealed that domestic violence is pervasive in Mongolia and violence against women is one of the most serious and persistent rights violations. A significant proportion of women and children reported experiences of domestic violence:

- Mongolian women experience violence regardless of their age, education, employment status or geographic location.
- More than half (57.9% or over 500,000) of Mongolian women have experienced over their lifetime one or more forms of violence from their partners—physical, emotional, sexual, and economic violence, and controlling behaviours.
- About one in three (31.2%) has experienced physical and/or sexual violence from intimate partners. The rates vary between the provinces and the capital, with the lifetime rates of physical and/or sexual partner violence highest in Darkhan-Uul (41%) and Umnugovi (39.7%), followed by Govisumber (35.7%), Khovd (32.9%), and Ulaanbaatar (31.7%).
- Physical partner violence is the highest among younger women (15-34), although 6 out of 10 (64%) of separated or divorced women have suffered physical partner violence, while one in 5 experienced such violence within the last 12 months.
- More than half (54.7%) of teenage girls aged 15-19 with current or former partners have experienced controlling behaviours.
- Women in lower education were slightly more likely to report physical violence compared with more educated women.
- Regardless of social and economic status, 1 in 4 women agreed that a husband may beat his wife if she is unfaithful.
- Although it is more difficult for women to talk about sexual violence within marriage, nearly one in 10 (8%) of ever-partnered women reported experience of sexual violence from their partners.
- Emotional and economic violence is no less significant: 4 in 10 women (40.3%) reported having ever experienced emotional violence and as many as 1 in 5 (22.4%) reported currently experiencing emotional abuse.

⁴ UNFPA and National Statistics Office, *Breaking the Silence for Equality: 2017 National Study on Gender-Based Violence in Mongolia*, Ulaanbaatar, 2018.

- Outside of partner relationships, 1 in 6 women ever experienced non-partner physical violence and 1 in 10 women experienced sexual violence before they were 15 years old. The perpetrators of physical violence were mostly family members: siblings (21.6%), parents (19.5%), other family members (15.8%), friends or acquaintances (19.2%), and complete strangers or others (23.9%). Perpetrators of sexual violence were similar: mostly family members (41%, including step-parents or parents, step-siblings or siblings, or other family members), friends and acquaintances (19%); the rest are authority figures (police, teacher, religious leader) or complete strangers.
- Children (aged 6-12) of women who experienced domestic violence are more likely to be timid or withdrawn, aggressive or have nightmares compared to children of women who did not experience domestic violence. They are also more likely to repeat a grade in school or drop out of school.

Violence against children⁵

The Social Indicator Sample Survey 2018 by the National Statistical Office revealed that 49% of children aged 1-14 experienced any form of “violent discipline.” Boys were more likely than girls to experience physical and psychological punishment than girls.

A 2016 survey on “Knowledge, Attitude and Practices regarding Child Rights” by the National Human Rights Commission revealed that among children aged 12-18:

- 8 in 10 children experienced some kind of violence.
- 3 in 5 experienced emotional violence.
- 1 in 2 experienced physical violence.
- 1 in 4 experienced neglect.
- 1 in 8 experienced sexual violence.
- The most common perpetrators of violence against children were a senior-grade child (47.6%), step-mother or step-father (38.6%), teens (38.4%), teachers (15%) and parents or carers (12.4%).

Domestic violence and Mongolian law⁶

In Mongolia, “domestic violence” was first recognized in 2004⁷ in relation to the Law on Combating Domestic Violence, which was amended in 2016. The recent amendments make domestic violence a criminal offence for the first time. Although it does not criminalize the first instance of domestic violence, the second instance and thereafter will be. Article 2 of the Law defines “domestic violence” as “the emotional stress, economic, sexual freedom, and physical abuse, or inaction, of a person related to family relationships.”

The Law on Combating Domestic Violence covers the following:

- prohibition against many forms of domestic violence, including physical violence, emotional, economic and sexual abuse

⁵ Save the Children, *Child Rights Situation in Mongolia 2018*, pp. 140-141; National Statistics Office, *Mongolia: Social Indicator Sample Survey 2018*, pp. 14, 17.

⁶ The Law Library of Congress, *Mongolia: Domestic Violence Made a Criminal Offense*, <http://www.loc.gov/law/foreign-news/article/mongolia-domestic-violence-made-a-criminal-offense/>; UNFPA Asia and the Pacific, “Mongolian Parliament approves domestic violence law,” 26 May 2016, <https://asiapacific.unfpa.org/en/news/mongolian-parliament-approves-domestic-violence-law>

⁷ State Bulletin No 5, (2017), “Invalidation of the Law on Combating Domestic Violence,” 22 December 2016.

- protection of the rights of victims
- functions of responsible state bodies such as those in charge of legal, crime prevention, education, health, cultural, and prosecutorial matters
- functions of public authorities responsible for child and family issues, as well as of non-governmental organizations
- detection and suppression of domestic violence
- the roles of social workers and health workers, etc.

There are also other recently amended laws, in particular the Criminal Code that penalizes the legitimacy of self-defence for victims of abusive spouses as well as holding parents and carers legally responsible for child neglect and damagend arising from punishment and violations of child rights.

The penalty for domestic violence offences ranges from restriction of movement to 7-30 days up to two years imprisonment. In each case of an offense, the perpetrator must be enter a compulsory behavioral change training.

How to get help for domestic violence victims

- Call 107, the domestic violence hotline.
- Currently there are 15 one-stop service centers in 10 aimags and Ulaanbaatar city. These centers (supported by UNFPA) also serve as temporary protection shelters for victims of domestic violence and child abuse.
- Legal assistance is available through the Legal Counselling and Advice Services (according to Article 39 of Law on Combating Domestic Violence)
 - ✓ LEGAL ADVICE refers to the provision of legal, oral, written, telephone or electronic references on legal issues and the development and support of legally significant documents.
 - ✓ PROPERTY SERVICE means to participate in criminal and civil actions and to adjudicate their actions to protect the rights and legitimate interests of the victim. The victim cannot decide for himself or herself on the services of counseling.

Exercise 8.1.3 Violence and Harassment at Work



Objectives

- To define violence and harassment at work and identify its causes
- To identify situations at work with a high risk of violence and harassment
- To identify possible action measures to address violence and harassment at work



Target Group

Working youth and adults



Duration

90 minutes



Seating Arrangements

Circle with 5 places for group work



Materials

Photocopy of the Description of Characters (Training Aid 8.1.3 A)



Training Aids

8.1.3 A: Description of Characters

Briefing Note: Violence at Work



Session Plan Steps

What is violence and harassment at work? – 15 minutes

1. Group work – 20 minutes
2. Presentation of group work and discussion – 45 minutes
3. Conclusion – 10 minutes

Preparation

Check the example descriptions of the characters in Training Aid 8.1.3 A. Change the names and situations as appropriate for your participants. Familiarize yourself with forms of violence and harassment at work in the Briefing Note.

Step 1 What is violence and harassment at work? – 15 minutes

Explain that this session will be about violence at work: what is it, what causes it, what are risky situations, and how to deal with these.

- Start by asking participants to define 'violence and harassment at work'. After a few answers, give the definition in the Briefing Note: Violence and Harassment at Work.
- Ask the participants whether they have ever experienced violence and harassment at work. Ask a few volunteers to briefly share their story. Ask if the problem was solved and how.

Step 2 Group work – 20 minutes

Divide the group in 5 or 6 small groups.

- Give each group a brief description of a character (Training Aid 8.1.3 A).
- Each group will make a story/scenario of how their character may encounter violence at work and what the worker can do about it.
- Each group can present the story by doing a role play, telling a story, or showing it in any other way they like.

Step 3 Presentation of group work and discussion – 45 minutes

Ask all groups to present their story within 5 minutes. Discuss the results in plenary using the following questions:

- How did you come up with the idea for the story?
- What can be the cause(s) for violence in the stories? Why do you think so?
- Is it important for workers to fight against violence and harassment at work?
- What can be the consequences of violence and harassment at work for workers?
- What can be the consequences of violence and harassment at work for employers?
- What can be done against violence and harassment at work?



Tip for Trainers

Many people are exposed to dangerous working conditions and many forms of violence and harassment at work. Highlight forms of violence and harassment at work commonly faced by workers or child labourers in the target group's community.

Step 5 Conclusion – 10 minutes

Conclude the session with a brief summary of the discussion and emphasize that:

- Violence at work can be physical, psychological and sexual. It covers any incident, from verbal and sexual harassment, bullying or threats violence, to physical attacks and assaults that take place at the workplace or in a work-related situation. Perpetrators can be employers, supervisors, co-workers, or customers and others in work-related settings.
- Children and young workers may easily become a victim of workplace violence as they are more vulnerable than adult workers.
- Violence at work has a negative impact on workers, companies and the society as a whole.
- Action needs to be taken against violence at work by employers and workers to prevent it from happening, to protect the victims and to punish the perpetrators.



Training Aid 8.1.3 A: Descriptions of Characters

Guidelines: Photocopy this page and cut along the dotted line to make separate pieces. Give each group a different character. Names and situations can be changed to suit the target group.

-----✂-----

Character 1 Dorj
 Boy, 11 years old
 Works as an assistant herder under a very strict boss who punishes harshly

-----✂-----

Character 2 Tsetseg
 Girl, 17 years old
 Comes from a remote rural district, works as a domestic worker in a middle class household of 7 persons in a city, and speaks a different dialect from the family that employs her

-----✂-----

Character 3 Irmvvn
 Boy, 15 years old
 City boy, works as a bus fare collector

-----✂-----

Character 4 Tulgaa
 Man, 36 years old
 Migrant worker, works and lives in a mining town (or in a foreign country)

-----✂-----

Character 5 Bilgvvn
 Woman, 22 years old
 Works in a restuarant that serves alcohol to customers

-----✂-----

Character 6 Khaliunaa

Girl, 8 years old, Boy, 10 years old (siblings)

Make a living as scavengers, collecting usable garbage in the ger district everyday
(parents are migrants from an ethnic minority group in a rural area)

-----✂-----

Character 7 Chimgee

Woman, 26 years old

Works at a company; her boss a married man keeps asking her to become his
mistress; he sends her text messages and pornographic videos



Briefing Note: Violence and Harassment at Work

Violence and harassment⁸

The **ILO Violence and Harassment Convention, 2019 (No. 190)** adopted in June 2019 recognizes that violence and harassment in the world of work constitutes a human rights violation or abuse, is a threat to equal opportunities, and is unacceptable and incompatible with decent work. It affects the quality of public and private services and may prevent workers and job seekers, especially women, from accessing, remaining and advancing in the labour market. The Convention acknowledges that gender-based violence and harassment disproportionately affect women and girls, and that an integrated, inclusive, gender-responsive approach that tackles the underlying causes and risk factors, including gender stereotypes, multiple forms of discrimination and unequal gender-based power relations, is needed to end violence and harassment at work. Additionally, the Convention notes that domestic violence can affect employment, productivity, and health and safety of the victims, which government, employers, workers' organizations and labour market institutions need to address.

Definition: "Violence and harassment" at work refers to a range of unacceptable behaviours and practices, or threats thereof, whether a single or repeated occurrence, that aim at, result in or are likely to result in physical, psychological or sexual or economic harm, and include gender-based violence and harassment.

Violence and harassment take many forms, including:

- **Physical violence:** battering, punching, murder, infanticide, deprivation of food or medical care, mutilation, burns, use of weapons, human trafficking
- **Psychological or emotional violence:** confinement in all forms, humiliation, intimidation, exploitation, verbal aggression, deprivation of freedom and rights
- **Sexual violence:** all forms of sexual abuse, such as sexual assault, (marital) rape, incest, forced prostitution and sexual harassment, including sexual blackmail and creating a threatening living or working environment
- **Economic violence:** economic or sexual blackmail, economic control, confiscation of earnings, control over decision-making power.

Definition: "Gender-based violence and harassment" means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment.

Violence and harassment at work

Work-related violence is any action, incident, or behaviour that departs from reasonable conduct and in which a person is assaulted, threatened, harmed, or injured in the course of, or as a result of, their work.

The most severe forms of violence at work are physical and sexual assault, including rape and murder, which are criminal acts prohibited in the criminal law in most countries. Other common forms are known as **(sexual) harassment**, which involves, for example, giving a person unwanted (sexual) attention, blackmailing a person to provide (sexual) favours, using a person as the target of one's social prejudices, or bullying or mobbing a person for their racial features or their colour. **Bullying and mobbing** generally refer to repeated, regular, and

⁸ https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190

persistent negative attacks on the personal and professional performance of an individual or group of workers.

