

FINAL TECHNICAL REPORT / RAPPORT TECHNIQUE FINAL

ANNEX 12E - UPDATED NC TOT GUIDE

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IDRC Grant / Subvention du CRDI: 107982-001-Scale Up of Homestead Food Production for Improved Nutrition in Cambodia (CIFSRF Phase 2)

Training of Trainers

Gender Transformative Approach Using Nurturing Connections Methodology



Family Farms for the Future

UNDERSTANDING PERCEPTIONS AND GENDER

Note to Facilitators

In this session, we will explore how perceptions and traditional beliefs influence the way we see others and ourselves. We will practice viewing situations from the perspectives of others and not judging others until we have tried to understand their point of view.

We will also understand how some traditional beliefs can be harmful for our families and societies, even if we think everyone agrees with them. We will understand that ideas about how we should behave are not natural but created. As a society, we create beliefs and traditions. Because we create them, we can also change them.

Part and Topic	Activity	Duration	Page
Part 1: Understanding Gendered Perspectives	1. Partial Viewpoints 2. Exploring Gendered Behavior	25 minutes 40 minutes	
Part 2: Nutrition and Valuing People	2. Access to Nutrition	30 minutes	

PART 1

UNDERSTANDING GENDERED PERSPECTIVES

Note to Facilitators

The following activities are designed to explore existing common behaviors in our societies. Depending on the roles we perform (e.g. woman or man, mother-in-law, etc.) we are expected to behave accordingly, in respect of our traditions and beliefs. However we are often unaware that certain behaviors embed discriminating actions against some people or harmful consequences to their health and wellbeing.

For example, a common belief in Cambodia is that “a woman’s place is in the home.” This is often a reason for parents to take their girls out of school early, or for men to ban their wives from participating in village group meetings. An uneducated girl is unlikely to earn an income in the future and be an active decision-maker. This can negatively impact the wellbeing and economy of both the family and the society she lives in.

Within the area of nutrition, eating rice and dried food (fish, Prohok...) is very common among families in rural Cambodia. Educating our children to grow on this limited diet can have very harmful consequences for their long and short-term health. Therefore, providing our children with an adequate and diverse diet is essential to their good health.

ACTIVITY 1: Partial Viewpoints

Demonstrates that different people have different viewpoints.

PURPOSE

- To recognize that our perceptions are based on who we are and on our experiences.
- To encourage people to be less judgmental about the actions of others.

PROCESS

1. Set up

Form a circle and have one participant stand in the middle. S/he will maintain the same still position throughout the activity. Ask four or more people to stand in front, behind, and to the left and right of him/her.

Explain to the participants in the middle of the circle that you are going to ask some questions. Each participant should answer every question according to what s/he can *actually see*, NOT what s/he knows is there.

2. Do the activity

Ask the participants questions.

- Ask someone standing in front of the person in the middle “How many eyes has s/he got?”
- Ask someone standing behind the person “How many eyes has s/he got?”
- Ask the people standing directly to either side of the person “How many eyes has s/he got?”

Place another participant in the middle of the circle, and other people around him/her. This time ask different questions, choosing for example the arms or the nose.

3. Discuss

Briefly discuss the different answers. Point out that all the answers are ‘right’, because depending on where we stand, we see different things. Explain that if we stand in an open field we see the sky touching the ground. If we go little farther, we see the sky touching the ground in another place. In reality, the sky never touches the ground – this is our partial viewpoint. We often reach a conclusion or decision on the basis of our own justification without knowing or analyzing the actual situation. This is our partial viewpoint, which can lead to misunderstanding and unhappiness in our family.

4. Changing our viewpoint

Ask participants “How can we get a full picture of the person?” Ask one participant to walk all the way around the person in the middle, perceiving her/him from all angles. Discuss:

- How does this exercise relate to our everyday experiences?
- How does our perspective of a situation affect our understanding of it?
- How can we give ourselves a more complete picture of a situation?
- What can we learn from this exercise?

5. Different viewpoints, different interpretations

Ask for three volunteers. Ask them to briefly act out the following situation:

- A pregnant woman is holding her baby while cooking. Her face shows that she is feeling very ill.
- Her elder son is watching her.
- Her husband comes from the fields and shouts: “Is the food not ready yet? What do you do all day? You can’t do anything properly!”
- The more the husband shouts, the more the wife and son feel afraid.
- The son leaves.

6. Discuss

Ask participants to talk about the scene.

- Imagine you are the wife, the son, the husband. What are you thinking about each other?
- How would a neighbor perceive the situation? Why?
- Do you think these family members are treating one another with respect? How so? Why not?

- How can we improve the situation and treat each other with more respect?

KEY POINTS

- In any situation different people view things differently.
- It is helpful to consider situations from many different points of view and get a full picture before judging them.

ACTIVITY 3: Exploring Gendered Behavior

A role-play and discussion.

PURPOSE

- To demonstrate everyday gendered actions that appear “natural.”
- To explore these gendered actions critically through discussion.
- To show potential negative consequences of these actions.

MATERIALS

- Caarton instructions written on strips of paper (optional)

PROCESS

1. Introduction

Re-iterate that sometimes common beliefs and actions that seem normal and right because we are used to them may have harmful consequences for our health and wellbeing. For example, giving water to babies under the age of six months can cause health problems. If children only eat rice they will not grow up healthy. Similarly, if we treat children only in traditional ways, they will never question the negatives of that way, or wonder about a better life. As a result they, and especially girls, have limited options in life.

