

Rights  
Responsibilities  
Representation



3-R  
Trainers'  
Kit

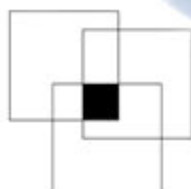


International  
Labour  
Organization

# EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

## Supporting Life Skills in Myanmar

### Module 8: Protection from Violence and Drugs





## **3-R Trainers' Kit**

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## **Rights, Responsibilities and Representation**

### **Supporting Life Skills in Myanmar**

## **Module 8: Protection from Violence and Drugs**

Fundamental Principles and Rights at Work Branch  
International Labour Organization

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## ■ MODULE 8

# PROTECTION FROM VIOLENCE AND DRUGS

### OVERVIEW

This module explains different forms of violence, including physical, psychological and sexual violence, and addresses drugs related issues. The main focus is on how to deal with violence within 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 physical, psychological and sexual violence and to learn how to say “No” to pressure to use drugs and alcohol.

There are 3 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
<b>Exercise 8.1.1 Violence in the Family</b>	<ul style="list-style-type: none"><li>• To understand the concept of ‘domestic violence’ and to become aware of different types of domestic violence</li><li>• To identify means to protect oneself from domestic violence and ways to address the problem when it occurs</li><li>• To understand that it is the responsibility of everybody to protect family members from domestic violence</li></ul>	90-120 mins
<b>Exercise 8.1.2 Violence at Work</b>	<ul style="list-style-type: none"><li>• To define violence at work and the causes of violence at work</li><li>• To identify situations at work with a high risk of violence</li><li>• To identify possible action measures to address violence at work</li></ul>	90 mins
<b>Exercise 8.1.3 Sexual Violence</b>	<ul style="list-style-type: none"><li>• To understand what forms of sexual violence exist</li><li>• To learn about facts and myths related to sexual violence</li><li>• To find out to how to act against sexual violence</li></ul>	120-165 mins
<b>Exercise 8.1.4 How to Say ‘No’ to Sexual Violence</b>	<ul style="list-style-type: none"><li>• To understand what forms of sexual violence exist</li><li>• To understand the effects of sexual violence</li><li>• To identify steps to avoid sexual violence</li><li>• To know what to do when reporting rape and sexual assault</li></ul>	90-105 mins

UNIT 8.2 HOW TO SAY 'NO' TO ALCOHOL AND DRUGS	OBJECTIVES	TIME
<b>Exercise 8.2.1</b> <b>Spinning Around: Effects of Alcohol and Drugs</b>	<ul style="list-style-type: none"> <li>To find out what effects the use of alcohol and drugs can have on someone's ability to function</li> </ul>	45 mins
<b>Exercise 8.2.2</b> <b>Myths and Facts about Alcohol, Drugs and Cigarettes</b>	<ul style="list-style-type: none"> <li>To get accurate information about the use of alcohol, drugs and cigarettes</li> </ul>	60 mins
<b>Exercise 8.2.3</b> <b>Say 'No' to Alcohol and Drugs</b>	<ul style="list-style-type: none"> <li>To practice refusal skills by formulating arguments</li> <li>To understand that refusal of alcohol, cigarettes and drugs is not a sign of weakness but a sign of strength</li> </ul>	90 mins
<b>Exercise 8.2.4</b> <b>Campaign against Alcohol and Drugs</b>	<ul style="list-style-type: none"> <li>To become an advocate against alcohol, drugs and cigarettes</li> </ul>	45 mins
<b>TOTAL TIME IN MODULE 8: 10 HOURS 30 MINUTES – 12 HOURS</b>		



## ■ UNIT 8.1 HOW TO SAY 'NO' TO VIOLENCE

### CONTENTS

The exercises in this unit deal 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 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

- Domestic, work-related and 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. 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.
- 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 sexual violence.
- Action needs to be taken by all relevant parties in families, communities, workplaces, and educational institutions to prevent domestic, work-related and sexual violence from happening, to protect the victims and punish the perpetrators.
- If you experience sexual violence, 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 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 Violence in the Family
- 8.1.2 Violence at Work
- 8.1.3 Sexual Violence
- 8.1.4 How to Say 'No' to Sexual Violence



### RELATED UNITS

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



#### *Tip for Trainers*

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*Sessions about violence can be sensitive as some participants may have experienced (severe) violence and can be traumatized. 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 discuss and counsel them individually after the session and organize professional help if possible and as needed.*

## ■ EXERCISE 8.1.1 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 8.1.1 A
- Markers, flipchart paper and a roll of masking tape



### TRAINING AIDS

8.1.1 A: Domestic Violence Stories  
Briefing Note: Domestic Violence

### SESSION PLAN STEPS

1. Introduction: Conflicts and violence in the family – 20 minutes
2. Normal quarrels vs. domestic violence – 20 minutes
3. Group work – 30-60 minutes
4. Serious effects of domestic violence – 5 minutes
5. How to get help – 10 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 8.1.3.

**PREPARATION**

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**

Note that this exercise deals mainly with physical and psychological violence within the family, while sexual violence within the family is discussed in Exercise 8.1.3.

**Guidelines:**

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 peers at work or in a school or training institute. Two example stories deal with peer violence. Select at least one of these when your participants are young migrants.

**STEP 1** INTRODUCTION: CONFLICTS AND VIOLENCE IN THE FAMILY – 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 starting 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 – 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- - 60 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 8.1.1 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 in some population groups consider it their right to use violence against and beat up their family members, 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. Silence is not a good coping mechanism 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 can not 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 – 10 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. Domestic violence is outlawed in many countries. Although there is currently no specific law against domestic violence in Myanmar, physical and sexual violence against another person is a crime under the Penal Code. 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.

**Tip for Trainers**

When doing this exercise with youth or adults it is good to discuss the legal provisions against domestic violence in Myanmar. (Currently in Myanmar there is no specific law addressing domestic violence and marital rape is not a crime. A National Protection of Violence against Women bill has been developed but has not yet been passed into law. Check for current updates on the law.) Ask the participants if they think the way domestic violence is handled in Myanmar society is fair, and if not what needs to be done. Ask them also if they can try to think of a link between domestic violence and women's position in the community. Another important issue to discuss are the effects of domestic violence for the individuals, the family and the community as a whole (see the Briefing Note).