Violence and harassment at work can occur during employment but also at the recruitment stage, for example, when recruitment decisions are based on a candidate's acceptance or rejection of a request for (sexual) favours.

In a work-related context, violence and harassment can be committed by an employer, a supervisor, a colleague, a visitor, a customer, or anybody with whom the worker is expected to interact. It often takes place at a physical workplace, but may extend well beyond that to all work-related interactions, such as phone calls or emails, workers' accommodations, work-related social events, work trips, etc. Actions constituting harassment may be:

- **Physical** – e.g., (sexual) violence or unwelcome physical contact.
- **Verbal** – e.g., comments, offensive jokes, personal insults, derogatory language.
- **Non-verbal** – e.g., staring, leering, whistling, threatening behaviour, sexually suggestive gestures, or 'freezing' somebody out.

Violence and harassment constitute a form of discrimination if it is based on one of the prohibited grounds of discrimination defined in the **ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111)** such as sex, race, colour, religion, social origin, national extraction, and political opinion, and other grounds covered by national legislation. (See Unit 11.2 for more information.) Mongolia has ratified the ILO Convention No. 111, since 1969, which is a fundamental convention and legally binding.

The ILO Violence and Harassment Convention, 2019 (No. 190) (which has not been ratified by Mongolia, as of December 2019) protects workers and other persons in the world of work (employees, contractors, trainees, interns, apprentices, terminated workers, volunteers, jobseekers, job applicants, as well as employers). It applies to all sectors of the economy, formal and informal, urban and rural, and covers all work-related settings:

- a) in the workplace, including public and private spaces where they are a place of work;
- b) in places where the worker is paid, takes a rest break or a meal, or uses sanitary, washing and changing facilities;
- c) during work-related trips, travel, training, events or social activities;
- d) through work-related communications, including those enabled by information and communication technologies;
- e) in employer-provided accommodation; and
- f) when commuting to and from work.

Who is at special risk?

Workers who are children, young, women or migrants, who belong to indigenous peoples or minority groups or have a health condition, such as a disability or HIV infection are especially prone to violence and harassment. The more contact a worker has with people and the public, the greater risks s/he has in facing violence at work. Examples of persons in professions at risk include:

- Nurses and other healthcare professionals
- Workers in domestic and care service
- Public transport workers

- Catering and hotel workers
- Workers in entertainment and sex services
- Teachers
- Retail shop workers
- Security guards and police officers
- Managers and personnel officers.

Workers who face even higher risks are those who:

- Handle money
- Provide care to people who are ill, on medication, in panic, or afraid of what might happen to them
- Face friends and family of patients, clients, or students who are anxious, angry, afraid, or who feel they cannot cope with a large 'bureaucracy' or 'authority', such as a hospital, a school or police station, from which they are seeking help
- Enforce rules or regulations
- Provide an essential service or benefit, or have the power to withdraw it.

Offenders see women and managers as 'softer' targets for abuse, especially young women in vulnerable work situations, and managers/supervisors who are responsible for stepping in to handle a violent situation.

Situations at work which increase risks:

- Working alone, such as long-haul truck drivers
- Working under pressure
- Working in a workplace or situation that is outside of the public eye (e.g. in a private household, on a fishing boat, in a factory that is closed to outsiders)
- Working in a workplace that is too busy or public places without enough provisions for seating, refreshments, telephones, recreation areas
- Handling customers who are drunk, such as waitors, bar hostesses, flight attendants
- Confronting a suspected shoplifter or other person(s) not following rules (paying bus fares, etc.)

What are the consequences of violence at work?

- **At work:**

Violence causes immediate and often long-term disruptions to interpersonal relationships, the organization of work and the overall working environment. Employers bear the cost of lost work and more expensive security measures. They are also likely to bear the indirect cost of reduced efficiency and productivity, the deterioration of product quality, loss in company image and a reduction in the number of clients or customers.

- **For the individuals:**

Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated

or its impact contained by adequate measures, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drug abuse. These problems may ultimately result or escalate in occupational accidents, invalidity and even suicide.

- ***In the community:***

The costs of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, and disability and invalidity costs where the working capacities of the victims are impaired by violence.

What can you do in case of violence at work?

- Talk to someone you trust as violence and harassment directed at you are not your fault. It is important to find ways to stop the violence, even if you are scared, blame yourself, feel 'sorry' for the person who acts violently or work in a place where safety and respect are not taken seriously. Condoning violence and harassment usually means that the problem gets worse.
- Tell your co-workers, employer and/or a trade union or NGO about the problem and ask them to help solve it.
- Panic buttons, personal alarms and self-defence training by (potential) victims may help, but together may not be enough, as the root causes (mindset of perpetrators, gender or ethnic discrimination or an unsafe atmosphere at the workplace) of the violence are not addressed.
- Workers have a right to a safe working environment. An employer should have a workplace policy in place to prevent violence at work, and take practical measures, such as reviewing and changing work arrangements and raising awareness among managers, supervisors and workers to prevent violence and harassment.
- If you experience a traumatic incident that comes back to you in nightmares or have problems with concentration, eating, sleeping or having sex that last longer than a week, you should seek professional help.

Exercise 8.1.4 Sexual Violence



Objectives

- To understand what forms of sexual violence exist
- To learn about facts and myths related to sexual violence
- To find out to how to act against sexual violence



Target Group

Children, youth and adults (parents, carers, teachers, health and social workers and the police)



Duration

100 minutes for children and youth

145 minutes for adults



Seating Arrangements

Circle seating with a large open space in the middle of the room



Materials

Flipchart paper, markers, a roll of masking tape



Training Aid

Training Aid 8.1.4: Stories of Sexual Violence Experiences

Briefing Note: Sexual Violence



Session Plan Steps

1. Stories – 40 minutes
2. Myths and facts – 20 minutes
3. Effects on the victims and the community – 20 minutes
4. What can be done – 15 minutes for children and youth, 60 minutes for adults
5. Round up – 5 minutes

Preparation

Select 2 to 3 stories from the stories in Training Aid 8.1.4 about sexual violence experiences that are most relevant to participants. (If you have not conducted or do not plan to conduct Exercise 8.1.1 Sexual Harassment and Forms of Bullying with the same group of participants, make sure to also include story 6.)

- 1) The story of Ariunaa is about a young woman who has experience being raped by her stepfather as a teenager.
- 2) The story Jargal is about a young girl who experiences sexual molestation in a family environment.
- 3) The story of Munkhuu is about a boy working in a restaurant being subjected to sexual molestation by a customer.
- 4) The story of Nomin is about a girl domestic worker who is sexually assaulted and raped by the son of her employers.
- 5) The story of Bilegt is about a teenage boy with mental disabilities who is sexually assaulted by his co-workers at a construction site.
- 6) The story of Nandin is about a woman working in a restaurant who is sexually harassed by a customer.

Step 1 Stories – 40 minutes

Explain that this session is about understanding sexual violence: what it means and what needs to be done against it. Ask the participants to listen carefully to the first story.

Ask and discuss the following issues:

- What kind of problem does the child/person have?
- Do you know what it is called when somebody experiences this type of sexual behaviour?
- What do you think of the reactions of the child/person?
- How would you feel if you were the child/person in this case?
- What would you do?

Read the other stories that you selected and discuss them with the participants in the same way. Then ask:

- What do all the stories have in common? (*The children/persons are all subjected to sexual violence: They are forced to experience, tolerate or submit to sexual behaviour that they do not want.*)

Discuss and explain the difference between the various forms of sexual assault in family and work settings (stories 1-5) and sexual harassment at work (story 6). Write the key words of the terms and their definitions on a board or flipchart: **Sexual assault**, such as rape and child molestation, and **sexual harassment**. (See detailed definitions in the Briefing Note.)

Summarize:

- Sexual violence can happen to girls, boys, women and men, but most of the victims are female and young. Children and youth are especially vulnerable because they cannot defend themselves, and those with disabilities are even more vulnerable.

- Children who start to work at a young age are also at special risk.
- It is very difficult for children to stop violent behaviour by persons who have more power, such as adults, parents, teachers, supervisors or older children. Children who are tied to their employer, for example, because they are paying off a debt, are in an even more vulnerable situation.

Step 2 Myths and Facts – 20 minutes

Tell participants that girls and women are more likely to fall victim to sexual violence and harassment, although some boys men may also become victims, and that the overall majority of perpetrators are men.

Share some figures from section 4 in the Briefing Note about the incidence of sexual violence.

- 1 in 3 women worldwide have experienced physical/sexual violence by an intimate partner or by others at some point in their lives.
- Also 1 in 3 Mongolian women experience physical or sexual violence.
- 8% of Mongolian women experience sexual violence from their partner.
- 1 in 10 Mongolian women experience sexual violence before they were 15 years old.
- 1 in 8 children aged 12-18 experience sexual violence.

Ask participants to brainstorm about possible reasons in pairs and write their ideas down. (*The socialization of girls, boys, women and men will come up, as well as several beliefs, gender stereotypes and norms in Mongolian culture. For example: Men are the leader of the family and should be respected and obeyed. Women have to obey men, women must attend to men's sex drive even if they do not feel like it. Women who put on sexy clothes invite sexual violence and harassment. Men are sexually more aggressive and cannot help their sex drive. Boys in Mongolia are socialized to be tough and not show weakness, and they are often more heavily punished than girls. Boys grow up to be men who suppress their feelings and many don't know how to express their emotions constructively and easily resort to violence when faced with a problem*). See sections 5, 6 and 7 in the Briefing Note on why some men commit sexual violence, why people condone sexual violence and myths vs. facts about rape.

List the main points on another board or flipchart, and discuss these ideas. Summarize the discussion as follows:

- Sexually aggressive behaviour by boys and men is sometimes covered up and girls and women are told not to be so sensitive.
- It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment and rape by the way they look and dress.
- These ideas are wrong because they are not based on facts. The facts are:
 - Some men harass but most do not. Becoming a victim of one's own sex drive is a weak excuse to do something unpleasant to other people. Boys and men who control their sex drive and are respectful to girls and women are much more popular than boys/men who abuse their power.
 - Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment and rape.
 - Sexual violence is not about sexual pleasure but is an abuse of power.

- Sexual violence is commonly motivated and perpetuated by a mistaken belief that men have the right to sex, regardless of consent, and because the majority of sexual violence perpetrators are not punished or face any legal consequence.

Step 3 Effects on the victims and the community – 20 minutes

Ask participants to brainstorm in pairs about the effects of and the actions that can be taken against sexual violence (and harassment) in plenary, using the following questions:

- How do you think a victim of sexual violence (and harassment) feels?
- What is the effect of sexual violence (and harassment) in homes, schools, workplaces, communities and societies?

After 5 minutes, ask participants to share their findings in plenary (refer to section 8 on effects of sexual violence in the Briefing Note). List their ideas and summarize as follows:

- The effects of sexual violence (and harassment) can be physically, emotionally and psychologically devastating for the victims. The effects on children can be very serious as they are particularly vulnerable, unable to protect themselves, and they often blame themselves for what happened. Child victims of sexual violence often have difficulties developing into healthy adults. All victims feel scared and threatened, and may become very depressed. They often have problems with their health and cannot function properly at home, at school or at work. Sexual violence easily escalates, and victims of sexual violence are prone to turn to sexual violence later in life.
- The effects of sexual violence (and harassment) in families, schools, workplaces, communities and societies are very negative. Sexual violence poisons the environment in which children and adults live and work. There is often secrecy when acts of sexual violence are covered up and denied. This leads to lack of trust in the community or institution and hampers protection for (potential) victims. Secrecy and impunity for the perpetrators create a threatening and poisoning atmosphere, in which the victims are afraid, feeling alone and helpless. When perpetrators are not dealt with and exempted from punishment, they are emboldened and will likely continue to commit higher levels of violence.

Step 4 What can be done? – 15 minutes for children and youth, 60 minutes for adults

For children and youth

Ask participants to work in pairs and discuss the following questions:

- What to do if you experience sexual violence?
- What can you do if you witness an act of sexual violence?
- How can you help the victim and/or to prevent such acts of sexual violence from happening to others in the future?

After 5 minutes, ask for responses and write key words on a board or flipchart. Summarize the findings and add any missing points (refer to section 9 in the Briefing Note).

For adults (parents, teachers, health and social workers and the police)

Discuss with participants about incidences of sexual violence and harassment against women and children in Mongolia. Refer to statistical evidence (see section 4 in the Briefing Note). Explain that these figures are likely only the tip of the iceberg, as sex crimes tend to be underreported. Also that support is lacking for victims of sexual violence (including domestic violence) in Mongolia.