2. Set up

Explain that now we will look at some pictures based on everyday behavior and actions that seem normal and right. In plenary, we will observe the pictures and discuss together.

3. Process

Display the pictures one at a time. Situations can include the following:

- A man and woman return from a day working in the field. The man rests as he is tired, while the woman starts the household chores.
- A man has some financial decisions to make. He speaks to his elder son about his thoughts even though his wife and daughter are there.
- A girl and a boy are studying. The mother calls the girl to come and help her in the kitchen. The boy keeps studying.

- The family needs water to wash everyone's clothing. The pregnant woman brings the clothes to wash at the well in the village while her husband and sons listen to the radio.
- A man calls his young son to go out playing football. His daughter runs up wanting to go too. She is left behind.

4. Discuss

Review the message from all the scenes observed. Explore the message and meaning of the scene and discuss the possible consequences of the actions shown. Ask the group "What does the action mean? What message does this give the woman/girl? What are possible long-term consequences?" Draw out the key points below.

Ask the group "Now what can we do about it?" Have them advance suggestions for change.

KEY POINTS

- We get used to the way people behave every day, even if our actions are not fair or right.
- Girls and boys' behaviour is not something they are born with. Parents, societies and families teach our children to become boys/girls, men/women.
- Girls and young women grow up experiencing that they are not equal to boys and young men. They are made to feel inferior and unimportant. This makes them consider themselves worthless. They will find it hard to stand up for themselves when they get older.
- Boys grow up believing they are more important than girls. This makes them treat girls and women as less important or even worthless.
- Our actions give messages about how we relate to each other. For example, if girls and women are always expected to be in the kitchen they come to believe that this is where they belong.
- We need to look at and question our everyday actions. In that way we can start to change them.

PART 2

NUTRITION, SELF-WORTH AND VALUING PEOPLE

Note to Facilitators

In many societies it is hard for girls to develop self-worth. Often, a boy gets more education, more food, more time off to play, and more attention and affection from others. This may make a girl feel less valued, especially if she is criticized, if her hard work goes unnoticed, or if no one ever tells her how much her actions are worth.

As girls grow up to be women they may not believe that they deserve to be treated well by their husbands. They may not believe they are entitled to get as much food as others, to access healthcare when they are sick, or to have the opportunity to develop their skills and abilities. They may feel their lack of importance is natural and right.

This makes it hard for women to challenge the power relations that prevent them from participating in decision-making and taking their fair share of nutrition.

ACTIVITY 2: Access to Nutrition

Demonstration and role-play.

PURPOSE

- To expose and explore gender- and position-based inequalities within a household.
- To discuss the potential impact of such inequalities on nutritional status.
- To propose actions to address the inequalities.

MATERIALS

- A big dish filled with uncooked rice or cooked rice
- A range of vegetables (or pictures of vegetables)
- 3 eggs (or pictures of eggs)

- 3½ fish cut from paper (or pictures of fish and one half fish)
- 6 small dishes or plates

PROCESS

1. Set up

Explain that this session looks at who has decision-making authority in a household, and who may be disadvantaged in terms of food distribution.

Ask for six volunteers to come forward. Construct a family that is familiar to everyone by asking them to play the following roles:

- A husband
- His mother (say “mother-in-law” in wives group)
- His father (say “father-in-law” in wives group)
- His wife
- His 10 year old son (say “grandson”)
- His 3 year old daughter (say “granddaughter”)

Ask volunteer to sit so that all participants can see them, and put a plate with rice in front of each. Read out loud to the entire group: “It was dinner time. The wife had cooked rice, some soup with fish and vegetables and three boiled eggs with fish sauce/soybean sauce.

Give the food props to the volunteer playing the wife (ensuring others will not hear you):

- Ask her husband to start first, then her father and mother-in-law
- Serve them the rice and let them take the food whatever they want.
- After they start, you take the half of an egg and some fish and vegetable for her son.
- Feeding the rice with egg and some soup with vegetable for her daughter.
- She starts eating the left of the food from her husband and parent in-law after finishing feeding her daughter.

2. Act out the scene

Ask the volunteers to act out the scene as you describe it. The volunteer playing the wife should act according to the scene. As the volunteers act out the scene there is usually some laughter. Participants recognize their own practices of unequal distribution. Do not respond at this stage.

3. Discuss

Ask participants:

- Have you seen this kind of distribution before? Is it familiar?
- Is everybody happy with what they got? Who are the winners/losers?
- Who started first? Why did he/she start first? Why not other people?
- Why did some people get more than others? Who got the eggs? Who got the fish? Why?

- What is the effect of this distribution of food on different members of the household?

4. Exercise

Ask the volunteers to stand up. Ask participants to indicate their character's position of power in the household by moving them into a line, one standing behind the other. Ask the group:

- Who is the most and least powerful in terms of access to resources such as nutrition?
- Why are some members of the household more powerful/powerless than others socio-culturally? What gives them power?
- Who is the most and least powerful in terms of decision-making?
- Why are some members of the household more powerful/powerless than others structurally? What gives them power?
- Who is the most and least powerful in terms of their ability to raise some income from economic activities?