**STEP 6****SUMMARY – 5 MINUTES**

Summarize the discussion and stress that:

- 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.
- It is important to tell someone and seek help, when it happens to you and your family members.
- Many acts of domestic violence are against the law, such as physical violence that causes injuries, and rape. Extreme verbal abuse and mental torture may not be a criminal offence in many countries but can often be a ground for divorce and removal of parental rights and custody.
- When reporting violence, always take a person you can trust and if possible the person(s) who witnessed the violence.
- Domestic violence destroys family happiness and chance of success, and hampers the development of the family members.

**TRAINING AID 8.1.1 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 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 violence between peers.

**VIOLENCE AGAINST CHILDREN – STORY 1****Little Zin Zin wants to go to school**

In a small village along a river lives a family of 5 members: a father, a mother and three children. Zin Zin is the only daughter in the family. She is 8 years old. She likes her life in the village because she has good friends. However, she does not have a lot of time to play with her friends. Her older brother is going to school but she has to stay home to help her mother with the work in the house and in the fields. She often also has to look after her baby brother. There is enough money to send her to school but her father uses a large part of the money to drink and gamble. Zin Zin asked her father if she could go to school but he became so angry and he beat her. The last time she asked he beat her so hard that she had a twisted arm. It hurt so much that she could not move it for a week. Her mother was also very angry with her because she had no helping hand around.

**VIOLENCE AGAINST CHILDREN – STORY 2****Po Khwar is afraid of his mother**

Po Khwar is a boy of 10 years old. He lives with his father and mother and does not have any brothers or sisters. He is not a very happy boy. He likes going to school because he likes his teacher but he does not have many friends. He has to come home straight after school. If he is only a few minutes late his mother will slap him and starts shouting at him that he never listens to her. Sometimes she hits him very hard and locks him up in a small dark room. Po Khwar thinks that this is unfair because he tries very hard to make his mother happy but she does not listen to him. Po Khwar does not understand why his mother is so mean to him. Sometimes he thinks she really hates him. She often says that it is his fault that she cannot have any more babies after giving birth to him. When she is really angry and in a very bad mood she would even say that she wishes him not to have been born at all, so that she could have other children. Po Khwar's father feels sorry for Po Khwar but he is also afraid of her and usually just goes away when his wife is in her angry mood. The only person who listens to Po Khwar is his teacher who often asks where he gets his bruises. Po Khwar does not tell her because he does not want to make his mother even angrier.





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## VIOLENCE BETWEEN CHILDREN

### **Kyi Pyar and Moe Zaw**

Kyi Pyar and Moe Zaw 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 Moe Zaw their only grandson and give him everything he wants. They also have three grand daughters and Kyi Pyar is the youngest of them. While the grandparents also love Kyi Pyar, she is not so important to them. Every time that Kyi Pyar and Moe Zaw are close to each other Moe Zaw starts hitting or pinching Kyi Pyar and Kyi Pyar starts crying because it often hurts. The parents and grandparents take them apart when it happens but never tell Moe Zaw to stop this behaviour.

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## VIOLENCE BETWEEN PEERS – STORY 1

### **Pho Pho and Ei Ei**

Pho Pho and Ei Ei were friends at school in the village. 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 Pho Pho does not cope well. Last week Pho Pho 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 Ei Ei, wants to talk with Pho Pho anymore. They act as if she does not exist, and she is losing all her clothes.

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## VIOLENCE BETWEEN PEERS – STORY 2

### **Sai Sai's experience at the training institute**

Sai Sai 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. The older boys really hurt them. They threaten the young ones that they should not dare to tell either the teachers or their parents, otherwise they will be beaten up even worse. Sai Sai is a peaceful boy. He is big and strong. However, he dreads to go to the training institute and has been sick for over 2 weeks.

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## VIOLENCE BETWEEN ADULTS

### **Nwe and Ko Oo are unhappy**

Nwe is 28 years old and married to Ko Oo. They live in a small house in a village. They have 3 children: 2 boys and a girl. The eldest son, 10 years old, goes to school but the daughter, 8 years old, stays home to help with household work and the work in the fields, and look after her baby brother. Actually the family has enough money to send the daughter to school too but Ko Oo uses a large share of the money for drinking and going out with other women. He often comes home very drunk and is not able to work on the fields in the morning. When Nwe complains about it he beats her. One time he beat her so hard that her arm broke, but Ko Oo did not allow her to go to a doctor. Her arm hurts when she works in the fields. Nwe is very unhappy at home and tries to go out gambling with the other village women whenever she can.



## BRIEFING NOTE: DOMESTIC VIOLENCE

### 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.

The victims of domestic violence are overwhelmingly women and children, although exceptionally, adult men may also be targeted. Domestic violence makes it difficult for children and women to develop themselves and build their family, community and society. Domestic violence is not a personal issue only since it affects the victim's functioning in the community and at work (see also Exercise 8.1.2 Violence at Work).

### Domestic violence and Myanmar law

As of March 2017, Myanmar has no specific law addressing domestic violence. Marital rape is also not a crime in Myanmar. While there is wide social acceptance of violence against girls and women in Myanmar, domestic violence in particular is a taboo subject and considered a private

<sup>1</sup>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*.

<sup>2</sup>“Abused at home, Myanmar women failed by law and traditions,” *Myanmar Now*, 8 August 2016, <http://www.myanmar-now.org/news/i?id=8cf2bacc-e043-4304-9a01-27ae8222a0e5>; and “A silent emergency: Violence against women and girls,” *Global New Light of Myanmar*, 25 November 2016, [https://www.unodc.org/documents/southeastasiaandpacific//myanmar/news-2016/25\\_Nov\\_16\\_gnlm.pdf](https://www.unodc.org/documents/southeastasiaandpacific//myanmar/news-2016/25_Nov_16_gnlm.pdf) (accessed 2 March 2017).

matter and outsiders, including police, are often unlikely to intervene. This means many women and girls suffer domestic violence in silence. Myanmar is one of the few countries in the region with no systematic data on violence against women. However, of the few statistics available, 70 per cent of women and girls who visit UNFPA's Women and Girls Centres around the country have experienced domestic violence.