Divide the participants into different groups (parents together and people with the same occupation together). Ask them to discuss the following:

- What measures have been taken in Mongolia to address sexual violence (in general and of children)?
- What further measures are needed in Mongolia to protect women and children from sexual violence?
- What constraints and opportunities exist in Mongolia to prevent, address and redress sexual violence against children and adults?

After 30 minutes, ask the groups to report briefly on their main findings and recommendations. Summarize the group work outcomes and add any missing points using the relevant sections from the Briefing Note.

Step 6 Round up – 5 minutes

Summarize the discussion and conclude with the following messages:

- Sexual violence is not about sexual pleasure. It is about abuse of power.
- Sexual violence, assault and harassment include a range of unacceptable behaviours and practices that are likely to result in physical, psychological, emotional or sexual harm or suffering.
- Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of girls/women and boys/men. This can include unwelcome physical, verbal or non-verbal conduct.
- Sexual violence can happen to anyone, not just good looking girls and women. It can happen everywhere: in public areas, at school, at work or in the family and community. It has harmful effects on the affected individuals, families, communities and workplaces.
- The majority of victims are girls and women, but boys and men can be subjected to sexual violence and harassment too.
- The majority of perpetrators are men sexually violating and harassing girls and women but some men also target boys or other men.
- In most cases the victims are young and junior, have an insecure position or are otherwise vulnerable at work, in a family or on the streets, for example, because they are disabled.
- Certain characteristics may increase vulnerability to violence for certain groups of people, in particular girls, women and minorities, for example, sexual orientation or gender identity, sex worker status, disability, and ethnicity. Certain situations also tend to worsen existing violence, particularly humanitarian crisis, conflict, post-conflict and displacement situations.

- Many men do not use violence but men who perpetrate sexual violence commonly believe that they are entitled to sex, regardless of consent.
- The majority of sex crimes are not reported or are covered up, allowing the majority of the perpetrators to go unpunished. This worsens the problem.
- If you experience sexual violence or harassment, always say that you do not want it, unless you are afraid for your life. Ask for help and do not keep it to yourself.
- If you witness sexual violence or harassment. Take it seriously and try to support the victims by mobilizing help from other people to stop the abuse, be it in the family, the workplace or community.



Training Aid 8.1.4 A: Stories of Sexual Violence Experiences

Guidelines: Select 2-3 stories appropriate for the target group for use in Step 1.

1. The Story of Ariunaa (young woman)

Ariunaa is 22 years old and she lives in a rural district. When she was still living with her mother and stepfather, and four younger siblings. She is the oldest child of her mother. When she was 14, her stepfather raped her for the first time. She reported the rape to the police but the police said she was lying and said her hymen was intact, even though this was not true, of course. Then the stepfather started raping her again every week. She tried to tell her mother that her husband was raping her but he would always convince her mother that she was lying. So there was no one stopping the rape. He would do it whenever he pleased, drunk or sober, day or night. Her stepfather would hit her mother a lot, sometimes even throwing a knife at her. Ariunaa was hurt, confused, depressed and angry at her mother for not protecting her. Almost a year later, Ariunaa could no longer tolerate it. She went to her grandparents and told them about the rape, so they came to talk to her mother. Ariunaa's mother was shocked and panicked not knowing what to do. Her uncle came and the family decided to report the stepfather to the police and go to court. The stepfather got a 15-year sentence. She felt sorry for her mother but also angry and could not live with her anymore. So she left to look for work in the city. Ariunaa can never forget what happened to her as it haunts her memory. She would like to start a family and have babies but she is afraid of men, and cannot imagine that she will ever love and marry somebody. What can she do?

2. The story of Jargal (girl)

Jargal is 12 years old. She lives with his father and mother and does not have any brothers or sisters. Jargal was a happy girl. She enjoys going to school because she likes her teacher and has a close friend in the same class. Lately at home Jargal has been quiet. Her mother has noticed that she seems especially restless when a 21-year-old cousin, who lives in the same neighborhood, visits the family. They have migrated from the rural area to live in the ger district in Ulaanbaatar, joining some of their relatives who came before. Sometimes when Jargal's parents are away, they ask the cousin, who works as a mechanic in the neighborhood to look in on Jargal to make sure she's OK. Today, when the cousin visits, Jargal ran outside their ger. Her mother wonders what happened because Jargal used to like her cousin very much and they got on well. After the cousin left, the mother went looking for her daughter and found her crying at the back of the ger. She asked her daughter what's wrong. At first Jargal would not say anything but after a while she started telling her mother that the cousin has been touching her in a strange way when he came to visit and she was alone in the ger. Lately he has even forced her to touch his penis. She did not want to but he forced her to touch and do other disgusting things with it. Jargal is now scared of the cousin because he threatened her that if she told anyone, especially her parents, he would make her sorry.

3. The Story of Munkhuu (boy)

Munkhuu is 12 years old. He works in a restaurant in an urban area. His parents sent him to work there since he was 10 years old. Munkhuu is worried now because one of the regular customers seems to like him a lot, maybe too much. The customer always insists that Munkhuu serves him, and he always tries to show him sexual pictures on his mobile phone. One night the customer asked Munkhuu to accompany him to a dark alley and he showed Munkhuu how big his sexual organ was. First, Munkhuu was only amazed, but he became very uncomfortable when the customer asked him to touch it, so he ran back to the restaurant. The customer gave him a big tip and told him to keep their little secret. Then he asked the restaurant owner to send Munkhuu for home delivery of the restaurant's food. The customer told him to come in and join him for the meal. During the meal he wanted Munkhuu to rub his body and his sexual organ. Munkhuu obeyed but does not want to go to the customer's home anymore, even if he gets extra money. The restaurant owner insists he goes, saying that the customer is his good friend and that there is no harm when men like to play with boys. What can he do?

4. The Story of Nomin (teenage girl)

Nomin is 17 years old. She has been working as domestic worker for a well-to-do couple since she is 14 to pay off a family debt. Nomin was happy and proud to help her parents by doing the housework for her employers, even if the work was quite hard, and she did not earn any money. But right now she has a big secret and feels desperate. The couple's son, who is 25 years old, came back to live with his parents, after he returned from overseas studies. Soon the son started to seek her out, teasing her that she is so beautiful and started touching her here and there. Nomin did not like the son and tried to avoid him, but he just became more insistent. After a few weeks he has ordered her to give him a massage, which was when he forced himself on her. Then he started acting like she was his personal toy. He ordered her to sleep with him several nights a week. If she is nice to him and does what he wants, he is usually gentle with her, but it often hurts. She always feels dirty after being with him and cannot sleep. He told her not to talk about it with anybody, and threatens that he will tell his parents that she seduced him so she will be sent back home branded as a 'bad girl'. What can she do?

5. The Story of Bilegt (young man)

Bilegt is 20 years old. He has been living on construction sites with his family since he was born and started to help his father with construction work since he was 8 or 9, and dropped out of school because his teacher said he was too slow for school. But he is a strong young man and likes to carry heavy loads around on the construction site and do other easy jobs. However three months ago, his father was laid off because he suffered badly from a work accident. His parents went back to the rural area and work as agricultural labourers. To help the family the construction company agreed to put Bilegt on the payroll as construction worker and pay for his upkeep. Bilegt knows his parents count on him to help earn income. However, since his parents left, Bilegt finds his life is becoming more and more difficult. Some of the other construction workers tease him a lot, always making jokes about sex and his body, and forcing him to sexually satisfy them at night. Bilegt is now scared whenever it gets dark, and wants to run away to his parents. But then, he will not be able to earn an income and help them. What should he do?

6. The Story of Nandin (woman)

Nandin is 25 years old. She fled to the city from the rural area due to difficulties in her family. It was difficult to find a job but she now serves food and drinks in a restaurant. She enjoys earning money, so that her younger sister and brother can go to school. She likes to wear the work uniform for waitresses although she found it too short and too tight at first, and her breasts come out a bit. In her hometown such a dress would not be allowed, but she is proud that she looks good and her work uniform is part of her job. One day she had a customer who was a man from her hometown. He starts to come to the restaurant very often and gives her a lot of attention. He sends her sexual messages and pictures on the phone, and always calls her sexy names. She asked him to stop doing such things, but he does not listen. Last week he really shamed and humiliated her by telling her in public that she needed a bigger bra, and should wear red underwear. Everybody laughed, and when she went to her manager to complain, he told her he could do nothing as there is no law forbidding sexual jokes, and the man spends a lot. She feels extremely uncomfortable as the other waitresses are now gossiping behind her back that she is a bad girl, and other customers also start to make sexual jokes about her. What should she do?



Briefing Note: Sexual Violence

1. What is sexual violence?

Sexual violence includes a range of unacceptable behaviours and practices that are likely to result in physical, psychological, emotional or sexual harm or suffering.⁹ Sexual violence is a violation of the bodily integrity of another person by means of sexual conduct. Sexual violence ranges from physical sexual abuse, such as sexual assault, rape, incest, forced prostitution, to physical, psychological and emotional sexual violence, that is commonly known as sexual harassment.

Definitions may vary slightly from place to place, but generally are as follows:

- **Rape** is defined in most national laws as physically forced sexual intercourse, or otherwise coerced penetration, even if slight, of the vulva or anus, using a penis, other body parts or an object. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape. In conflict zones and war, sexual assault and rape are used as weapons of war, generally but not always against girls and young and adult women.
- **Sexual assault** is any type of physical, sexual contact or behaviour that occurs without the explicit consent of the victim. It involves sexual activities, such as forced sexual intercourse, forcible sodomy (anal or oral intercourse), child molestation, incest, fondling and (attempted) rape.
- **Sexual harassment** means unwanted conduct of a sexual nature, or other conduct based on sex, that affects the dignity of women and men. It includes physical, verbal or non-verbal conduct that is unwelcome to the recipient. Two common forms of sexual harassment in workplaces are:
 - **Sexual blackmail:** Demand by a person (usually but not always someone in authority, like a boss, supervisor, co-worker, client or customer), for sexual favours in exchange for a work-related benefit.
 - **Hostile working environment:** Unwelcome sexual advances, or other verbal, non-verbal or physical conduct of a sexual nature that creates an intimidating, offensive, humiliating, abusive, or poisoned working environment.

Sexual violence can take many forms. It often starts with small incidences which tend to increase and intensify over time, if the behaviour is condoned.

- **Verbal sexual acts:** sexual jokes and innuendo's, unwelcome comments about a person's appearance, private life or body, insult and put-downs based on a person's sex
- **Gestural sexual acts:** sexually suggestive gestures, such as nods, winks, gestures with the hands, fingers, legs or arms, licking of lips
- **Written or graphic acts:** sending pornographic pictures through e-mail, putting up pin-ups or sending unwanted love letters
- **Psychological and emotional acts:** behaviour which humiliates, isolates, is discriminatory towards, excludes or singles out a person on the grounds of his/her sex or gender identity.
- **Physical acts:** including kissing, patting, pinching or touching in a sexual manner with sexual assault and rape as the worst forms.

⁹ Another common term for sexual violence is gender-based violence. Other terms include sexual abuse and sexual exploitation.

- **Economic acts:** blackmailing a person to provide sexual favours or lose a job-related benefit.

Sexual violence can happen anywhere: in the family, the community, the workplace or in public places. There are often unequal power relations between the perpetrator of sexual violence and harassment and the victim. This explains why the majority of victims are children of all ages and women, and the perpetrators are usually men or older boys. Perpetrators may be strangers but are more often people known to the victim, and can include (close) family members.

Girls and young women are at special risk of sexual violence and harassment because of gender stereotypes in society which condone and encourage violent sexual behaviour by men and boys and require girls and women to be obedient and serve (see further below). Girls and women who work in low-paid and low-status jobs in traditionally 'female' jobs such as domestic work, and have insecure job contracts are at high risk. But boys and men who work and live in isolated places, such as fishing boats, or in a men-only environment, like vocational training institutions, or in prisons are also at special risk to fall victim to sexual violence by other men.