Discuss the position of each in the lineup. The wife usually occupies a position further up in the line because she contributes to household income, yet when it comes to food distribution she is ranked lowest. This indicates that her economic contribution is valued even if her social status is low. Ensure you point this out if no one comments on it.

5. Discussion

Initiate a discussion on the unequal status of men and women and girls and boys in a household. Ask the group: "What is the effect of social status and inequalities on individual health and wellbeing? What is the effect of such inequalities in terms of children's health and wellbeing?" Also ask them to consider pregnancy and breastfeeding.

KEY POINTS

- When people feel that they are making valuable contribution to the household and to the community, they are known for having a good sense of self-worth.
- A person's sense of self-worth begins to develop during childhood, based on how they are treated by their family, by community members, at school, by religious leaders, etc. Boys and girls will grow up feeling equally valued and respected if these groups treat them like valued individuals who deserve attention, and encourage them to overcome challenges.
- There is a great deal of inequality in many households and as a result some people are seriously disadvantaged compared to others. Often, discrimination happens on the basis of gender.
- Issues of social exclusion and injustice need to be named, explored and addressed.
- Individuals, households and communities must begin to embrace practices that encourage participation, inclusion, transparency and accountability, based on the respect for human rights.

Mixed Session: WORKING TOGETHER TO CREATE COMMUNITIES OF CARE

PURPOSE

- To share experiences collected in Block 2.
- To help participants realize that their concerns are similar to those of other groups.
- To begin to forge deeper understanding between groups of women, men and elders.
- To prepare the group for future dialogue and cooperative work together within the area of health and nutrition.

Note to Facilitators

It is important to begin the session by breaking any tensions between members of the different groups. Therefore, the session begins with familiar exercises that all the groups have done with their peers. This way, all participants can concentrate on interpersonal relationships rather than feeling uneasy about unfamiliar processes.

This mixed meeting begins with a focus on strengths and abilities and asks participants to think about how they can use these for the benefit of all. It then asks all participants to name their own strengths, skills and capabilities. Finally, participants reflect together on how this learning will benefit their nutrition practices and health.

Session and Topic	Activity	Duration	Page
Community Session 2: Working Together to Create Communities of Care	1.. My Name is...and I am Good At...	20 minutes	
		15 minutes	
	2. The Cyclone Shelter 3. The Spider Web	30 minutes	

ACTIVITY 1: My Name Is... and I Am Good At...

An exercise in which participants introduce themselves.

PURPOSE

- Participants practice introducing themselves in a confident manner.
- Participants focus on their strengths and say positive things about themselves.

PROCESS

1. Activity

Ask participants to stand in a circle. Have them all speak at the same time by saying their own names aloud in different moods: loudly, sadly, excitedly, angrily, happily, etc. Stop the game and ask them to think about the way they like to hear their name said.

Now ask participants to pair off with the person next to them. Ask each pair to introduce themselves again, this time adding one thing they like about themselves: "My name is _____ and I am good at _____." Tell them to try not to laugh or whisper!

Ask participants to get back into the circle. Have them introduce themselves one by one, adding the thing they like about themselves.

2. Discuss

- Why do we find it difficult to say positive things about ourselves?
- Do you usually share your strengths with your family members?
- Do your family members appreciate your positive qualities?
- Is it difficult to appreciate others? Why?
- How can we begin to recognize each other's abilities and praise them?

KEY POINTS

- People, especially young women, often find it hard to say positive things about themselves.
- Building self-esteem begins with identifying our strengths so that others can also begin to recognize and value them.
- Raising our feelings of self-worth is a difficult process. We can help each other improve our self-worth by appreciating, motivating, encouraging and by showing respect for each other and ourselves.

ACTIVITY 2: The Cyclone Shelter

An exercise in advocacy on behalf of oneself and others.

PURPOSE

- To identify and recognize individual strengths.
- To help people assert their strengths.

PROCESS

1. Set up

Ask participants to get into pairs. Explain that this exercise will ask them to activate/think of their power within. Ask them to think about: What are your strengths? What are you good at doing?

2. Activity

Ask participants to imagine there is a cyclone coming but there are very few places left in the shelter. Tell each other why YOU think YOU should get a place in the shelter! What makes you special? How are you unique?

Some participants may find this difficult to do, as they experience being put down and dominated. They may not be used to thinking about their strengths and abilities. It is important that they come to realize their self-worth.

Allow the conversations in pairs to continue for a few moments. Encourage and assist, where necessary. Then ask pairs to get back into the circle.

3. Advocate for each other

Once participants are back in the circle, ask each participant to speak on behalf of their partner. Ask them to explain: Why do they think their partner should be included in the shelter? What can s/he offer? As they argue for the inclusion of the other, they begin to practice advocacy.

Conclude by applauding all. Each one makes an important contribution and is worthy of being included!

KEY POINTS

- Each participant makes an important contribution and is worthy of being included.
- Sometimes people don't have the perspective to know what your strengths are unless you tell them.
- Sometimes people can't stand up for you unless you stand up for yourself first.

ACTIVITY 3: The Spider Web

A process of making connections and answering questions.

PURPOSE

- To demonstrate the importance of everyone working together.