A National Prevention of Violence against Women bill, which addresses domestic violence, has been under development for years and but has not been passed into law. Meanwhile, due to family and social pressure and weak legal protection few girls and women report assaults against them. The few domestic violence cases that come to light tend to be mediated by community leaders with the women and girls having little say in the matter and the perpetrators merely reprimanded for 'bad behaviour.'

### **Effects of violence on 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 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.

**EXERCISE 8.1.2 VIOLENCE AT WORK****OBJECTIVES**

- To define violence at work and the causes of violence at work
- To identify situations at work with a high risk of violence
- To identify possible action measures to address violence 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 8.1.2 A)

**TRAINING AIDS**

8.1.2 A: Description of Characters  
Briefing Note: Violence at Work

**Tip for Trainers**

The exercise discusses work-related violence against children. Sexual violence against children in workplaces, such as sexual assaults and harassment at work, is addressed further in Exercises 8.1.3 and 8.1.4.

**SESSION PLAN STEPS**

1. What is violence at work? – 15 minutes
2. Group work – 20 minutes
3. Presentation of group work and discussion – 45 minutes
4. Conclusion – 10 minutes

**PREPARATION**

Check the example descriptions of the characters in Training Aid 8.1.2 A. Change the names and situations as appropriate for your participants.

**STEP 1** WHAT IS VIOLENCE 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 at work'. After a few answers, give the definition of 'violence at work' as given in the Briefing Note: Violence at Work. Ask the participants whether they have ever experienced violence 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. Ask them to make a story/scenario of how their character may encounter violence at work and what s/he 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 at work?
- What can be the consequences of violence at work for workers?
- What can be the consequences of violence at work for employers?
- What can be done against violence at work?

**Tip for Trainers**

More than one million boys and girls aged 5 to 17 years in Myanmar are in child labour, and more than half of them (over 600,000) are in hazardous work. These children are exposed to dangerous working conditions and many forms of violence at work. Highlight forms of violence at work commonly faced by child labourers in the target group's community. See the section "children in child labour in Myanmar and their vulnerability to violence at work" in the Briefing Note.

**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 abuse and threats to physical attacks and assaults that take place at the workplace or in a work-related situation.
- 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 8.1.2 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     Soe Soe  
                     Young woman, 16 years old  
                     Works in a factory from 8 am to 6 pm everyday

----- ✂ -----

Character 2     Zar Chi  
                     Girl, 15 years old  
                     Comes from a remote village, works as a domestic worker in a middle class household of 7 persons in a big city, and speaks a different dialect from the family that employs her

----- ✂ -----

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

----- ✂ -----

Character 4     Ko Naing  
                     Young man, 16 years old  
                     Migrant worker, works and lives at a construction site in a big city (or in a foreign country)

----- ✂ -----

Character 5     Thiri  
                     Boy, 8 years old  
                     Works in a teashop from 7am to 10pm everyday, comes from a poor rural family and pays off a family debt to the teashop owner.

----- ✂ -----

Character 6     May  
                     Girl, 8 years old  
                     Makes a living as a scavenger, collecting usable garbage in a big city everyday (parents are migrants from an ethnic minority group in a rural area)

----- ✂ -----



## BRIEFING NOTE: VIOLENCE AT WORK

### Violence and harassment

Violence and harassment include a range of unacceptable behaviours and practices that are likely to result in physical, psychological or sexual harm or suffering. Violence and harassment 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.

### 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 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.)

**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
- Working under pressure
- Working in a workplace or situation that is outside of the public eye (e.g. in a private household or on a fishing boat)
- 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
- Confronting a suspected shoplifter or other person(s) not following rules (paying bus fares, etc.)

**Children in child labour in Myanmar and their vulnerability to violence at work<sup>3</sup>**

According to the 2014 Myanmar Population and Housing census, 23.7 per cent of children aged 10 to 17 years were in the labour force in Myanmar. The 2015 Myanmar Labour Force Survey estimated that 9.3 per cent (1.1 million) of children – both boys and girls – aged 5 to 17 years were in child labour, and 5.1 per cent (over 600,000) were engaged in hazardous work. Boys and girls in child labour, especially those working in hazardous work, are exposed to unsafe or dangerous working conditions and violence at work. The 2012 UNICEF Situation Analysis of Children in Myanmar conducted in three cities found that of 58 girls and young

<sup>3</sup>A Legal Review of National Laws and Regulations Related to Child Labour in Myanmar in Light of International Laws and Standards by ILO, International Programme on the Elimination of Child Labour (IPEC) (ILO, Geneva: 2015), [http://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_27436/lang--en/index.htm](http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_27436/lang--en/index.htm) (accessed 3 March 2017).



women aged under 25 who experienced verbal, physical and sexual abuse, 12 per cent were 10 to 14 years old and 33 per cent were 15 to 19 years old.

Child labour in Myanmar is pervasive and takes many forms. Child labourers are exposed to dangerous working conditions from an early age in various jobs, including food processing, street vending, refuse-collecting, restaurants, teashops, family farms, and light manufacturing industries as well as large scale development projects in extractive and energy industries. Many children are found in commercial sexual exploitation, are trafficked for forced marriage, illicit activities or prostitution, or are used in armed conflict in forced labour. Many girls are also in child domestic work and subject to slavery-like and hazardous working conditions, as well as physical, mental and sexual abuse.