2. Incidences of sexual violence worldwide

Reliable and comparable statistics of sexual violence and harassment – in families, workplaces and public places – are hard to find but serious efforts are being made to improve trustworthy statistical evidence at the national, regional and international levels. In recent years UN agencies (in particular the World Health Organization, UNFPA and UN Women) have collected data from many countries in various regions of the world and provided the following global picture of sexual violence, mostly against women and girls but also some men and boys.¹⁰

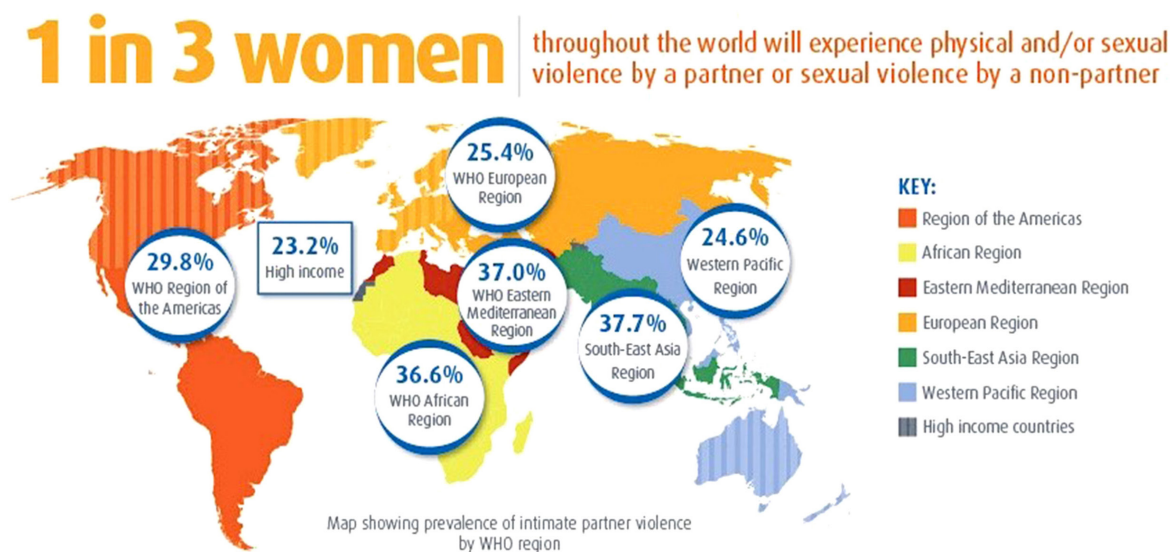
- One in three (35 per cent) women worldwide have experience physical or sexual violence by an intimate partner or sexual violence by others at some point in their lives. The prevalence of sexual violence is generally lower than that of physical violence, but in intimate relationships where women experience the most violence, they often experience physical and sexual violence together.
- Women and girls make up 72 per cent of victims of human trafficking worldwide. More than four out of every five trafficked women and nearly three out of every four trafficked girls are trafficked for the purpose of sexual exploitation.
- Worldwide, 650 million women alive today were married when they were younger than 18 years old. Of those women, more than 1 in 3 were married before the age of 15. This means they were put in a highly vulnerable situation because child brides are often unable to effectively negotiate safe sex, therefore prone to early pregnancy as well as sexually transmitted infections, including HIV.
- Globally, one out of three students (aged 11 and 13 to 15 years) have been bullied by their peers at school at least on one day in the past month, with girls and boys equally likely to experience bullying.
- Approximately 15 million adolescent girls (aged 15 to 19) worldwide have experienced forced sex (forced sexual intercourse or other sexual acts) at some point in their life. In the vast majority of countries, adolescent girls are most at risk of forced sex by a current/former husband, partner or boyfriend.

¹⁰ Sources: "Facts and figures: Ending violence against women," UN Women, <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures> [accessed 8 December 2019]; *Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence* by World Health Organization, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, South African Medical Research Council (2013); *The World's Women 2015, Trends and Statistics* by United Nations Department of Economic and Social Affairs (2015), Chapter 6, Violence against Women, <http://unstats.un.org/unsd/gender/chapter6/chapter6.html> [accessed 15 February 2017].

3. Violence against women by intimate partners and family members

Most of physical and sexual violence against women and girls are perpetrated by the men closest to them, in particular their husbands or partners, or members of their own family. Most cases involve women being beaten and/or raped, and sometimes killed. The global statistics are:¹¹

- Almost one third (30%) of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partner.
- The average prevalence rates by region for combined intimate partners and non-partner sexual violence among all women aged 15 years and older are presented in the map by the World Health Organization below:



All statistics can be found in the report entitled Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence, by the World Health Organization, the London School of Hygiene & Tropical Medicine, and the South African Medical Research Council, found here:
<http://www.who.int/reproductivehealth/publications/violence/en/index.html>

- Globally as many as 38% of all murders of women are committed by intimate partners.
- Two in three victims of homicide by intimate partners or family members are women.
- Globally 7% of women report having been sexually assaulted by someone other than a partner, although data for non-partner sexual violence are more limited.

4. Sexual violence against women and children in Mongolia and inadequate support for victims

In Mongolia,¹² a significant minority of women and children experience sexual violence.

- More than half of Mongolian women (59.7%) have suffered physical, sexual, emotional, or economic violence.

¹¹ Idem.

¹² National Human Rights Commission, 2016 Survey "Knowledge, Attitude and Practices regarding Child Rights"; UNFPA and National Statistics Office, *Breaking the Silence for Equality: 2017 National Study on Gender-Based Violence in Mongolia*, Ulaanbaatar, 2018.

- Roughly 1 in 3 ever-partnered women experience physical or sexual violence.
- 8% of women experience sexual violence from their partner.
- 1 in 10 women experienced sexual violence before they were 15 years old.
- Perpetrators of sexual violence against women are mostly family members (41%, including step-parents or parents, step-siblings or siblings, and other family members), or friends and acquaintances (19%). Other common perpetrators are authority figures such as police, teachers, religious leaders) and complete strangers.
- 1 in 8 children aged 12-18 experience sexual violence.

Victims of sexual violence in Mongolia have inadequate support. According to a 2018 survey "Assessing the Exposure Status of Girls and Women's STIs and HIV Influence on Violence" by the Ministry of Health and the Global Fund:

- 4 out of 5 respondents (81.6%) suffered psychological problems due to lack of proper psychological support after experience of rape and sexual abuse.
- Many victims are traumatized and depressed: 1 in 4 (24.3%) thought about suicide; 1 in 13 (7.9%) attempted suicide, and 1 in 10 started taking drugs.
- 3 out of 5 were unable to return to normal and stable life and became homeless
- 7 in 10 have no permanent job.¹³

5. Why do some men commit sexual violence?

The overall majority of perpetrators of sexual violence are men and older boys. According to WHO, common risk factors associated with both intimate partner and sexual violence include:¹⁴

- lower levels of education
- history of exposure to child maltreatment or abuse during childhood
- witnessing violence in the family
- harmful use of alcohol
- antisocial personality disorder
- having multiple partners or suspected by their partners of infidelity
- attitudes that condone violence
- community norms that privilege or ascribe higher status to men and lower status to women
- low levels of women's access to paid employment.

Factors specifically associated with intimate partner violence include:

- past history of violence
- marital discord and dissatisfaction
- difficulties in communicating between partners
- male controlling behaviors towards their partners.

¹³ ХНХЯ, НҮБХАС(2019) Бэлгийн хүчирхийллийн хохирогч хүүхэд, тэдний гэр бүлийн гишүүдэд нийгэм-сэтгэл зүйн зөвлөгөө өгөх арга зүй"

¹⁴ "Violence against women: Key facts," WHO, 29 November 2017, <https://www.who.int/news-room/fact-sheets/detail/violence-against-women> [accessed 8 December 2019].

Factors specifically associated with sexual violence perpetration include:

- beliefs in family honour and sexual purity
- ideologies of male sexual entitlement
- weak legal sanctions for sexual violence.

Gender inequality and norms on the acceptability of violence against women are a root cause of violence against women.

UN Women also found that rape in six Asia-Pacific countries is most commonly motivated by men's sense of sexual entitlement, that is, they believe that they have the right to sex regardless of consent. These attitudes represent ideas of masculinity that emphasize strength and toughness, heterosexual performance and dominance over women. The other common motivations include entertainment seeking (doing it for "fun" or out of boredom), and anger or desire to "punish." A common characteristic found among men who perpetrate sexual violence is negative childhood experience, including emotional abuse or neglect (e.g. being publicly humiliated or insulted, parents were too drunk or too drugged to care for them), physical or sexual abuse. These types of childhood experiences were associated with the men's depression, low life satisfaction, poor health, gang membership, being involved in fights with weapons, alcohol and drug abuse, and buying sex. Moreover, a large proportion of men who perpetrate sexual violence were found to suffer from work-related stress, depression and suicidal tendencies.

6. Why do people condone sexual violence?

Attitudes at the individual, family, community and society levels play an important role in the prevalence of sexual violence and harassment. In Africa, Asia and the Pacific where domestic violence is most prevalent, there is generally a higher level of social acceptance of wife-beating, while the level of acceptance is lower in Latin America and the Caribbean and in developed countries. However, attitudes towards violence are starting to change – in almost all countries where information for more than one year is available, the level of both women's and men's acceptance of violence has decreased over time.

Still, in some societies for many reasons incidences of violence against women are particularly high. For example, in a 2012 study conducted in New Delhi, India, 92 per cent of women reported having experienced sexual violence in public spaces and 88 per cent some forms of verbal sexual harassment in their lifetime. In general, incidences of violence against women are high in communities and societies where the following factors are common:

- Sex is a taboo subject.
- There are strong beliefs in family honour and sexual purity.
- The belief in male sexual entitlement is prevalent.
- The legal sanctions of sexual violence are weak.

In societies and communities where sex in general is a taboo subject, people may make jokes about sex but sex is not openly talked about and sexual education is not provided to children or adults. In such cases, sexual violence and harassment remain widespread but 'invisible' or are covered up. It is also common for families and communities to blame and shame the victims of sexual violence and harassment rather than the perpetrators. In such cases there is a culture of impunity regarding even the most intolerable forms of sexual assault and rape, including against children. In some cases, there remains the idea that a rape victim should marry the rapist to save the family honour (and in effect allow the rapist to go unpunished or

even rewarded for his crime]. In such societies, when sexual violence occurs in the workplace the 'reputation' of the workplace is more highly valued than the dignity and safety of the victim, resulting in victims losing their job rather than the perpetrators.

UN statistics¹⁵ indicate that less than 40 per cent of all women who suffered sexual violence in most countries seek help of any sort, and of those who seek help at all less than 10 per cent seek help from police. This reflects the very common problem of insensitivity among law enforcement in dealing with victims of sexual violence.

7. Myths vs. facts about rape

There are many myths about rape. The following are among the most common. In order to reduce sex crimes and provide needed support to the victims and survivors, it is important to correct these myths.

Myth: Rape only happens in slums and places that are a source of crime.

Fact: Rape happens in any public or private place and in poor as well as rich communities.

Myth: Rape happens because women dress revealingly and provocatively.

Fact: Girls and women who dress modestly and suitably in line with local norms also get raped all the time, for example, Muslim women covered from head to toe are also raped.

Myth: Rape only happens to young and beautiful women.

Fact: Rape victims can be anyone, even babies, the elderly and disabled.

Myth: Most rapists are strangers.

Fact: Rape by intimate partners (e.g. husbands, boyfriends) are more common than rape by strangers in most places.

Myth: A husband cannot rape his wife because he has the right to have sex with her anytime.

Fact: Marital rape is common and is illegal in more than 50 countries. Husbands and ex-husbands do not have a right to have sex with the wife or ex-wife anytime they want. If the woman does not consent, even when the man is her husband in marriage, or during separation or divorce, it is rape.

Myth: If a woman resists she cannot be raped.

Fact: Often the rapist can overpower the victim and uses a dangerous weapon to force the victim to comply. If you are threatened with a knife or gun, you do not have much choice because you do not want to die.

Myth: Men cannot be raped.

Fact: Although it does not happen as often as with women and girls, men and more often boys are also raped (usually by other men).

Myth: Men have more 'natural sex drive' than women, so they cannot control themselves.

Fact: Only some men rape. Most men do not rape or use violence to get sex. Becoming a victim of one's own sex drive is no excuse to do something violent to other people. Sexual violence and harassment is not about getting sexual pleasure but is an abuse of power and a crime. It has less to do with the biological differences between men and women

¹⁵ https://unstats.un.org/unsd/gender/downloads/Ch6_VaW_info.pdf (accessed 5 February 2017).

but more to do the rapist's mistaken belief in his entitlement to sex and the attitudes, perceptions and expectations about male and female sexuality.

8. Effects of sexual violence

The effects of sexual violence and harassment on victims are always negative, as it creates unhappiness in people, their families, workplaces and communities.

For victims:

- Psychological and emotional disturbances, such as embarrassment, humiliation, disgust, low self esteem, depression and fear
- Physical health problems, such as physical injuries in the body and sexual organs, sexually transmitted infections (STIs) including HIV, unwanted pregnancy (women experiencing physical and sexual violence by intimate partners are more than twice as likely as other women to have an abortion, are 1.5 times as likely to be infected with HIV, and they are also more likely to have miscarriage, stillbirth, pre-term delivery and low birth weight babies).¹⁶
- Mental health problems, including depression, post-traumatic stress and other anxiety disorders, sleep difficulties, eating disorders, and suicide attempts
- Negative impact on personal life, for example, problems with family, friends and society
- Lower productivity and performance at work, for example, absenteeism, medical leaves and low confidence at work.