MATERIALS

- A ball of string or rope

PROCESS

1. Ask participants to sit in a circle

Explain that you will roll the ball of string to a participant, who will hold on to the string and roll it to another participant, who will roll it to another participant, and so on.

Whenever a participant encounters a knot in the string the process stops and s/he is asked a question. Once s/he has answered the question s/he can roll the ball to another participant.

2. Begin the game

Roll the ball. Ensure everyone who gets the ball holds on to the string before they roll it across the circle to someone else. This will create a web/net that demonstrates how they are all connected to each other.

When a participant gets the ball, ask her/him to respond to one of the following questions or statements. Ask each question to at least two people, and encourage brief group discussions around the issues. Remind participants that in this week's sessions we learned that when working on a decision it is important to gather information from others in the family and consider everyone's needs.

- Imagine that your household needs to purchase food. How would you talk about what to buy?
- Imagine that you have to sell part of the vegetables your household produced. How would you talk about what to sell? What are the benefits for everyone in your family?
- Provide an example of a decision your family made together this week. What happened? How was the decision made?
- Are there important decisions in your family to be made soon? How will you make these decisions?
- If you make a quick decision in case of emergency, how do your family members and neighbors react?

When you have created a web of connections among all participants and responded to all the questions, stop the process.

3. Discuss

Discuss what happened:

- Everyone holds a bit of the string, so we are all connected. What would happen if one person dropped the string s/he is holding?
- How does this exercise relate to our everyday lives? Are we all holding our bit of string? How so/Why not?

- How can we make this web stronger? How can we ensure that each one takes responsibility for holding their piece of string, for staying connected and supportive of others?
- What have we learned about decision-making? Any new insights?

KEY POINTS

- Every single person's responsibilities are important to making the community's web strong and solid.
- If any one person decides not to hold the string, the web falls apart. That is the same in our commitments to our family members and community.

NEGOTIATING POWER

Note to Facilitators

These sessions build on Blocks 1 and 2, which focused on communication, perceptions, and gendered relations. In the Block 3 sessions we will explore how relations among people and communication are impacted by power. Some people have more power than others just because of who they are. This reality often has direct consequences on the health and nutrition of all family members. People with the least power often have less access to food, and they have little or no say over how decisions are made.

In these sessions we will look at power. What makes some people more powerful than others? What gives them authority? How can we all use power to make ourselves, our households and our community stronger?

Part and Topic	Activity	Duration	Page
Part 1: Exploring Power Relations and Exercising Power	1. Power Hierarchies 2. Relations of Power and Domestic Violence 3. Asset Control and Access Mapping	30 minutes 45minutes 45 minutes	
	2		

PART 1

EXPLORING POWER RELATIONS

ACTIVITY 1: Power Hierarchies A drawing and ranking activity.

PURPOSE

- To explore what gives people power and identify sources of power.
- To establish hierarchies of status and power.
- To examine how people in positions of power make us feel.

MATERIALS

- Paper
- Coloured pens or crayons

PROCESS

1. Family members

Ask the participants: Who are the different members of our families? While they answer, the facilitator shows them the pictures of different family members: fathers, mothers, children, grandmothers, etc.

And place the pictures on the floor in the middle of the room next to one another.

2. Sort the family by perceived power

Explain to participants that “Power can be defined as the degree of control over things and people. Power is held by individuals, social groups (such as men, elders, health care workers, and teachers), and institutions (such as the government). Being powerful means people are in a position to make decisions, control resources, and direct others what to do.”

Ask participants to sort the pictures of household members from the most powerful to the least powerful. Some people may be perceived to have the same degree of power. If that is the case, they can place their pictures next to each other.

4. Discuss

Discuss the power hierarchy: What is the source of power that different people hold? What gives them power? Because not every household has the same composition of family members, you may expect different answers. Ask participants to give you an explanation of what makes one person more powerful than others. Examples are:

- Gender
- Position in the family/household
- Knowledge/wisdom

- Wealth
- Social status/traditional village hierarchy (e.g., chiefs)
- Physical strength
- Health
- Moral rectitude

Ask participants: Who is the most/least powerful person *in a household*? How is that decided? (Tradition?) Who is the most/least powerful person *in a community*? How is that decided? (Tradition?)

Discuss how power and status influence the way we look at people: Probe the discussion with further questions such as: How do you behave in the presence of people who are powerful? (E.g., do you feel embarrassed? Uncomfortable? Do you speak less? Do you try not to be the one to make the decisions?) How do you behave in the presence of people who you think are below you? How do you treat them?

KEY POINTS

- Everyone has different degrees of power. This determines how they consider their own capacities, whether they are allowed to participate in decision-making, and to what extent they can control their lives.
- People draw on different sources to obtain power and authority.
- Often power and authority are allocated on the basis of gender, age, or position alone. This relates to culture and tradition and, since culture and tradition have been created by people, we can also change them!
- Power relations in the home are constantly negotiated. Good communication and peace in the home are based on a mutual understanding that everyone has important contributions to make.

ACTIVITY 2: Relations of Power

A game based on images cut into puzzles.

PURPOSE

- To review messages about sources of power and authority.
- To deepen understanding of power differentials and relations.
- To develop the ability to talk about and negotiate power.