#### 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 8.1.3 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, teachers, health and social workers and the police)



#### DURATION

120 minutes for children and youth  
165 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 AIDS

Training Aid 8.1.3: Stories of Sexual Violence Experiences  
Briefing Note: Sexual Violence



#### SESSION PLAN STEPS

1. Stories – 40 minutes
2. Is it just some fun or is it sexual harassment? – 20 minutes
3. Myths and facts – 20 minutes
4. Effects on the victims and the community – 20 minutes
5. What can be done – 15 minutes for children and youth, 60 minutes for adults
6. Round up – 5 minutes

**PREPARATION**

Select 2 to 3 stories from the first 6 stories from Training Aid 8.1.3 about sexual violence experiences that are most relevant to participants. Make sure to start with one of the sexual assault stories and end with one of the sexual harassment stories:

- 1) The story of Ei Khin is about a girl subjected to sexual molestation in a family environment.
- 2) The story of Zaw is about a boy working in a restaurant who is sexually assaulted by a customer.
- 3) The story of Le Win is about a girl domestic worker who is sexually assaulted and raped by the son of her employers.
- 4) The story of Myat Htoo is about a mentally disabled boy who is sexually assaulted by his co-workers at a construction site.
- 5) The story of Meo Aye is about a girl working in a garment workshop who is sexually harassed and blackmailed by a supervisor.
- 6) The story of Su Kyaw is about a girl working in a rubber plantation who is sexually harassed and blackmailed by a supervisor.

**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 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?
- How would you feel 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 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 (stories 2 and 4, including child molestation in story 1 and rape in story 3) and sexual harassment and blackmail at work (stories 5 and 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**, such as sexual black mail. (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 disabled children 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** IS IT JUST SOME FUN OR IS IT SEXUAL HARASSMENT? – 20 MINUTES

Read story 7 about a young waitress to the participants and ask:

- How would you describe the action by the customer from the girl's village?
- Is it just some flirting and fun or is it sexual harassment?
- Can you explain the difference?

Discuss the key difference by saying:

- Flirting is mutual behaviour that both persons like and want. If the behaviour of one of the parties is unwelcome to the other, the situation is not fun.
- The story describes an example of sexual harassment that leads to a threatening and hostile working environment: There is verbally aggressive behaviour of a sexual nature that is unwelcome and unwanted by the recipient, and may easily ruin her reputation.

Finally, add 'threatening working environment' to the list of key terms and definitions on the board or flipchart, prepared during Step 1.

**STEP 3** 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.

Give some figures about the incidence of sexual violence. For example, according to recent studies reported by the UN in 2015 (see more in sections 2, 3 and 6 in the Briefing Note):

- One in three (35%) women worldwide have experienced physical/sexual violence by an intimate partner or by others at some point in their lives. In South-East Asia, including Myanmar, the average figure is 40.2%.
- Around 120 million girls worldwide (slightly more than 1 in 10) have experienced forced intercourse or other forced sexual acts at some point in their lives and the most common perpetrators are current or former boyfriends, husbands or partners.
- About 246 millions girls and boys experience school-related violence every year. One in four girls never feels comfortable using school toilets.
- More than half of reported rape cases in 2014 and in the first half of 2015 in the Yangon Region involved children under the age of 16, mostly girls, many under the age of 10.

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. Examples are: Women are the weaker sex and 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, men have not learned to share their feelings and easily resort to violence when faced with a problem).

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 harassment 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 4** 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. 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 5** 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 and harassment?
- What can you do if you witness an act of sexual violence or harassment?
- 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 using the relevant sections from the Briefing Note.

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

Tell participants that incidences of sexual violence and harassment against children seem to be quite prevalent in Myanmar. Give some statistical evidence if relevant (see sections 5 and 6 in the Briefing Note). Explain that these figures from police are likely only the tip of the iceberg, as children, their parents and employers are afraid to report sex crimes.

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 Myanmar to address sexual violence of children?
- What further measures are needed in Myanmar to protect children from sexual violence?
- What constraints and opportunities exist in Myanmar 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 of 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 8.1.3 A: STORIES OF SEXUAL VIOLENCE EXPERIENCES

**Guidelines:** Select 2-3 stories from among the first 6 stories for use in Step 1. Use Story No. 7 in Step 2

1. **The Story of Ei Khin (female)**  
Ei Khin is 20 years old and she lives in a rural township. When she was six or seven she was sexually molested by her father's friend in her home. The man kissed her on the lips and rubbed her back with his penis when they were alone. She knew his behaviour was unacceptable but dared not tell her family. She was even more confused and shocked when she saw her father caress the chest of her friend, who was the same age. Ei Khin picked up her courage and told her mother what happened to her and her friend. Her mother became very angry and told her to never trust a man, even her father. Since that time she dreams of ferocious men wearing masks of gentleness so they can abuse girls. She will 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 can not imagine that she will ever love and marry somebody. What can she do?
2. **The Story of Zaw (male)**  
Zaw is 10 years old. He works in a restaurant in an urban area. His parents sent him to work there since he was 8 years old. Zaw is worried now because one of the regular customers seems to like him a lot, maybe too much. The customer always insists that Zaw serves him, and he always tries to show him sexual pictures on his mobile phone. One night he asked Zaw to accompany him to a dark alley and he showed Zaw how big his sexual organ was. First, Zaw 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 Zaw 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 Zaw to rub his body and his sexual organ. Zaw 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?
3. **The Story of Le Win (female)**  
Le Win is 15 years old. She has been working as domestic worker for a well-to-do couple since she is 12 to pay off a family debt. Le Win was happy and proud to help her parents by doing the house work 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 desparate. The couple's son of 25 years 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 stroking her all over her body. Le Win did not like the son. She was afraid and tried to avoid him, but he just became more insistent. After a few weeks he has ordered her to give him sexual massage and 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 can not 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 send back home branded as a 'bad girl'.
4. **The Story of Myat Htoo (male)**  
Myat Htoo is 16 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 boy 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 village and work as agricultural labourers, but to help the family the construction company agreed to



put Myat Htoo on the pay-roll as construction worker and pay for his upkeep. Myat Htoo knows his parents count on him to help earn income. However, since his parents left, Myat Htoo 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. Myat Htoo 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?