For child victims and children affected by sexual and family violence:

- Experience of sexual violence is extremely harmful to children physically, emotionally, psychologically and socially. It seriously hampers healthy childhood development and can lead to increased smoking, drug and alcohol misuse, risky sexual behaviours, and perpetuation of violence in later life.
- Many boys who experience childhood sexual abuse become sexual abusers themselves when they grow up and girl victims of childhood sexual abuse are also likely to be victims of sexual violence as adults.
- Children who grow up in families where there is violence may suffer a range of behavioural and emotional disturbances and are also more likely to perpetrate or experience violence later as adults.
- Intimate partner violence is also associated with higher rates of infant and child mortality and morbidity (e.g. diarrhoeal disease, malnutrition).

For enterprises:

- Loss of income for the company, due to lower productivity and depressed morale of workers
- Negative publicity, loss of company image and monetary fines, and lawsuits
- Unhealthy and unfriendly working environment in which workers have no sense of belonging and loyalty to the company.

¹⁶ World Health Organization, <http://www.who.int/mediacentre/factsheets/fs239/en/> (accessed 5 February 2017).

For society:

- Loss of capable and confident girls and boys, men and women
- Sexual violence encourages further sexual violence, lack of trust, rejection, fear, moral indecencies and lack of respect among people in society
- Negative changes in social and cultural traditions, and gender norms and values

9. Action against sexual violence

All children need to be protected from sexual violence as it is extremely difficult for children and youth under 18 years, as well as young adults, to act against sexual violence and harassment. Younger children are often not even aware of what is happening to them or, in the first instance, may even like the extra attention or gifts, although many will sense that something is not right. If the sexual acts persist, many children become fearful, afraid and depressed as they do not dare to say 'No' and feel they need to submit to things they do not want. Some may also think it is their own fault, or a punishment of fate that this is happening to them. Or when sexual or other violence and harassment happens in the family, children may want to protect their mother or other siblings, and suffer in silence.

Discussing this problem and bringing it out in the open is very important. It is important to take the problem seriously, and act against it, rather than looking away and ignoring it as it will get worse, and ruins the victims' chances in life and at work. Sexual violence and harassment often stops if the perpetrator knows that 'everybody' knows what he is doing and that it is not accepted in the family, the school, the workplace, and the community. Adults must step in to protect a child victim, approach the perpetrator and let him know that he needs to stop the sexual conduct and that further action will be undertaken if he does not stop.

What to do if you experience sexual violence:

- Try to say 'No', if it does not endanger your life. Make clear that you do not like it and are not happy with it. If you do not say 'No', the problem is likely to become worse. Try to run away if the situation is intolerable.
- Do not think that it is your personal problem and do not blame yourself.
- Consult with friends, your parents or other family members or trustworthy teachers, supervisors, co-workers, neighbours to try to find a solution and get out of the situation.
- Try to find out if there are others who experience sexual violence or harassment.
- Sexual assault and rape are criminal offenses. Ask for help to make a complaint and take legal actions, if this is possible and appropriate to stop the violent sexual conduct.

What to do if you witness sexual violence in a family, the community or the workplace:

- All adults have the responsibility to protect children and youth from all forms of sexual violence:
- Be aware that sexual violence is a grave violation of human rights which has negative effects on the victims, the family, the community, the school or training center, or the workplace.
- Do not ignore the problem, but get together in the community or workplace to raise awareness and mobilize others to realize a zero tolerance policy against sexual violence.

- Protect and help especially child victims of sexual violence and harassment, as they are often powerless to say 'No' to sexual abuse.
- Help victims to find a means to stop the violence and seek justice if the perpetrator does not stop the conduct after being told to do so.
- Provide moral and material support to the victims as needed.
- Punish the perpetrators if they committed a criminal offense of a sexual nature. Find ways to convince perpetrators to stop sexual violence and harassment. They may also need professional help and benefit from counselling, in addition to punishment for the criminal offense.

What needs to be done to protect children from sexual violence in society:

All civilized countries need to protect the people living within their borders – girls, boys, women and men alike – from sexual violence. Government and civil society need to take legal, public policy and practical measures to prevent against these particular forms of abuse, protect the victims and punish perpetrators through a combination of the following strategies:

- Step up awareness raising and education among children and adults in families, communities, schools and workplaces to say 'No' to sexual violence and harassment.
- Change social norms related to the acceptability of violence and the subordination of women and girls. Promote non-violent masculinity, gender equality and respect for women and girls among boys and men. Increase social and economic empowerment of women and girls with training on gender equality, relationship skills, community-based livelihood initiatives, etc.
- Address child abuse and promote healthy families and nurturing a violence-free environment for children.
- Provide sex education to children from an early age onwards in families and schools to protect children against sexual violence and harassment. Work with boys and men to prevent perpetration of sexual violence from an early age and address the sense of sexual entitlement among men and boys. Work with girls and women to increase their self-confidence, and their economic, social and sexual autonomy.
- Train people of all ages to prevent and act against sexual violence, and protect the victims. Teachers and police officers, especially, need to know what sexual violence is about, what their duty is, and be sensitive but firm, outspoken and assertive in protecting victims and punishing perpetrators.
- Develop appropriate laws and effective enforcement mechanisms accompanied by regulations, policies, and the establishment of appropriate redress mechanisms with a support system of 'safe homes' for victims with trained counsellors so that victims can seek assistance if they find themselves in intolerable situations.
- End impunity for perpetrators of sexual violence. Ensure penalty and punishment of perpetrators based on gravity and severity of the cases.

10. Action against rape and sexual assault¹⁷

Sexual assault and rape happen often within families between husbands and wives, between (grand)parents and (grand)children, brothers and sisters, uncles, aunties, nephews and

¹⁷ Adapted from: *WWRGE Manual – Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise: 4.17 Rape, pp. 118-121.

nieces. Or, it involves other people like neighbours in communities, or employers, managers or customers in work-related contexts. It is difficult to talk about the subject but important to do so. The girl, boy, woman or, in exceptional cases, man who is raped, is in a difficult position. Often the family and the community think it is the victim's own fault. This is very unfair. The result is that the victim cannot go anywhere to share her/his feelings about what has happened. The psychological impact on the victim is very big. Therefore, it is important that the family, friends and community help instead of blame and shame the victim, and punish the perpetrator.

If it happens:

- When an attempt of rape takes place in public places it often happens that a man or several men grab a woman and quickly move her to a second location where they do not have to worry about getting caught.
- If this happens it is always wise to show clear resistance. The aggressors get discouraged because it only takes a minute or two for them to realize that going after you will not be worth it because it will be time- and energy-consuming. You might think that you will make them angry and make them want to hurt you more, but mostly they want a woman who will not cause a lot of trouble.
- Often these men will not pick on women with umbrellas in their hands, or other similar objects that can be used from a distance as a weapon. If someone is coming towards you, yell out loudly at him "Stop!" or "Stay back!" If you carry an object able to use as a weapon, hold it out. Show that you are not afraid to fight back and that you are not an EASY target.
- As a self-defense mechanism, if someone is following you on the street or in a garage or is with you in an elevator or stairwell look him in the face and ask him a question. Now you have seen his face and could identify him in a line-up. You also lose appeal as a target.
- Of course, resistance is not recommended if you are threatened with a knife or other weapon or are clearly outnumbered by a gang. In such cases you do not have much choice. Resistance, especially in group situations can lead to more violence. Try to be a docile and thereby 'boring' victim. Try to get away, quietly and quickly as soon as you can.

What to do after a rape:

Women who have been raped suffer further pain of having people look down on them as though they were responsible for the crime. Therefore, many women who are raped do not report the crime to the police or authorities. They think people will blame them. Their families are ashamed. Sometimes their families agree to accept money in compensation for the suffering and do not report the crime. This is a terrible consequence for the victim for the rest of her life. If women who are raped do not report the crime, the rapist may continue to rape other women without fear of punishment. If women do not report the crime, it is like saying that the crime itself is not very important. The society should support the victim and demand that the rapist face punishment.

It is very important that you can prove the rape:

After a rape, go to the hospital and the police station. If possible, take a friend with you to support you. At the hospital, a doctor will examine you and complete a medical report. Ask for a copy. You **should not wash yourself or the clothes** you were wearing before going to the

hospital and the police. If you do so, you will wash away the evidence.

After the hospital, go immediately to the police. All evidence like torn clothes should be kept. You have to ask the police specifically to press charges. This step is often forgotten so most rape cases cannot be criminally charged. Always ask for a copy of the police report.

It is better not to go alone to the hospital and police. Go with a friend or even a group. It is safer and you have moral support from your friends and it gives you more strength and power. The best thing to do is to go immediately because of the proof that is needed.

Problems:

Offenders often take advantage of their higher position and power to rape their subordinates. Women who are young, junior or in an insecure employment situation are at high risk and sometimes unable to protect their own rights, as is the case for most women employees who are raped by their employers or managers; students raped by their teachers; and women or girls from the countryside raped by the owners of employment agencies or their assistants when they seek work; or beer girls who return home for work. The attackers often count on their victims' lack of education, life experience, and/or social power, and know they can attack them with impunity. There are a number of problems related to the application of the law:

- Officials often do not treat sexual violations seriously
- Officials try to compromise in order to end sexual assault cases quickly
- Medical evidence is important in fighting the case but the medical authorities are not always cooperative and sometimes do not want to be a witness in court.

However, in every country and situation, there are people and organizations willing to help. Find out who or which organization can help you. This is important for you and very important to future victims as rape has to be stopped.

Exercise 8.1.5 How to Say 'No' to Sexual Violence



Objectives

- To understand what forms of sexual violence exist
- To understand the effects of sexual violence
- To identify steps to avoid sexual violence
- To know what to do when reporting rape and sexual assault



Target Group

Children, youth and adults



Duration

90-105 minutes



Seating Arrangements

Group seating in 4 small groups



Materials

- Flipchart paper, markers, and 2 rolls of masking tape
- 4 large hearts (♥) cut out from flipchart paper, one for each group



Training Aid

8.1.5: How to Avoid and Deal with Sexual Violence

Briefing Note: Sexual Violence (in 8.1.4 Sexual Violence)



Tip for Trainers

This exercise is a follow-up to Exercise 8.1.4. It helps children and young women and men at high risk of sexual violence or those who have experienced such violence to know how to act and seek help when sexual assault and rape happen or have happened to them. The exercise is also intended for adults who have a main responsibility to protect children and youth from sexual violence, as children and youth are more vulnerable and less able to protect themselves.



Session Plan Steps¹⁸

1. Group work: What are forms of sexual violence? – 15-30 minutes
2. The effects of sexual violence – 15 minutes
3. Group work: How to avoid sexual violence? – 20 minutes
4. What to do when sexual violence happens? – 15 minutes
5. How can the community support survivors and prevent sexual violence? – 20 minutes
6. Conclusion – 5 minutes

Step 1 Group work: What are forms of sexual violence? – 15-30 minutes

Tell participants that this session explains what rape, sexual assault and harassment are and what can be done about it.

- Divide participants into 4 groups. Give each group a piece of flipchart paper and a marker.
- Spend 3 minutes to brainstorm about a definition of rape, sexual assault and harassment. (When Exercise 8.1.4 was done earlier with participants, ask them to recall the definitions they discussed earlier.)
- Ask participants to write or draw their definitions on a flipchart paper.
- Ask for the groups to share their results in plenary and tape the flipcharts on the wall.
- Explain what rape, sexual assault and harassment are.



Tip for Trainers

For each step of presentation in this exercise, the groups can present their definitions or results of their discussion in any form: in drawings or in words, or by performance such as skit or role play.) Be flexible and encourage creativity.

Step 2 The effects of sexual violence – 15 minutes

Show the participants the heart shaped paper.

- Ask them what happens to the heart of someone who became a victim of sexual violence: a broken heart. A broken heart symbolizes the heart of a person who has been violated sexually.
- Give each group a heart. They have to tear it in parts and on each part they write an effect that rape can have on the life of the victim. Give them some hints to help them think in the right direction as needed:
 - Self-esteem
 - Health
 - Relationships with others
 - Goals in life.

¹⁸ Adapted from: *Friends Tell Friends on the Streets* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercises: Hello... Help me and Heart Asunder, p. F-4 & F-10.

Give them 10 minutes to prepare their broken heart. In the meantime the trainer prepares 4 flipcharts with the titles: 'self-esteem', 'health', 'relationships with others' and 'goals in life'. Put them in a place where everybody can see them. When the groups are ready, ask them to stick the parts of the heart relating to the subject on the corresponding flipcharts. Ask each group to present the outcome of one flipchart. Add relevant issues to the results of the group work (see section 8 in the Briefing Note: Sexual Violence in Exercise 8.1.4).