MATERIALS

- A collection of pictures related to (sources of) power, cut or torn up into enough pieces for all participants (choose either if the two blocks below)
- A printed image of each picture that has been cut into pieces

OPTION 1: Different Kinds of Power	OPTION 2: Different Sources of Power
1. Woman/person getting beaten (<i>power over</i>)	1. Picture of person with a book or computer (<i>information</i>)
2. Two/more people sewing clothes (<i>power with</i>)	2. Picture of older person counselling another (<i>wisdom</i>)
3. Person teaching students (<i>power within</i>)	3. Picture of person with money (<i>wealth</i>)
4. Person/people with a tool, working on something (<i>power to</i>)	4. Strong and healthy person (<i>physical strength</i>)

Note for Facilitator

Pictures need to be changed according to the local context.

PROCESS

1. Set up

Distribute one puzzle piece to each participant. Ask them to move around the space and find others holding a piece of their picture.

When all the pictures have been put together, ask each group to discuss: What is happening in your picture? What does it mean? What is the message? What kind of power do you see in this picture?

Explain that there are four different types of power: power over, power within, power to, power with.

2. Discuss “power over”

This is the type of power we think of most commonly. *Power over* has many negative associations for people. We think of force, abuse, discrimination, and oppression. In many households the people who have the resources and make most decisions are men. They have *power over* the other family members, who are excluded from participating in decision-making. In worse case scenarios, young women are also excluded from access to healthy food, healthcare, land, and decisions about agriculture, livelihoods, or the children.

Ask participants to name a few examples of ‘*power over*’. If they are having trouble refer them to the images used in the game. Ask them whether *power over* is always negative, or are there also good ways of exercising control?

Explain that *Power over* and exercising control does not always have to be negative. For example, if you dig a hole to plant a fruit tree you exercise power over nature with the purpose of feeding your family. If you make rules about how to keep the toilet clean and how to use the water pump, this is also about exercising control, with the purpose of keeping your family safe and healthy. If you teach a child to eat all his vegetables you exercise *power over* so that he will be healthy and grow well.

Ask people to turn to their neighbours and chat briefly: What do you do when other people dominate you? When they exercise power over you?

After a few moments ask participants to share some of their responses. Point out that our responses differ depending on who exercises power, and whether their control is negative or positive.

3. Discuss the other types of power

Explain that there are three other ways of exercising power. Rather than making us feel excluded or reduced, these make us feel strong. These three powers are important if we want to change our lives, homes and communities. We need to recognize our own abilities and *power within*, acknowledge that we can have the *power to* act, and join each other in a sense of collective *power with* to move and shape the world. These types of power are:

- **Power within.** This power has to do with our sense of self-worth and self-knowledge. It is the power that comes from knowing our strengths and our weaknesses, and feeling confident about what we are good at. It is the sense of dignity we have inside. This power gives us hope for the future and strength to act for change.
- **Power to.** Every person has the power to make a difference: the power to use her or his skills and knowledge to shape their life and the world in which we live. The power to comes from power within: the more we feel our own worth, the more we feel we have the power to act.

- **Power with.** It is hard to confront our daily struggles alone. Power with is the power that comes from collective strength. If we give each other mutual support, solidarity, and recognition we can work together. Power with is based on identifying what we have in common, despite our differences, and seeking ways to act together.

Give participants a few moments to think about the four powers you described. Then ask them to think of examples that illustrate each power. The examples will demonstrate that participants are clear about each of the powers.

KEY POINTS

- There are different kinds of power (*power over, to, within, and with*).
- There are different sources of power such as gender, age, social position (*status*), information, wealth, and wisdom.
- Different situations call for different kinds of power. However, when people exercise power over others they can exclude them from participating in making the decision, or impose their own decision.
- It is better to make decisions together, exercising power with one another.

EXERCISING POWER

Note to Facilitators

Understanding how power works is an important first step towards making a change in our behavior. At the beginning of this curriculum, we explored how girls and young women are often given the message that they are not as important as boys and young men. We discussed how this sense of powerlessness is about gender (the way we raise our girls and boys) and gender relations (the way boys/girls and men/women communicate, live together, have different responsibilities, and participate in decision-making. We also discussed on how power over influences domestic violence, and we will explore more examples in the coming session.

In this session we will discuss how one woman, Mom, had to learn to change her life and how she began to see herself differently. Then we will explore assertiveness, or the ability to stand up for yourself. This is sometimes also called 'exercising power'.

ACTIVITY 2: The Story of Mom

A story to illustrate how to build self-esteem.

PURPOSE

- To see the four different types of power (*power over, power within, power to, power with*) in action.
- To understand the link of power over to domestic violence and its types.
- To see that a single person can have a significant impact on their community.
- To see that low self-worth is taught to children, especially girls, but they can be some of the biggest contributors to the health and prosperity of a community.

PROCESS

1. Tell Mom's story

As a young girl, Mom was expected to be quiet and to listen. After school she used to help her mother prepare lunch, do the wash, and clean the homestead. Meanwhile, her brother played soccer with his friends. At dinner, Mom was mostly served food last with her mother, as she would normally had to feed her 3 year-old sister, while her mother had to clean up after cooking. She assumed that

this was natural: she was just a young girl and expected to be helpful but never make demands or participate in family decisions.