**5. The Story of Meo Aye (female)**

Meo Aye is 15 years old. She came from a small rural village and found a job in a small garment workshop in a city. She likes her work and her co-workers. She makes long hours but she can send some money to send to her parents and that makes her happy. A couple of weeks ago the workshop supervisor was replaced by a man she really does not like. When 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 by mistake, but the next day he came and did the same thing again. She became angry and told him to stop. After that the new supervisor started saying that her work was not good and that he would cut her salary, if she is not nice to him. The supervisor continues to touch her, but now she is afraid of losing her job, so she keeps quiet. Meo Aye does not like to come to work anymore but she needs the money, so what can she do?

**6. The Story of Su Kyaw (female)**

Su Kyaw has just turned 15. She works in a rubber plantation together with many other girls and boys from the village. Much of the work is at night and in the early morning so she tried to combine work and school in the beginning. But she was too tired to do both. She would have liked to continue her schooling, but her family is poor and she felt obliged to start working, and earn money. This made her proud. But some very disturbing things have been happening lately. One of the supervisors is singling her out and makes sexual advances at her. He wants to go out, watch movies or listen to music with her. He always makes sure that they work in the same shift and has tried to touch and kiss her several times in the plantation. She told him she does not want to go out and has tearfully begged him to leave her alone, but this just frustrated the supervisor. He threatened to fire her and ruin her reputation if she does not give in. He gave her an ultimatum to come to a guesthouse on their day off to spend time with him. What should she do?

**7. The Story of Thin (female)**

Thin is 16 years old. She fled to the city from the village 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 young waitresses although she found the dress and apron too short at first, and her breasts come out a bit. In the village such address would not be allowed, but she is proud that she looks good, many other girls in town also wear short and tight dresses, and her work uniform is part of her job. Then a man from her village recognizes her. 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.<sup>4</sup> 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:
  - o **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.
  - o **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 inuendo'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 or her sex.
- **Physical acts:** including kissing, patting, pinching or touching in a sexual manner with sexual assault and rape as the worst forms.
- **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.

<sup>4</sup>Another common term for sexual violence is gender-based violence. Other terms include sexual abuse and sexual exploitation.

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 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.<sup>5</sup>

- 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 about 70 per cent of victims of human trafficking worldwide.
- Worldwide, more than 700 million women alive today were married when they were younger than 18 years old. Of those women, more than 1 in 3—or some 250 million—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.
- About 246 millions girls and boys experience school-related violence every year. One in four girls never feel comfortable using school toilets.
- Around 120 million girls worldwide (slightly more than 1 in 10) have experienced forced intercourse or other forced sexual acts at some point in their lives and the most common perpetrators are current or former boyfriends, husbands or partners.

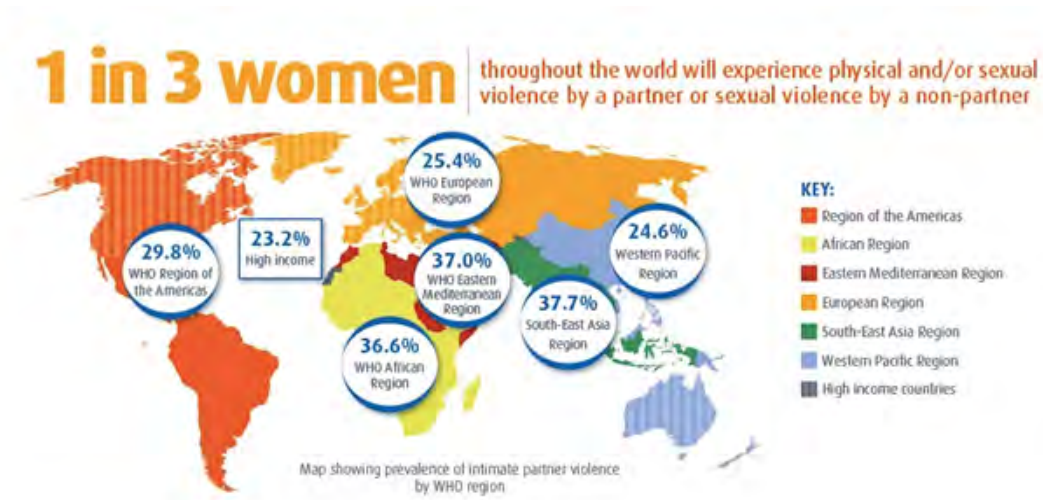
## 3. Violence against women by intimate partners and family members

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:

- Two in three victims of homicide by intimate partners or family members are women.
- Of all women who were the victims of homicide globally in 2012, almost half were killed by intimate partners or family members, compared to less than 6 per cent of men killed in the same year.
- According to the World Health Organization study (WHO, 2013), incidences of violence against women by intimate partners are very high (37.7 per cent) in South-East Asia. (Data were collected from Bangladesh, Timor-Leste, India, Myanmar, Sri Lanka, and Thailand.)
- 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 WHO below:

<sup>5</sup>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>; 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).

<sup>6</sup>Idem.



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>

#### 4. Why do some men commit sexual violence?

The overall majority of perpetrators of sexual violence are men and older boys. According to WHO, common factors associated with increased risk of perpetration of intimate partner and sexual violence are:<sup>7</sup>

- lower levels of education
- child maltreatment or abuse during childhood
- witnessing violence in the family
- harmful use of alcohol
- antisocial personality disorder
- attitudes accepting of violence and gender inequality
- difficulties in communicating between partners.

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

<sup>7</sup>"Violence against women," WHO, updated November 2016, <http://www.who.int/mediacentre/factsheets/fs239/en/> (accessed 15 February 2017).

## 5. 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 statistics<sup>8</sup> 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.

## 6. Sexual violence against children and law enforcement in Myanmar

The existing legal framework for sanctions of sexual violence crimes in Myanmar is still underdeveloped.<sup>9</sup> Currently the Penal Code provides for anyone convicted of raping a child aged under 16 to be liable to a prison term up to 10 years (Section 376). There is no law that specifically addresses sexual violence against children. The Ministry of Social Welfare, Relief and Resettlement is revising the 1993 Child Law which does not contain definitions of what constitutes sexual abuse of children, and does not deal with rape, sexual abuse and incest. It provides for anyone convicted of "willfully mistreating a child" to be liable to a maximum penalty of two years' imprisonment and a 10,000 Kyat fine.