Examples of possible answers are:

- Self-esteem: ashamed, guilty, insecure and feeling dirty
- Health: risk of HIV or other sexually transmitted infections (STIs), risk of pregnancy, mental issues such as depression, suicidal thoughts
- Relationships with others: people blame the victim, afraid to tell, problems with romantic relationships, social stigma
- Goals in life: stop education (due to pregnancy for example), cannot concentrate on work or education, changes in lifestyle or loss of aspiration due to depression, and lack of self-esteem and trust in others.

Step 3 Group work: How to avoid sexual violence? – 20 minutes

Ask the participants to stay in the same 4 groups.

- Start a discussion with a question: Who are the people who sexually molest or violate others, including children?
- After some responses, explain that an attacker can be a stranger but is more often someone familiar to the victim, very often family members, friends or acquaintances.
- Ask two groups to think about what to do to avoid being raped or sexually assaulted or harassed by a stranger. Ask the other two groups to think about what to do to avoid rape or sexual assault or harassment by someone they know. Each group has 10 minutes to discuss and record their answers.
- Make two flipcharts, one with the title: 'How to avoid sexual violence by a stranger' and the other 'How to avoid sexual violence by someone you know'.
- Ask the groups to give their results and make a list of suggestions on the corresponding flipchart papers.
- Add relevant information as necessary (for examples of advice and suggestions see Training Aid 8.1.5).
- Explain that dress codes for women are not the answer (see the Tip below).



Tip for Trainers

In some of the groups, dress codes for women may be mentioned as a means to avoid sexual violence. Explain that dress codes for women and men are common in most cultures. However, 'modest' clothing by girls and women does not protect them from sexual predators as sexual violence also happens against babies, and against women who are completely covered, are very old and not good looking. More importantly, men can never use 'scant clothing' as an excuse for sexual violence, as it is the responsibility of every human being not to sexually violate anybody else. (See sections 5, 6 and 7 in the Briefing Note: Sexual Violence in Exercise 8.1.4)

Step 4 What to do when sexual violence happens? – 15 minutes

Discuss the results in plenary using the following questions:

- What are factors that may place a person at risk of sexual violence?
- Do you think that in rape cases a person 'asks' for sexual violence? Why or why not?
- Do you think that you are at risk? Why or why not?
- What can you do to prevent sexual violence?
- What would you do if it happened to you?
- What would you do if it happened to one of your loved ones?
- Make a third flipchart: 'What to do when sexual violence happens'.
- Ask the participants for ideas.
- Write all points down and give a brief explanation (see suggestions in Training 8.1.5 A and additional information in sections 7 and 9 in Briefing Note: Sexual Violence in Exercise 8.1.4).

Step 5 How can the community support survivors and prevent sexual violence? – 20 minutes

Discuss in plenary using the following questions:

- How do people react when they find out that a person has become a victim from sexual violence?
- Do you agree with this reaction? Why or why not?
- How would you feel this would happen to you?
- What can friends and family do to help someone who became a victim from sexual violence?
- What can the community do to support survivors and to prevent sexual violence?
- Make a fourth flipchart: 'How can parents, teachers and people in the community protect children and youth from sexual violence.'
- Ask the participants for ideas.
- Write all points down and give a brief explanation (see suggestions in Training Aid 8.1.5 A and additional information in section 9 in the Briefing Note in Exercise 8.1.4.)

Step 6 Conclusion – 5 minutes

Conclude the session by summarizing the following points:

- Sexual violence means forcing sexual acts on another person against her or his will.
- Sexual violence is not the victim's fault. Sexual violence happens because the perpetrator has a problem and uses power to abuse others by means of forced sex or unwanted conduct of a sexual nature.
- Sexual violence is not about sexual pleasure but about abuse of power.
- Sexual violence can happen to everyone. The perpetrator can be a stranger but is more likely someone you know, including people in your own family and community.
- Adults have the responsibility to protect children and youth from all forms of sexual violence.

- It is important to report rape and any physical sexual assault because it is a crime and the perpetrator should be punished.
- It is unfair to blame the victim. Support survivors from sexual violence by not blaming them.
- Teach boys and men to value and respect girls and women and to not see them as sexual objects.



Training Aid 8.1.5 A: How to Avoid and Deal with Sexual Violence

Guidelines: Use at least some of the following advice on how to avoid rape by a stranger or people you know and what to do if it happens.

Flipchart 1: How to avoid sexual violence by a stranger

- Do not give strangers or persons with whom you feel uncomfortable your name, address or telephone number, or other personal details.
- Do not agree to meet alone or in a private place with anyone you have only met online, even if you feel very good about them. Bring at least one friend along and only agree to meet in a public place.
- Do not tell people that you are alone at home.
- Make sure that the entrance to the place you live can be seen well.
- Do not walk alone in a deserted area after dark.
- Always check your surroundings when being outside, especially in a deserted area. Avoid being too close to strangers and think in advance of how or where you will run away if someone snatches you physically.
- Carry an object with you that can be used as a defense such as an umbrella, a stick, a pepper spray, etc.
- Learn self-defence techniques to gain confidence and to defend yourself.
- Carry a device that can make a loud noise such as a whistle.
- Yell very loudly “Stop!”, “Stay away!”, or “Help!” to alert people for help.
- Try to run away to a safe place where there are people who will support you.

Flipchart 2: How to avoid sexual violence by someone you know

- Set clear limits to sexual behaviour by others towards you.
- Communicate these limits to other persons, clearly say ‘No’ to things you do not want.
- Avoid mixed messages, like saying ‘No’ but permitting sexual advances.
- If the person does not stop, resist firmly and make noise, or shout.
- Avoid being alone with someone who makes you feel uncomfortable.
- Avoid dating or being in the company of someone who is very demanding and controlling or has a history of sexual violence.
- Avoid spending time with people who drink a lot of alcohol and/or use drugs.
- Avoid drinking alcohol and using drugs yourself as it may interfere with your judgement and ability to respond.
- Avoid places where no one will hear you if you call for help.
- Try to run away to a safe place where there are people who will support you.

Flipchart 3: What to do when sexual violence happens

During sexual assault and rape:

- Whenever possible try to escape.
- If you are overpowered, as in cases of gang rape, play 'dead' and relax your muscles. Fighting may make you a more exciting victim and may harm your body at this stage.
- You will most possibly be in shock. Try to remember who does what (faces of the rapists) and try to decrease their feelings of sexual excitement and power abuse. This is very difficult, but it may help you later.
- Get away to safety after the rape to people you can trust.

After the rape:

- Do not wash yourself or your clothes before getting medical attention because this will wash away evidence of rape.
- Discuss it with someone who can help or an organization that helps rape victims.
- Take someone with you to the hospital and police station.
- Get a medical check-up immediately.
- Always ask for a copy of the medical report and police report.

Flipchart 4: How can parents, teachers and people in the community protect children and youth from sexual violence

- All adults have the responsibility to protect children and youth from all forms of sexual violence: If you witness sexual violence or suspect it may be happening, do not ignore the problem, but take action.
- Protect and help especially child victims of sexual violence and harassment, as they are often powerless to say 'No' to sexual abuse.
- Prevent sexual violence in the community or workplace by raising awareness and mobilizing others to agree on and realize a zero tolerance policy against sexual violence.
- Educate and train children from an early age onwards to respect others, and solve problems and conflicts through talking rather than violent acts:
 - Tell children and youth that they can always come to see you if they have a problem that they do not know how to deal with.
 - Provide sexual education to children from an early age onwards, emphasizing the importance of mutual consent in any sexual activity.
 - Provide education on gender equality, child rights and human rights to children from an early age onwards.
 - Punish children who engage in violent acts.
- Help victims to find a means to stop the violence and seek justice if the perpetrator does not stop the conduct after being told to do so.
- Provide moral and material support to the victims as needed.
- Punish the perpetrators if they committed a criminal offense of a sexual nature. Find ways to convince perpetrators to stop sexual violence.

Unit 8.2 How to Say 'No' to Alcohol and Drugs



Content

In this unit attention is given to the effects of using drugs, alcohol and cigarettes. The participants learn that it is useful to have accurate information about drugs, alcohol and cigarettes. This will enable them to make a distinction between myths and facts and to refuse drugs by using arguments. They will learn how to deal with peer pressure and that refusal to excessive drug use is not a sign of weakness but, on the contrary, a sign of strength.



Key Messages

- The use of alcohol and drugs has great negative impact on the functioning and thinking of persons and it can lead to unintended consequences such as accidents, STIs, unintended pregnancy, sexual assault and violence.
- The effects of alcohol and drug use can be different for different people and are particularly harmful to the health of expecting mothers and the unborn child.
- Cigarettes affect not only the health of users but also the people around them, especially young children.
- There are many myths about alcohol, drugs and cigarettes. Make sure you get accurate information so you can make your own decisions based on correct facts.
- When you are well informed, it is easier to refuse things you do not want because you can use arguments.
- Refusing drugs does not make you weak. Actually, it means you are strong because you can resist something that is bad for you. It takes mental power and maturity to resist something despite the pressure put on you by others.



Exercises

- 8.2.1 Spinning Around: Effects of Alcohol and Drugs
- 8.2.2 Making Decisions about Alcohol and Drugs
- 8.2.3 Campaign against Alcohol and Drugs



Related Units

- 5.4 Social and Communication Skills
- 7.3 What Are STIs and HIV and Aids?
- 8.1 How to Say 'No' to Violence

Exercise 8.2.1 Spinning Around: Effects of Alcohol and Drugs



Objectives

- To learn harmful effects of tobacco, alcohol and drugs on the body and mind of the user
- To distinguish between myths and facts about the use of alcohol, tobacco and drugs
- To become aware of the risks of unsafe sexual activities, sexual exploitation and violence associated with alcohol and drug use



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

Empty room with enough space for the game



Materials

One sign for 'TRUE', another for 'FALSE' (large enough to be readable across the room)

For Game 1:

- Two cords or ropes of about 3 meters long

Or, for Game 2:

- Two pieces of flipchart paper with a small dot in the middle
- Two pins or markers



Training Aid

8.2.1 A: Effects of Alcohol and Drugs

8.2.1 B: Statements about Alcohol, Drugs and Cigarettes

8.2.1 C: Answer Sheet: Alcohol, Drugs and Cigarettes



Session Plan Steps

Play a spinning game – 15 minutes

1. Discussion – 20 minutes
2. Myths and facts about alcohol and drugs – 20 minutes
3. Conclusion – 5 minutes

Preparation

Cut the statements from Training Aid 8.2.1 B, roll them up and put them in a bag or jar for use in Step 2.



Tip for Trainers

This exercise is a starter to talk about the effects of drugs and alcohol. It is up to the trainer to decide how much detail to get into, depending on the level and interest of the participants and what types of drugs and alcohol are prevalent in the community of the target group. The more the participants are already familiar with alcohol and drugs, the more details about the effects can be discussed.

Step 1 Play a spinning game – 15 minutes

Explain that this session will be about experiencing the effects of drugs and alcohol. Choose one of the following games to start with.

Game 1:

Lay the two ropes/cords in a straight line on the floor, about 3 meters apart. Divide participants into two groups and ask them to line up before the two ropes. Make sure that each team has the same number of people in the game. When there is an uneven number of participants (one of) the trainer(s) can join. Each team assigns a team captain who stands first in line. Give each other person a number.

Explain the rules of the game:

- The members of each of the two teams will have to walk, one by one, over the rope to the end.
- The team captain starts by simply walking towards the end of the rope. Person 1 must spin around 1 time before walking, Person 2 must spin around two times, Person 3 three times, Person 4 four times and so on.
- The team captain will check that each person spins around the correct number of times before s/he starts to walk.
- After spinning around the correct number of times, the person must start walking immediately. They are not allowed to wait until they are less dizzy.
- As soon as s/he arrives at the end of the rope, the next person starts with spinning. This means no spinning before the previous person has reached the end of the rope.
- The first team with all members finished is the winner.

Game 2:

Hang two pieces of flipchart paper on the wall about 3 meters apart from each other. Draw a dot with a marker about 2cm thick in the middle of both flipchart papers. Divide the participants into two groups and ask them to line up before the two flipcharts. Make sure that each team has the same number of people in the game. Each team assigns a team captain who stands first in line. Give each other person in the line a number: 1, 2, 3, 4 and so on.

Explain that they are going to play a game.