When her father went to town, he took Mom's brother with him, while Mom stayed at home and helped. She also had to stop school after only six years so that her brother could go.

When she was 18 she learned that her parents wanted her to get married to the son of their friends, whom she had never met before. Although, she did not want to get married to him, she knew that she had to listen to her parent.

Mom's husband was 5 years older than her and he treated her like the child that she was. She always did what she was told. She remained silent and never asked for anything, as her husband was the bread winner. He frequently got drunk. She was often beaten and shouted if the food was not ready in time, or if she did not give him the money he asked for. Her neighbors and relatives suggested her many times to report the episodes of violence to the police. She knew this was illegal, yet she hesitated as she was afraid that no one would support her and children's financially if she divorced him. After several years of marriage and four children, her husband suddenly died. She felt sad and worthless and was afraid of what would happen to her.

One day she was offered the opportunity to work in a programme for children at the community. She had never worked away from home and she was scared, but she decided to try. Every day that she worked she learned new skills. The children and their parents liked her and often paid her compliments. Day by day, Mom began to see herself in a new way. She realised she was a good community worker and she began to think that she had some worth after all.

While she was at the community she noticed that the children did not wash their hands before taking their meal, and that the only latrines had been built years earlier in the primary school in the village, and had been damaged by rain so were no longer useable. Mom taught the children how to wash their hands properly and why hand washing is important. She formed an organization of concerned community members and got new latrines built.

A group of elder men of the community were impressed by her initiative, and the commune chief helped Mom finish the work on the latrines. When she saw what they had accomplished together, she realised that as a group they could do even more than she could alone.

After her noble work Mom felt empowered and started to value herself. She discovered herself as a different person; one who was confident and valuable to her society. Mom starts to talk about her life's experience with her village women. Soon other women felt a unity with her. They decided to start a cooperative-association to educate women and men and raise awareness against

domestic violence. The cooperative-association also started saving money. Within a short time the village women started to take initiatives and day by day the situation of the families in the village changed. The women studied and learned horticulture and poultry production, and also become empowered with time.

2. Discuss

- Ask participants: What happened in the story of Mom?
- Why did Mom see herself as worthless?
- How is the story of Mom familiar? Have you ever experienced feelings of worthlessness? Of not being valued? Why did you feel like that? What do you think about the episode of violence that happened to Mom? Why do you think it happened? Does the alcohol link domestic violence? Why do you think that? Do you think there are specific reasons? (Probe with examples if no answer: alcohol consumption, 'tradition', wife deserved it...)
- How do you think does domestic violence affect the health of the household members and, sometimes the community? What consequences does it have for women?
- Do you think that violence can be avoided? If so, what can we do as a family to prevent this? How did the situation change? How did she begin to see herself in a new way?
- What can we all do to support changes that lead to a sense of self-worth and confidence in our own and other people's abilities?

3. Analyze the power relations in Mom's story

We saw in Mom's story that her parents wanted her to stay at home while her brother was given the opportunity to play soccer and go out. At the age of 18, she was married. She was beaten and shouted by her husband if she did not perform according to her expected role as the wife or mother. This is called "*power over*," that is, when someone else decides over you what you are allowed to do or say. When her husband died and she was offered an opportunity to work, she discovered her skills and abilities. This is "*power within*" – knowing that you are good at doing something. Mom found her "*power within*" as community worker.

When Mom decided to contribute to her community by working for a program for children, she exercised her "*power to*" – giving her power to the community and using her skills and knowledge to shape the world in which she lives.

When Mom formed an organization with other women, bringing them together to use their strengths and to support each other, we see their collective power, called "*power with*."

KEY POINTS

- Young girls often see themselves as having less worth than young boys because they are not treated the same way.
- Girls and young women are often unaware of their own feelings of worthlessness because it is 'normal' for them to see themselves and other girls/women as less important in society. As a result, they fail to see their condition as unfair and unjust.
- Once women recognize their strengths, they can develop their abilities and potential to become productive and useful members of communities.
- Domestic violence often happens in couple relationships or among other family member where one person try to control other person (power over) living in the same household.
- Domestic violence includes physical, sexual, mental (including insult, threat and isolation) and economical violence.
- People often blame being drunk for their violent behaviours while alcohol consumption, gambling and feeling of powerlessness are factors increase the level of violent but it is not the real cause.
- Some people believe that men are allowed to control women. This can lead to violence. There are Khmer customs that make people believe that men are in charge of women and that men are greater value than women. However men and women are equal and have the same rights.

Whoever has been beaten at home deserve assistance and protection. Their families, friends, community, NGOs, and local authorities (village chief, commune chief, other member of commune council) can support them. As well as police and other officers of District/provincial department of women's affairs also have duty to intervene.

ACTIVITY 3: Asset Control and Access Mapping

An activity to consider household resources and control.

PURPOSE

- To demonstrate how women and men both provide for the family but with different access to resources and assets.
- To propose changes.

MATERIALS

- Flip-chart
- Markers or pens

PROCESS

1. Set up

Ask participants to divide into two groups. Give each group a flip chart and some markers.

EXPLAIN that as we have discussed in previous sessions, men may be perceived to be the providers for the family, both in terms of food and income. But actually

women also play a big role in providing for the family. Considering that both play a part in providing for the family, we will now look at the assets and resources that women and men have to fulfill these needs. These assets are also sources of power.