There are gaps in legal protection for specific groups of children. The UN's Committee on the Rights of the Child (CRC) has expressed concerns over multiple forms of discrimination (sexual harassment and violence is a form of discrimination) against children in Myanmar, including children from ethnic and religious minorities, children from remote and border areas, internally displaced children, children

<sup>8</sup>[https://unstats.un.org/unsd/gender/downloads/Ch6\\_VaW\\_info.pdf](https://unstats.un.org/unsd/gender/downloads/Ch6_VaW_info.pdf) (accessed 5 February 2017).

<sup>9</sup>"Lifting the lid on child sex abuse," *Frontier Myanmar*, 18 October 2016, <http://frontiermyanmar.net/en/lifting-the-lid-on-child-sex-abuse> (accessed 5 February 2017).

in street situations, children affected by HIV and Aids, children with disabilities, orphans, and children in situation of poverty. The CRC Committee also expressed a deep concern that children exploited in prostitution may be prosecuted instead of being treated as victims of sexual exploitation because of inadequate legal protection.<sup>10</sup>

Only a fraction of rape cases in Myanmar are reported to the police but, even then more than half of the rape cases in 2014 and the first half of 2015 were estimated to be against children under 16 years, mostly girls, but also some boys.<sup>11</sup> The high proportion of child rape cases was because they were more vulnerable than adults. However, many child rape cases are not reported to the police. Children can not defend themselves and often do not dare to report the abuse to their parents because they are scared. The police and the public also often blame the victim rather than the perpetrator, so there is little faith in the attackers being brought to justice. The victim or their family sometimes believe that reporting the crime will damage their 'dignity' and that it is better to cover it up. Finally, victims are often paid off, the police are bribed to stop an investigation, or the police cannot ensure law and order, so children and women do not get the protection they need. The police are often also not well-informed, for example, some police officers believe that female victims are often part of the problem: Women should not encourage sexual attraction and be aware of their dressing style and behaviour.

### 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 can not 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.

<sup>10</sup>A Legal Review of National Laws and Regulations Related to Child Labour in Myanmar in Light of International Laws and Standards by ILO, International Programme on the Elimination of Child Labour (IPEC) (ILO, Geneva: 2015), p. x, [http://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_27436/lang--en/index.htm](http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_27436/lang--en/index.htm) (accessed 3 March 2017).

<sup>11</sup>"More than half of rape cases involve children", Myanmar Times, 20 August 2015, <http://www.mmmtimes.com/index.php/national-news/yangon/16063-more-than-half-of-rape-cases-involve-children.html> (accessed 5 February 2017).

**Myth:** Men can not 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 can not 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 but more to do with 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)<sup>12</sup>
- 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.

<sup>12</sup>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 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

## 10. Action against rape and sexual assault <sup>13</sup>

Sexual assault and rape happen often within families between husband and wives, between (grand)parents and (grand)children, brothers and sisters, uncles, aunties, nephews and nieces. Or, it involves other people like neighbours in communities, or employers, managers or customers in workplaces. 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.

<sup>13</sup>Adapted from: WWRGE Manual – Cambodia by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise: 4.17 Rape, pp. 118-121.

- 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 8.1.4 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 AIDS

8.1.4 A: How to Avoid and Deal with Sexual Violence  
Briefing Note: Sexual Violence (in 8.1.3 Sexual Violence)



### SESSION PLAN STEPS <sup>14</sup>

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

<sup>14</sup>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.

**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 8.1.3 was done earlier with participants, ask them to recall the definitions they discussed earlier.) Ask participants to write their definitions on a flipchart paper. Ask for the results in plenary and tape the flipcharts on the wall. Explain what rape, sexual assault and harassment are.

**STEP 2** THE EFFECTS OF SEXUAL VIOLENCE – 15 MINUTES

Show the participants the heart shaped paper. Ask them if they know what a broken heart is. Explain that in this case it symbolises 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.

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 in Exercise 8.1.3).

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
- Goals in life: stop education (due to pregnancy for example), cannot concentrate on work or education, changes in lifestyle 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 and start a discussion asking: 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 you know. 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 8.1.4), and 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 4, 5 and 7 in the Briefing Note; Sexual Violence in Exercise 8.1.3)*

## 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 8.1.4 A and additional information in sections 7 and 9 in Briefing Note: Sexual Violence in Exercise 8.1.3).

## 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 8.1.4 A and additional information in section 9 Action against sexual violence and harassment in the Briefing Note in Exercise 8.1.3.)

## STEP 6 CONCLUSION – 5 MINUTES

Conclude the session by summarizing the following points:

- Sexual violence means forcing sexual acts on another person against their 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 8.1.4 A:

## HOW TO AVOID AND DEAL WITH SEXUAL VIOLENCE

3-R  
MODULE 8  
UNIT 8.1

**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 police station and hospital.
- Get a medical check-up immediately.
- Always ask for a copy of the police report and medical 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:
  - o 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.
  - o Provide sexual education to children from an early age onwards, emphasizing the importance of mutual consent in any sexual activity.
  - o Provide education on gender equality, child rights and human rights to children from an early age onwards.
  - o 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



### CONTENTS

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 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 result in very dangerous situations.
- The effects of alcohol and drug use can be different for different people.
- 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 a loser. Actually, you are strong because you can resist something that is bad for you.

### EXERCISES

- 8.2.1 Spinning Around: Effects of Alcohol and Drugs
- 8.2.2 Myths and Facts about Alcohol, Drugs and Cigarettes
- 8.2.3 Say 'No' to Alcohol and Drugs
- 8.2.4 Campaign against Alcohol and Drugs



### RELATED UNITS

- 5.4 Friend or Foe
- 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 find out what effects the use of alcohol and drugs can have on someone's ability to function



### TARGET GROUP

Youth and adults



### DURATION

45 minutes



### SEATING ARRANGEMENTS

Empty room with enough space for the game



### MATERIALS

- 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 AIDS

8.3.1 A: Effects of Alcohol and Drugs



### SESSION PLAN STEPS

1. Start with a spinning game – 20 minutes
2. Discuss the effects of alcohol and drugs – 20 minutes
3. Conclusion – 5 minutes

**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** ▶ **START WITH A SPINNING GAME – 20 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. Place a dot with a marker in the middle of both flipchart papers. The dots need to be clearly visible but should not be too big. 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. 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 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):

- What happened during the game?
- How did you feel having to spin around in the game?
- Was the effect of spinning around the same for everybody?
- Do you know what happens after drinking many alcoholic drinks or using drugs?
- Have you experienced this kind of feeling yourselves? How did you feel?
- 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?