- In this game participants will put another dot with a marker on top of the dot that is already on the paper. (You can also ask them to put a pin on top of the dot).
- The team captain starts by just putting a dot and hands over the marker to Person 1.
- Person 1 spins around 1 time before putting the dot and will hand over the marker to Person 2. Person 2 spins around two times, puts a dot and will hand over the marker to Person 3. Person 3 spins around three times before putting a dot, and so on.
- After spinning around, each person has to place the dot immediately after the spinning stops. They are not allowed to wait until they are less dizzy.
- The team captain will check that each person spins around the correct number of times before s/he starts to walk.
- As soon as the marker is handed over to the next person, s/he should start spinning.
- The team of which all team members have put their dots first wins the game.

Step 2 Discuss the effects of alcohol and drugs – 20 minutes

Start a discussion in plenary. Use the following questions (for possible answers see Training Aid 8.2.1 A):

- How did you feel having to spin around in the game?
- Was the effect of spinning around the same for everybody?
- Have you experienced this kind of feeling yourselves? How did you feel?
- Do you know what happens after drinking many alcoholic drinks or using drugs?
- Is the effect of using alcohol or drugs the same for everyone?
- In what situations is it dangerous to be under influence of alcohol or drugs? Why?

After establishing a general understanding about the negative effects of alcohol and drugs, explain that:

In our daily lives, it is possible to encounter different types of harmful substance either intentionally or unintentionally. Drugs, illegal as well as legal, alcohol and tobacco, have chemicals that affect the physical and mental health of the users in various ways. Some drugs are sometimes needed to heal the body or mind, even though they may carry certain risks. The types of drugs that have healing or not so harmful properties are classified as legal and can be prescribed by doctors. Other drugs are classified as illegal because they have harmful or addictive properties that are considered dangerous for health so they are not allowed free access in the market.

Step 3 Myths and facts about alcohol and drugs – 20 minutes

Ask participants if they have heard about any particular drugs that they should avoid. (Get a few examples.) Then say that we hear many things about drugs, some of which may be true, others may be not. We will together to find out what is true and what is not.

- Ask participants to move the chairs from the center of the room and put them along the walls.

- Put the sign 'TRUE' on the wall at one end of the room, and the 'FALSE' sign on the other.
- Bring out the rolled-up statements from Training Aid 8.2.1 B in a jar.
- Ask all participants to stand in the middle of the room together.
- Explain that at least 10 statements will be read. After each statement is read, participants will run to either the 'TRUE' or 'FALSE' side as quickly as possible. Those who don't know can make a good guess or stand apart if they can't decide.

Start by asking a volunteer to pick a statement from the jar and read it out loud.

- Once participants have chosen their side, ask each side to explain why they have chosen that side.
- Discuss the answer and make any correction as needed. (Check for correct answers and explanation in Training Aid 8.2.1 C.)
- Tell participants that as they listen to the explanation they can change their mind and change side.
- Ask for another volunteer to pick and read another statement. Repeat the process until all statements are discussed or 20 minutes is up.

Step 4 Conclusion – 5 minutes

Ask: What types of effects do addictive and harmful substances like alcohol, drugs and tobacco have on the users? (See Training Aid 8.2.1 C: Effects of Alcohol and Drugs.)

Answer: Negative effects on different aspects in life, family and society.

- Body: physical and reproductive health
- Mind: emotional and psychological health, intellect, judgement
- School or work: attendance, performance
- Behavior: personal, family and social levels

Conclude the session with the following messages:

- Drinking alcohol or using drugs can be dangerous for health.
- Most people lose their ability to coordinate their bodies and maintain their mental judgement when they become drunk or 'get high' on drugs.
- The effects of alcohol and drug use can be different for different people, with some people being more seriously affected than others. Little alcohol can make children or people who do not often drink become drunk more easily and has less impact on people who are used to drinking a lot.
- Drugs and alcohol are particularly harmful to the health of the expecting mother and the unborn child. Unborn babies can be addicted to the substance used during pregnancy and suffer a lasting health effects after birth.
- Drug use during pregnancy can lead to miscarriage, birth defects, premature birth, stillbirth, and underweight baby.
- It is important to know the facts about drinking, smoking and drug use so that everybody can decide for themselves whether it is good for them or not.
- Alcohol and drug abuse can lead to unintended consequences such as accidents, STIs, unintended pregnancy, sexual assault and violence.
- Long-term use of tobacco, alcohol and drugs negatively affect fertility.



Training Aid 8.2.1 A: Effects of Alcohol and Drugs

Possible effects and risks from alcohol and drug use¹⁹

Physical health: • Damage to brain cells • Decreased athletic performance • Impaired coordination and increased risk of injuries from accidents • Forgetfulness • Dulled body senses • Increased heart rate and blood pressure • Decreased appetite • Less effective vitamin absorption <i>Long term effects</i> • Heart disease • Increased risk of kidney failure • Increased risk of liver or lung cancer	Mental and emotional health: • Decreased learning and performance in school or on the job • Intensified feelings and moods • Impaired rational decision making • Intensified stress • Increased risk of depression and suicide Life and work in general: • Less effective communication • Increased likelihood of violence • Absence at school or work • Increased costs for health care • Added social costs to the community
Reproductive health: • Reduced fertility (decreased sperm count and movement, lower sex drive, irregular menstrual cycle, early menopause) • Damage to reproductive systems <i>For pregnant women</i> • Negative effects to pregnancy and fetal development • Higher risks of miscarriage, premature birth, low birth weight baby, stillbirth, Sudden Infant Death Syndrome • Baby can become addicted to the same substance the mother is addicted to during pregnancy <i>Long term effects</i> • Increases risk of cancers in the cervix, penis, anus, and breast	Unintended effects – increased risks in: • Accidents, causing injuries or deaths • Violent crimes, including domestic and sexual violence • Increased risk of unprotected sex • 'Sexual initiation' among adolescents • Multiple sexual partners • Increased risk of STIs and HIV • Increased risk of unintended pregnancy

¹⁹ UNFPA, *Comprehensive Sexuality Education (CSE) for Technical and Vocational Education and Training (TVET)*, Lao PDR, 2019, Exercise 5.1 Effects of Tobacco, Alcohol and Drugs, Training Aid 5.1 C.



Training Aid 8.2.1 B: Statements about Alcohol, Drugs and Cigarettes

Guidelines: Photocopy this page. Cut along the dotted lines for the separate statements to be used in Step 2.

- ✂-----
1. Alcohol is only a problem when you use it for a long period.
-----✂-----
2. Smoking a cigarette now and then is not harmful.
-----✂-----
3. Alcohol affects some people more than others.
-----✂-----
4. It is rare for a teenager to become an alcoholic.
-----✂-----
5. Drinking beer is not a problem.
-----✂-----
6. Driving after smoking marijuana is safer than after drinking alcohol.
-----✂-----
7. It's more difficult to become pregnant or get STI or HIV while drunk or using drugs.
-----✂-----
8. Tobacco, drugs and alcohol have negative effects on fertility.
-----✂-----
9. Unborn baby can become addicted to alcohol or drug that the pregnant mother is using.
-----✂-----
10. With alcohol you have better sex.
-----✂-----
11. If you have been smoking for years it is too late to quit.
-----✂-----
12. Coffee, tea and many soft drinks contain drugs.
-----✂-----
13. If you know how to drink you can control yourself not to become addicted to alcohol.
-----✂-----



Training Aid 8.2.1 C: Answer Sheet: Alcohol, Drugs and Cigarettes

Guidelines: Give the explanation for each statement during the discussion in Step 2.

1. *Alcohol is only a problem when you use it for a long period.*

False: The use of alcohol immediately slows reaction time and affects coordination. A person drunk for the first time can cause a serious accident.

2. *Smoking a cigarette now and then is not harmful.*

False: One cigarette often leads to more, as nicotine is an addictive substance. Smoking for any period is harmful to health, increasing risks of lung cancer, lung and heart diseases. It is also harmful to others around you, especially pregnant women and young children.

3. *Alcohol affects some people more than others.*

True: Factors that influence how alcohol affects the individual include body weight, amount of alcohol consumed, presence of other drugs, and general health of the individual.

4. *It is rare for a teenager to become an alcoholic.*

False: Worldwide teenagers start drinking at a younger and younger age.

5. *Drinking beer is not a problem.*

False: While not as strong as whiskey, beer contains ethyl alcohol that affects drinkers. Drinking beer is just as harmful as any other alcoholic drinks, if not done in moderation.

6. *Driving after smoking marijuana is safer than after drinking alcohol.*

False: Both affect coordination. Your reaction will be slower so you have a much higher risk of accidents, than when you are sober.

7. *It's more difficult to become pregnant or get STIs or HIV while drunk or using drugs.*

False: You are more likely to have unprotected sex under the influence of alcohol and drugs and thereby at a higher risk of unintended pregnancy STIs and HIV.

8. *Tobacco, drugs and alcohol have negative effects on fertility.*

True: Long-term use of these substances reduces your fertility in decreased sperm count and movement, lower sex drive, irregular menstrual cycle, and early menopause.

9. *Unborn baby can become addicted to alcohol or drug that the pregnant mother is using.*

True: Effects of drugs and alcohol are passed from the mother to the unborn baby who can become addicted. Taking drugs like methamphetamine and cocaine, or consuming alcohol and smoking while pregnant, increases the chance of miscarriages, birth defects, premature birth, stillbirth, and underweight baby who have long-lasting problems.

10. *With alcohol you have better sex.*

False: Alcohol can cause problems such as lack of erection, loss of sexual feeling or inability of orgasm. Long-term alcohol abuse can lead to lower sex drive.

11. *Even if you have been smoking for years it is not too late to quit.*

True: It's never too late to quit. If there is no permanent damage to your heart or lungs your body will start to recover from the non-permanent damage. Even with permanent damage it is wise to stop because the process will slow down.

12. *Coffee, tea and many soft drinks contain drugs.*

True: They contain caffeine, which is a stimulant type of drug. Caffeine, also contained in energy drinks, is addictive. Headaches are a common sign of withdrawal.

13. *If you know how to drink you can control yourself not to become addicted to alcohol.*

False: Alcohol is an addictive drug that affects the mind or body as any other addictive substance.

Exercise 8.2.2 Making Decisions about Alcohol and Drugs



Objectives

- To critically analyze situations, make smart decisions and deal with peer pressure in relation to alcohol and drugs
- To practice refusal skills by formulating arguments
- To understand that refusal of alcohol and drugs is not a sign of weakness but strength



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

Group seating for 6 small groups



Materials

- 1 photocopy of Training Aid 8.3.2 for each group
- One piece of flipchart paper, 1-2 markers and a roll masking tape for each group



Training Aid

8.2.2 A: Skit Storyline

8.2.2 B: Case Studies

Preparation

At least 10 minutes before the session arrange with 3 participants to practice the skit in Training Aid 8.2.2 A. Make sure that they practice and present the storyline and dialogue clearly.