Explain to participants that having “Ownership of an Asset” means a person controls and makes decisions about the asset. Family members might have access to, or take care of, assets that they do not “own.”

2. Draw diagrams

Explain to participants that we will be drawing diagrams of our household resources. At the center of the diagram, ask the group members to draw a picture of a typical household, including all the family members.

Ask them to brainstorm and draw some of the assets their households need to provide food for the family (e.g., land, tools, seeds, cooking materials, food, soap, etc.).

When all of the assets are drawn, begin to discuss the assets/resources. Ask them: What is the difference between owning and having access to/taking care of? Have participants draw a different type of line connecting each asset/resource to the individual who owns/controls/has access to each asset/resource. For example, **ownership** could be indicated by a straight line (—), **access** could be indicated by a dotted line (-----), and **control** could be indicated by a zigzag line (≈).

3. Discuss

When the diagrams are complete, ask the group to summarize:

- Which assets are the most important for meeting daily food requirements? Why?
- Who has control over the majority of these assets? Men or women? Why?
- Who has access to the majority of them? Men or women? Why?
- Who will make decisions about how to use money after selling assets? Men or women? Why?

Ask probing questions to explore the patterns the groups have just diagrammed, such as:

- What type of assets do women own/control? Why?
- What type of assets do men own/control? Why?
- Why do certain household members have decision-making authority (control) over important assets, and others don't?
- Do you think this pattern is satisfactory? Why/why not? If not, what should change?

- When it comes to making decisions about large/long-term household assets (i.e., property, livestock), what is the process that is followed in your household? How do you go about the decision?
- How does this process change during periods when family members are absent (for instance, migrating for labor)?
- Can you give an example of a time when you had one idea about what to do with an asset, but another family member had a different idea? How did the discussion take place? How was the issue addressed? Were you satisfied with the conclusion? Why not?
- What do you think of the idea of women owning assets? How do you think they should be managed within the household? Do you see any benefits?
- What did we learn about respecting others' feelings, opinions and interests in making family decisions?

KEY POINTS

- Men are generally perceived as the providers for the family even though women play a big role in providing too.
- The fact that women's work in providing for the family is not acknowledged affects the status of women in the home and the community, and their self-esteem.

Mixed Session: POWER IN COMMUNITIES

Note to Facilitators

Block 3 examined relationships in terms of power and inequality, and how this affects access to nutrition and health.

This mixed meeting builds on the messages from Block 3. We will start with a greeting game, followed by a review of Block 3, where participants will establish a common language to talk about power.

A ranking exercise will ask participants to indicate the order of “important” people in the community and reflect on what makes them powerful.

The last two activities will focus on the implications of status and position of different family members in relation to decision-making and on giving a final evaluative statement.

Session and Topic	Activity	Duration	Page
Community Session 3: Power in Communities	1. What is Assertiveness? 2. Why Not? 3. Passing the Ball	30 minutes 30 minutes 15 minutes	

ACTIVITY 3: What is Assertiveness?

Explaining assertive communication.

PURPOSE

- To familiarize participants with assertiveness.
- To help participants understand that assertiveness is their right.
- To show that knowing yourself and your needs is the first step in being assertive.

PROCESS

1. Set up

Ask the group to sit in a circle. Ask: "Have you ever been in a situation where somebody made you do something you did not want to do because you did not know how to say 'no'? What happened?" Take a few examples from participants.

2. Describe the following situation

Do you remember when you had your first baby and you were always hungry? Every time you breastfed the baby you wanted to eat and drink. Maybe you were too hesitant to ask your husband or your mother to buy or cook that food for you as soon as you wanted because it was considered rude not to wait until it was offered. So you stayed hungry and were often upset. Maybe you were worried that the baby was not getting enough milk because you were hungry. What did you do?

Ask the group: What do babies and small children do when they need or want something? (They cry! They know how to ask for what they want!) As we grow older we lose that clarity and assertiveness. We begin to behave in the way we are expected to behave as girls or boys, women or men.

Now imagine if you had been able to speak up politely and firmly and ask for what you needed. What would have been different? How could you do that in the future?

3. Act out scenarios

Ask participants to act out the scenarios:

- The young pregnant mother dishes up food. She takes the last food, with only a bit of rice and a small fish. Is that healthy? Where should the rest of her food come from?
- Father has promised his 18 year-old daughter in marriage to a neighbour. Mother does not agree with her daughter's early marriage. What does mother say?

4. Discuss assertiveness

Explain that *assertiveness* means clearly and confidently communicating our needs, wants and feelings to other people in a respectful way and without threatening them. It is NOT rude or aggressive behaviour. Being assertive means:

- Deciding what you want (e.g. more food while you breastfeed)
- Deciding that it is fair (e.g. not being hungry while breastfeeding)
- Not being afraid of asking/speaking up for what you want
- Being calm and relaxed
- Asking for it clearly and politely
- Expressing your feelings openly

We can only be assertive if we have a sense of our own worth. Often this comes from others who tell or show us that we are loved and respected. That is why self-respect and respect for others are so important. We also need to feel safe and to know that we can make mistakes and take risks without being punished. Point out that:

- All people have the right to have an opinion, feelings, and emotions, and to express them appropriately.
- All people have the right to ask for what they want.
- All people should recognize that the other person has the right to say no.
- All people have the right to make their own decisions and cope with the consequences.
- All people have the right to make mistakes.
- All people have the right to change their minds and/or change themselves.