## STEP 3 CONCLUSION – 5 MINUTES

Conclude the session with the following messages:

- Drinking alcohol or using drugs can be dangerous for health.
- The effects of alcohol and drug use can be different for different people, for example, 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.
- In some communities young baby boys are given alcohol to drink and are encouraged to start smoking even when only a few years old. This is a very harmful practice: a baby boy can get drunk from 1 to 2 sips of beer and the process of addiction starts already. Alcohol and drugs have a negative impact on the healthy development of children.
- Most people lose their ability to coordinate their bodies and maintain their mental judgement when they become drunk or 'get high' on drugs. This often leads to accidents, violence, social disorder and abuses



## TRAINING AID 8.2.1 A: EFFECTS OF ALCOHOL AND DRUGS

Examples of possible effects of using alcohol and drugs are as follows : <sup>15</sup>

### Mental and emotional health:

- Decreases learning and performance, in school or on the job
- Intensifies feelings and moods
- Interferes with decision making
- Intensifies stress
- Is linked to most violent crimes, including domestic and sexual violence
- Is linked to suicides (attempts).

### Physical health:

- Destroys brain cells
- Decreases athletic performance
- Interferes with coordination, and thereby increasing risk of accidents
- Causes forgetfulness
- Dulls the body senses
- Increases heart beat rate and blood pressure in rest situations
- Interferes with healthful appetite
- Interferes with vitamin absorption
- Causes heart disease
- Causes cirrhosis of the liver
- Increases risk of kidney failure
- Linked to HIV infection.

### Life and work in general:

- Interferes with effective communication
- Increases likelihood of violence
- Linked with missed days at school or work
- Costly because of increased costs for health care
- Costly to the community.

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<sup>15</sup> Adapted from: *Friends Tell Friends on the Streets* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercise High-Low, p. B-7.

## ■ EXERCISE 8.2.2 MYTHS AND FACTS ABOUT ALCOHOL, DRUGS AND CIGARETTES



### OBJECTIVES

To get accurate information about the use of alcohol, drugs and cigarettes



### TARGET GROUP

Youth and adults



### DURATION

60 minutes



### SEATING ARRANGEMENTS

Group seating for small groups of 4-5 persons



### MATERIALS

- 1 photocopy of Training Aid 8.3.2 for each group
- Flipchart paper, markers and a roll masking tape for each group
- Scissors



### TRAINING AIDS

8.2.2 A: Statements about Alcohol, Drugs and Cigarettes

8.2.2 B: Answer Sheet: Alcohol, Drugs and Cigarettes



### SESSION PLAN STEPS

1. Group work – 15 minutes
2. Facts about alcohol, drugs and cigarettes – 40 minutes
3. Summary – 5 minutes

**STEP 1** ▶ **GROUP WORK – 15 MINUTES**

Divide participants in small groups of about 4-5 persons. Give each group a piece of flipchart paper, a marker, a roll of masking tape and a set of the Statements about Alcohol, Drugs and Cigarettes (Training Aid 8.3.2 A).

Ask each group to do the following:

- Divide the flipchart into two columns: left column for FALSE and the right column for TRUE.
- Arrange the statements by putting them on the flipchart in the right column.

**STEP 2** ▶ **FACTS ABOUT ALCOHOL, DRUGS AND CIGARETTES – 40 MINUTES**

Hang the flipcharts from each group where everyone can see them. Together with the participants, check all statements one by one and discuss the correct information (see Training Aid 8.2.2 B). Ask them the following questions after providing the correct information for each statement:

- Are you surprised to know this?
- What did you think or what did you hear about this before knowing this fact?

End the discussion by asking which myths are very dangerous and why it is so important to have correct information.

**STEP 3** ▶ **SUMMARY – 5 MINUTES**

Summarize the discussion and explain once more that it is important to know the facts and to have correct information on drinking, smoking and drug use so that everybody can decide for themselves whether it is a good and healthy thing for them to do or not. For example: advertisements for alcohol and cigarettes show drinking and smoking as a 'cool' thing to do but often they neglect to mention that these are harmful to health. Also, when people are pressured by friends or others, they can say with confidence why they do not want to drink alcohol, smoke cigarettes or use drugs.



### TRAINING AID 8.2.2 A: STATEMENTS ABOUT ALCOHOL, DRUGS AND CIGARETTES

**Guidelines:** Photocopy this page, one copy for each group. Cut along the dotted lines for the separate statements and give each group one complete set of statements.

- ✂ -----
1. Alcohol is only a problem when you use it for a long period.  
----- ✂ -----
  2. The only problem with alcohol and cigarettes is that they are addictive.  
----- ✂ -----
  3. Heroin is addictive.  
----- ✂ -----
  4. Smoking a cigarette now and then is not harmful.  
----- ✂ -----
  5. Drinking beer is not a problem.  
----- ✂ -----
  6. Even if you have smoked for years it is not too late to quit.  
----- ✂ -----
  7. If you drink alcohol or speed drinks or take drugs in the form of pills there is no risk of HIV and Aids infection  
----- ✂ -----
  8. With alcohol you have better sex.  
----- ✂ -----
  9. Alcohol affects some people more than others.  
----- ✂ -----
  10. A cup of coffee and a cold shower will sober someone who is drunk.  
----- ✂ -----
  11. It is rare for a teenager to become an alcoholic.  
----- ✂ -----
  12. Using speed is addictive.  
----- ✂ -----
  13. Driving after smoking marijuana is safer than after drinking alcohol.  
----- ✂ -----
  14. Coffee, tea and many soft drinks contain drugs.  
----- ✂ -----
  15. If you know how to drink you can control yourself not to become addicted to alcohol.