Session Plan Steps

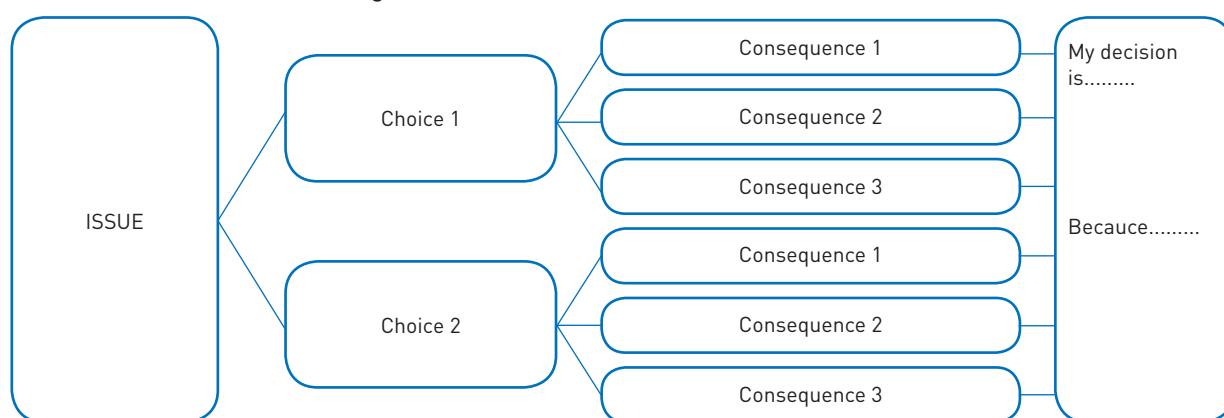
1. Altan and Badma – 20 minutes
2. Group work: case studies – 20 minutes
3. Group presentation – 15 minutes
4. Round up – 5 minutes

Step 1 Altan and Badma – 20 minutes

Call for attention of everyone and announce that there will be a performance for them. Invite the three participants to perform their skit. (This should last only a few minutes.) After the performance, thank the performers and start a discussion by asking:

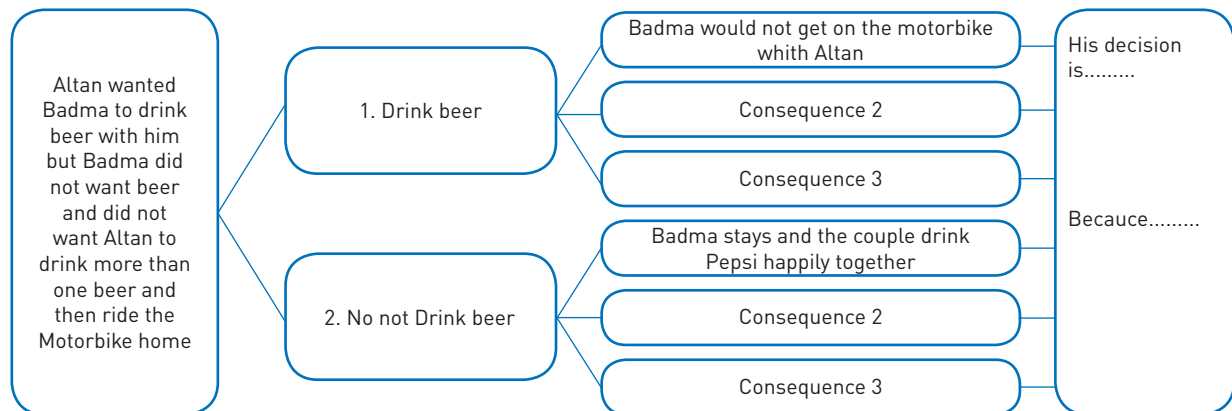
- What was the story about?
- What do you think about Altan's and Badma's decisions?
- Can you imagine this happening in real life? Why/Why not?
- In how many different ways do you think the story could have turned out, if Altan and Badma made a different decision?

Present the decision-making tree as below.



- Explain that this is a decision-making tree. Let's see how the story of Altan and Badma can be illustrated in this tree structure.
- Go through the situation just performed by Altan and Badma, step by step.
 - Stimulate students to help fill in the tree using the results of the discussion earlier.
 - What was **the issue**? (*Altan wanted Badma to drink beer with him but Badma did not want beer and did not want Altan to drink more than one beer and then ride the motorbike home.*)
 - Write the issue (*in parentheses above*) in the "Issue" box. Then ask:
 - What were Altan's **choices**? (Choice 1: *Drink beer*. Choice 2: *Not drink beer*.)
 - Write "Drink beer" in Choice 1 box, and "Not drink beer" in Choice 2 box. Then ask:
 - What would be the consequence of these choices?
 - (Choice 1: *Badma would not get on the motorbike with Altan.*
 - Choice 2: *Badma stays and the couple drink Pepsi happily together.*)
 - Write the consequences of Choice 1 and Choice 2 above in Consequence 1 boxes.

- The Altan and Padma decision-making now looks like this:



- Ask participants to think of more consequences for either choices. For example, one consequence for “1. Drink beer” could be that Altan is drunk and on the way home he has a motorbike accident.
- Conclude the decision-making tree by asking:
 - So what was Altan’s decision? (*Change the order of beer to Pepsi.*)
 - Why did he make that decision? (*Because Badma would not stay to drink beer with him and she told him about her friend’s motorbike accident. Altan wants to be the one to take Badma home.*)
- Ask if participants understand the decision-making tree?

Step 2 Group work: case study – 20 minutes

Explain that in this step students will work in small groups on a story similar to Altan and Badma story.

- Divide the class into 6 small groups.
- Give each group one case study from Training Aid 8.2.2 B. (Two groups will have the same case.) Each case has a set of questions to guide their group discussion.
- Explain that each group will read and analyze the case together using the decision-making tree as in the Altan and Padma example.
- Give each group a sheet of flipchart and 1-2 markers for making the decision-making tree for their case.
- Give them 15 minutes to finish the group work.

Step 3 Group presentation – 15 minutes

Invite Case 1, Case 2, and Case 3 to present the story and their decision-making tree. (To save time, one group can present the story and the other group the decision-making tree for each case.)

- After each group’s presentation ask the class for comments on the case story and the decision-making presentation.

After all three cases have been discussed, round up with the following questions:

- Many young people find it difficult to refuse doing things with friends. Do you have the same experience?
- Is it weakness when you don't want to refuse doing something friends want you to do? Why/why not?
- On what basis do you decide to accept or refuse friends' requests?
- In your experience, how do you refuse something with friends?
- What do you think is the best thing to do when you don't want to do things that your friends ask you to do?

Step 3 Round up – 5 minutes

Conclude the exercise by emphasizing these points:

- All decisions have consequences. Some decisions are good, some have higher risks of bad consequences. Think of possible consequences before deciding to do something.
- Sometimes people want you to do things that you don't want to do or something that you know may not be good for you and it is not easy to say no.
- Refusing to do things you don't want to do is not a sign of weakness. It is actually a sign of strength because it takes mental power and maturity to resist something despite the pressure put on you by others.
- It is very important that you know the risks attached to the activities that your friends ask you to do so that you can make an informed decision, instead of giving in to peer pressure without knowing the risks involved.
- When you are not sure or feel insecure about doing something, do not give in to pressure even if someone might say you are a loser. Someone who calls you a loser is not a good friend.
- Getting into troubles and risking your health or your life is not smart, and never cool. You are strong if you can refuse to do things that are not good for you.



Training Aid 8.2.2 A: Skit Storyline

Guidelines: Give the storyline below for 3 participants to practice and perform at the start of the session.

Altan: "Badma, baby. Come down. We are going to be late."

Badma: "I'm coming. I'm just getting my helmet."

(The two get on the motorbike to town. Altan takes Badma to a restaurant)

Altan: "Baby, this is the best restaurant in town."

Badma: "It looks very nice."

(The waiter comes over)

Altan: "Please bring us two beers."

Badma: "No beer for me, thanks! Could you please get me a Pepsi?"

(Altan signals to the waiter to come back in a few minutes)

Altan: "Already spoiling the mood. Relax a little, Badma. Your parents are out of town. Have a beer with me!"

Badma: "I don't want to drink a beer and neither should you. If you have more than one beer then I won't get on the motorbike with you."

Altan: "How will you get home if it's not with me? Don't worry! I have plenty of experience of driving after a couple of beers."

Badma: "Altan, I'm shocked by what you are saying. You should not be driving a motorbike after you have had more than one beer. Please take me home right now!"

Altan: "Are you serious?"

Badma: "Absolutely! I'm very serious. My friend got hurt in a motorbike accident last week. I'm not taking any chances. And my parents won't approve of me drinking beer. Please take me home."

Altan: "I'm sorry, Badma. I didn't know about your friend. I promise to only drink one beer tonight. I want to be the one to take you home."

(Altan calls over the waiter)

Altan: "Waiter, please cancel my order for two beers. I will join my girlfriend with her order for Pepsi."

(Badma smiles and turns red)

Altan: "Why are smiling?"

Badma: "You called me your girlfriend. I've never heard you say that before..."



Training Aid 8.2.2 B: Case Studies

Guidelines: Make two photocopies. Give one case each small group in Step 2.

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Case 1 Sukhee and Khadaa have been close friends since childhood. Khadaa was an adventurous kid and loved doing challenging things to show off. Sukhee was the opposite. He was quiet, calm and modest. Now as teenagers, Khadaa is outgoing, loves partying, drinking alcohol and beer, and smoking. Every time he sees Sukhee, Khadaa always asks Sukhee to drink beer with him, but Sukhee always says no. Khadaa is now tired of Sukhee's refusals and has started to become distant and sees Sukhee less and less. Sukhee feels sad.

Questions:

1. *What is the issue in this case?*
2. *What are the options for Sukhee ?*
3. *What would be likely consequences of each option?*
4. *If you were Sukhee, what option would you take? Why?*

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Case 2: Tselmeg and Suren have known each other since their first year in college. Tselmeg is a top student in his class, while Suren's grades were okay but have gradually worsened and he is not doing well in school at all now. Now in year 3, Suren has been skipping classes more often and hanging out with some boys Tselmeg doesn't know, but there are gossips that they are amphetamine users. Tselmeg has not seen Suren much in the past several months. One day Tselmeg comes to see Suren at home. Tselmeg is surprised and shocked to see Suren so pale. Suren invites Tselmeg into his house. After a small talk, Suren tells Tselmeg that he has some special for him and shows him a red tablet, saying "This is a good stuff for your brain. It can make you even better at studying." "What does it do?" Tselmeg asks. "It can help you stay up late at night. You won't fall asleep easily and can study forever! Take it. It's a gift from me." Tselmeg is not sure what he should do with this offer.

Questions:

1. *What is the issue in this case?*
2. *What are the options for Tselmeg ?*
3. *What would be likely consequences of each option?*
4. *If you were Tselmeg, what option would you take? Why?*

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Case 3: Bataa and Tsetseg have been dating for about 3 months. Tsetseg is a waitress in a restaurant. Bataa works at an auto repair shop in the capital. One day Bataa asks Tsetseg to join him on a field trip. Bataa picks her up in a new car. On the way Bataa tells Tsetseg that he is going to buy a new ger for his parents and the car they are in is his. Tsetseg is very impressed. "Wow, I didn't know auto repair work is such a well-paying job!" Bataa laughs. "Nah, auto repair work is not bad but it's hard work and doesn't make me rich. It's a side business that pays well."

This piques Tsetseg's curiosity. But before she could ask what business, Bataa's cell phone rings. She can hear the conversation. The caller wants 20 million MNT of "the stuff"! About 10 minutes later they stop at a roadside restaurant. A man shows up. He and Bataa greet each other as if they are old friends and before the man leaves, Bataa quietly hands him a small bag and the man slipped him a bag of presumably 20 million MNT. The man is gone. Bataa says, "That's the business. Easy, eh?" Aren't you interested in becoming rich too?"

Questions:

1. *What is the issue in this case?*
2. *What are the options for Tsetseg?*
3. *What would be likely consequences of each option?*
4. *If you were Tsetseg, what option would you take? Why?*

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Exercise 8.2.3 Campaign against Alcohol and Drugs



Objectives

To become an advocate against alcohol, drugs and cigarettes



Target Group

Youth and adults



Duration

45 minutes



Materials

- Flipchart paper
- 5-6 pairs of scissors
- Markers in different colours
- Glue or tape
- A few old issues of magazines for each group



Session Plan Steps

Group work: Make campaign posters – 30 minutes

1. Display posters and review the key messages – 15 minutes



Tip for Trainers

This exercise can be done after Exercise 8.2.1 Spinning Around: Effects of Drugs and Alcohol in which participants received accurate information about the effects of alcohol, drugs and cigarettes, and Exercise 8.2.2 Making Decisions about Alcohol and Drugs. It can be used as a check to make sure that participants understand what they have learned and also a way to allow them to develop arguments against peer pressure and express themselves in a creative way to disseminate information they find important. There is no need to discuss things further in detail. Only correct wrong messages if there are any. The products of this exercise can be shown in the classroom, school, workplace and community.

Step 1 Group work: Make campaign posters – 30 minutes

Divide participants in small groups of 4 persons. Give each group a piece of flipchart paper, a couple of markers in different colours, a pair of scissors, glue and some old magazines.

Each group will think about a message to warn people about the use of alcohol, drugs or cigarettes. They can choose just one topic, a few or all topics. They will make a poster for use in their community or workplace. They are free to do the posters in any style they want. For example, they can write a slogan(s) on the flipchart and illustrate the message(s) with pictures, texts, or drawings, etc. They can use pictures or materials from the magazines or draw the illustrations themselves.

Step 2 Display posters and review the key messages – 15 minutes

Display the posters in the room and make a brief round, asking the makers of each poster for a brief explanation. A long detailed discussion is not necessary. End the session with a summary of the dangers of using alcohol, drugs and cigarettes.

- The use of alcohol and drugs has great negative impact on the functioning and thinking of persons and it can result in very dangerous situations.
- Cigarettes affect the health not only of the users but also the people around them, especially young children.
- There are many myths about alcohol, drugs and cigarettes. Make sure you get accurate information so you can make your own decisions based on correct facts.
- When you are well informed, it is easier to refuse things you do not want because you can use arguments.
- Refusing drugs does not make you a loser. Actually, you are strong because you can resist something that is bad for you.

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3-R Trainers' Kit

**Rights, Responsibilities and Representation
For Children, Youth and Families**

Module 8: Protection from Violence and Drugs

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