Ask participants: Do you agree? How do you see your rights/entitlements/ability to ask for and receive what you need and want?

Explain that assertiveness is about discussing and negotiating rather than suffering passively in silence, or aggressively attacking and fighting. It is about recognizing the *power within* and using it in order to have the *power to act*.

KEY POINTS

- Being assertive means standing up for your rights and believing that you deserve a fair chance to live your dream.
- Being assertive means speaking up for what you believe in, politely but firmly, and earning respect as you do so.
- We need power within, a sense of self, a sense of our own worth, and consciousness of our own skills to be assertive.
- We need to be assertive because we all have the right to live in a way that makes us feel useful and happy and equal with others. Therefore, we need to be able to stand up for ourselves and our rights.

ACTIVITY 2: Why Not?

An activity establishing that women should be included in financial decision-making.

PURPOSE

- To illustrate how women's decision making power over expenditures benefits the whole family.
- To illustrate that men overcoming fear of social stigma can help realize the potential of their whole family.

MATERIALS

- Blue paper
- Red paper
- Pens or pencils
- Tape
- Flip chart
- Markers

PROCESS

1. Set up

Divide participants into three groups: husbands and wives.. Distribute one red and one blue sheet of paper and a pen to each group.

Explain that each group will be asked two questions. They should write down the answers on the two sheets given to them.

Ask: What are the five most common things upon which MEN spend money? Write your answers on your blue sheet of paper.

Ask: If WOMEN were in charge of the money, what are the five most common things upon which they would spend money? Write your answers on your red sheet of paper.

Collect the sheets. Tape them at the front of the room with the blue sheets in one line and the red sheets in another line. If not all participants are literate, they can offer verbally how they think men and women spend money.

2. Group discussion

Ask the small groups to re-assemble into the large group. Read the answers aloud. Ask participants to identify as a group the five to seven items they consider to be most important for the family across all the sheets. Cross out the rest of the items.

Discuss the similarities in men's and women's priorities. If it turns out that women have mentioned more uses that the group considers best for the family, make sure to emphasize it.

Ask the participants: “Why can’t women have the equal decision-making power when it comes to spending in big amount of money? Especially the money that they earn themselves?” Write the responses on a flipchart.

Now ask, “How many of these [reasons why women can’t have input] have taken place in your experience? Do you know of any real-life examples?” It will most likely turn out that most of their fears and inhibitions are not based on reality, but on tradition, fear of change, and/or fear of stigma.

3. Role play

Ask two participants to volunteer for a role play. Explain the following scene to them and have them read it or act it for the rest of the group.

Character A is a Tevada¹. Character B is a farmer resting under a tree.

Character A: Hello Sok!

Character B: (Surprised) Who are you? How do you know my name?

Character A: I come from above. I will grant you one thing that you need in abundance! What do you need in life?

Character B: Of course, I need a lot of money, and a good future for my family without any wants.

Character A: Here, take ten billion Riel!

Character B: (Hesitates) I don’t know how I can keep this. My community will think I stole it. Also, they will be jealous and try to take it from me.

Character A: Here, take this gold bowl instead! Whatever your family wants to eat will appear in it whenever you wish.

Character B: (Hesitates) I’ll have the same problem. I am a very shy person!

Character A: What is it that you are not shy about?

Character B: My hard work and responsibilities. I am the man of the house and people respect me for it. I am a simple man, but a good man.

Character A: Okay. Take a lifetime’s worth of hard work!

Character B: Are you crazy? I already have so much to do!

Character A: Well, if you want something you DON’T have, then you can’t afford to think in the same old way. Here, take some courage!

Character A vanishes. Character B sits dumbfounded.

Ask the participants: Was Character B a smart man or a dumb man? Why? Would you have done the same? Why?

If these gifts were a metaphor for your wives/daughters-in-law, what would a smart man do? Would he be shy and hold back family’s potential by refusing the benefits of their contribution because of possible criticism from the community? Or would he make the best of it?

¹ Could be an angel, a genie – any character that is relevant to the local context.

Explain that if men and women both use their intelligence at the same time for the family, the family gains double. If the issue of social stigma/shyness takes prominence, remind the group of the assertiveness discussions. Men can also put those skills to use and be assertive when it comes to making the best decisions for the family, including making the wife a part of decision making.

KEY POINTS

- Women can make valuable contributions to the household when included in the decision-making process.
- Men should use the assertiveness skills we've discussed in Block 3 to politely and firmly explain to the community why they made that decision and ask them to accept it.

ACTIVITY 3: Passing the Ball

Closing activity for Block 3.

PURPOSE

- To summarize the learnings of Block 3.

MATERIALS

- Ball or beanbag

PROCESS

Ask all participants to stand in a circle. Take out a ball or ball paper. Throw the ball/ball paper to one participant and ask her/him to comment on the session: what did they learn? How are they feeling? Once they have spoken they should throw the ball to another participant. That participant should answer the same questions and throw the ball to another participant. They should continue until all have had a chance to say something about the session.

KEY POINTS

- Everyone's voice is important and deserves a chance to be heard.