### TRAINING AID 8.2.2 B: ANSWER SHEET: ALCOHOL, DRUGS AND CIGARETTES<sup>16</sup>

**Guidelines:** These are the correct answers to the statements. Give the explanation during the discussion

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.
2. The only problem with alcohol and cigarettes is that they are addictive.  
**False:** They also cause health problems and social problems in relations, at work, etc.
3. Heroin is addictive.  
**True:** A person can easily become addictive to heroin. It creates a physical and physiological dependence.
4. 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 dangerous to health. You have a higher risk of lung cancer and other lung and heart diseases. It is also harmful to others around you, especially young children.
5. Drinking beer is not a problem.  
**False:** Beer contains, just like all other alcoholic drinks, ethyl alcohol and that affects drinkers. Drinking beer is just as harmful as drinking wine or any other alcoholic beverage, if not done in moderation.
6. Even if you have smoked for years it is not too late to quit.  
**True:** 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.
7. If you drink or take drugs only in the form of pills there is no risk to HIV and Aids infection.  
**False:** Alcohol and drugs influence your thinking so you have a higher risk of using a condom not correctly or not using it at all.
8. With alcohol you have better sex.  
**False:** Alcohol can cause problems such as lack of erection, loss of sexual feeling or inability of orgasm.
9. 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.
10. A cup of coffee and a cold shower will sober someone who is drunk.  
**False:** Only time will cause a person to become sober.
11. It is rare for a teenager to become an alcoholic.  
**False:** Worldwide teenagers start drinking at a younger and younger age.
12. Using speed is addictive.  
**True:** Most people become addicted to using speed and people cannot quit easily.

<sup>16</sup>Adapted from: *Friends Tell Friends on the Streets* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross AIDS Research Centre: Bangkok, 2000), Exercise: *Myths and Facts about Drugs*, p. B-28.

13. 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.
14. Coffee, tea and many soft drinks contain drugs.  
**True:** Coffee, tea, and many soft drinks contain caffeine, which is a stimulant. Caffeine is addictive. Headaches are a common sign of withdrawal.
15. 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 8.2.3 SAY 'NO' TO ALCOHOL AND DRUGS



### OBJECTIVES

- To practice refusal skills by formulating arguments
- To understand that refusal of alcohol, cigarettes and drugs is not a sign of weakness but a sign of strength



### TARGET GROUP

Youth and adults



### DURATION

90 minutes



### SEATING ARRANGEMENTS

Circle seating



### MATERIALS

- 6 red cards and 6 green cards
- Markers



### SESSION PLAN STEPS

1. Pair up participants for a game – 15 minutes
2. Play the convincing and refusing game – 60 minutes
3. Round up – 15 minutes

### PREPARATION

Write one of the following lines on each red card and do the same with the green cards. For a target group with low literacy, use pictures instead.

- Drinking some alcohol
- Having sex
- Using drugs
- Smoking a cigarette
- Going out for gambling
- Going to a movie.

**STEP 1** PAIR UP PARTICIPANTS FOR A GAME – 15 MINUTES

Pair up participants into 12 couples. If there are more than 24 persons, make a few groups of 3 persons. If there are fewer than 24 persons, remove some of the cards. Make sure that the cards with alcohol, drugs and cigarettes stay in the game. Give each pair a card. Ask them to read the text.

Ask the pairs with a **green** card to think about arguments they can use to **convince** people to join them in the activity that is stated on the card. Ask the pairs with the **red** cards to think about arguments to **refuse** to do the activity stated on the card.

**STEP 2** PLAY THE CONVINCING AND REFUSING GAME – 60 MINUTES

Invite the persons who have the red and green card with drinking some alcohol to come to the middle of the circle. They have to act out their scenarios. Those with the green card start first and try their best to convince those with the red card to do the activity. Those with the red card must come up with arguments to refuse. Make sure the role play does not take longer than 5 minutes. Start a brief discussion in plenary using the following questions:

- What arguments were used to convince?
- What arguments were used to refuse?
- Which arguments do you think were the smart ones?

Ask the role players how they came up with arguments to convince and refuse and what they felt about them, especially those who had to make arguments to refuse: did they feel comfortable to refuse the offer? Then ask other participants to comment on the arguments and discuss their experiences. Together with the group, try to come up with a list of good arguments to refuse the offer to do the activity.

Continue doing the role plays and the discussion in plenary for the remaining cards. Be careful not to spend too much time on one topic and manage the time to cover all topics. The role play and discussion should be 10 minutes in total for each topic.

**STEP 3** ROUND UP – 15 MINUTES

Round up using the following questions:

- Many youth find it difficult to refuse doing things with friends. Do you have any idea why?
- In your experience: how do you deal with refusing an offer from your friends?
- What do you think are the best things to do when you do not want to do things that your friends ask you to do?

Conclude the exercise by emphasizing these points:

- Refusing things you do not want is not a sign of weakness. Actually you are stronger because you can resist something despite the pressure that is put on you by the other(s).
- It is very important that you know the risks attached to the activities which your friends ask you to do and that you make a decision based on accurate information instead of giving in to the pressure you may feel from your friends.
- When you are not sure or feel insecure about doing something, do not give in to pressure even if others tell you that you are a loser. Getting into troubles and risking your health and your life is never cool. You are strong if you can refuse to do things that are unhealthy.

## ■ EXERCISE 8.2.4 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

1. Group work: Make campaign posters – 30 minutes
2. Display posters and review the key messages – 15 minutes

### *Tip for Trainers*

*This exercise can be done after Exercises 8.3.1 Spinning Around: Effects of Drugs and Alcohol and 8.3.2 Myths and Facts about Alcohol, Drugs and Cigarettes in which participants received accurate information about the effects of alcohol, drugs and cigarettes. This exercise can be used as a check to make sure that participants understand the information. It is 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.*

**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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