



BEHAVIOR CHANGE COMMUNICATION

PRACTICAL TOOLS



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ACKNOWLEDGEMENT

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ACRONYM



BCC	Behavior Change Communication
CSO	Civil Society Organization
CEDAW	The Convention on the Elimination of All Forms of Discrimination Against Women
CSDG	Cambodian Sustainable Development Goal
DV	Domestic violence
FIA	Feminists in Action
GAD	Gender and Development
GA	Gender Analysis
GBV	Gender-Based Violence
GESI	Gender Equality and Social Inclusion
HH	Household
PPT	Presentation PowerPoint
PM	Project Management
ILO	International Labor Organization
IPV	Intimate Partner Violence
INGO	International Non-governmental Organization



LGBTI	Lesbian, Gay, Bisexual, Queer, Transgender, Intersex
MEAL	Monitoring Evaluation and Learning
MoWA	Ministry of Women's Affairs
NGO	Non-governmental Organization
SDG	Sustainable Development Goal
STI	Sexual Transmitted Infections
WEE	Women's Economic Empowerment
WAR	Women's Access to Rights
WID	Women in Development
WAD	Women and Development
UDHR	United Declaration on Human Rights
UN	United Nation

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MESSAGE TO BCC PACKAGE USERS



This BCC package is designed to guide the field facilitators. The implementation of this activity can be carried out as a stand-alone activity or can be organized in conjunction with other activities. The contents of the package include three parts. Part one is the background of the package, part two is a brief introduction of the concepts and framework, part three is practical tools for conducting them at the community level.

The practical tool consists of three topics, each topic takes about three hours to be implemented. Facilitators should be trained how to use the package and follow step-by-step described in the package.

The practical tools include three topics, such as women's access to rights, women's economic empowerment and gender-based violence. Each topic will take approximately three hours to do the activity at the community level where there is no local translation required.

The facilitation process for each topic is described in this package. Facilitators should not skip steps or conduct only some activities, because each activity is inter-chained for continuous discussion. Asking any new questions is doable but should be within the topic of the discussion. The use of follow-up questions and probing questions are very important for the facilitators to take it forward.

The best way to implement and ensure the participation of all participants is that the number of participants must not exceed 15 couples or 30 people. Determining the number of participants depends on the area and convenience of the project. However, the determination of participant number depends on the available space and convenience of the project and space to conduct an activity. In cases where the participants are young people, unmarried or divorced person, widowed persons, with disability, gender diversity, the facilitators need to make sure that the breakout group is diverse and inclusive. The facilitator team should be at least two people working together. The facilitation team needs to prepare the following tasks and to-do list:

- ✓ Meet within the team to do planning, division of responsibilities;
- ✓ Prepare all the equipment and tools needed;
- ✓ Consult with the community in advance to seek approval for the event, including the timing;
- ✓ Ensure that participants have been informed in advance and agree to organize activities;
- ✓ Appointment with the villagers for organizing the activity should be made at least 3 to 5 days in advance;
- ✓ Ensure the safety and provide caregiver of children when parents come to participate in the activities;
- ✓ Ask for and obtain permission before taking any photos or videos;
- ✓ Prepare meals for your own team to avoid adding burdens to villagers and prepare snacks (with good nutrition, environmental-friendly) for the children if needed.



Seating arrangements for activities should be in a large space and the form of U-Shape. Try to have a seating interval between men and women or participants can choose the seat according to their convenience. Prerequisites to ensure that everything is ready before conducting the activity, the facilitator team should check the following items to see if everything is ready.

- ✓ The venue is spacious, shady, clean, quiet and not near to the road;
- ✓ All participants sit in a U - Shape setting and mix gender;
- ✓ No more than 15 couples or 30 participants, half male and half female if possible;
- ✓ In the case of senior and persons with disability participate in the activity, make sure that there is a comfortable seat provided and they can fully contribute to the discussion;
- ✓ If there is someone who cannot speak and does not understand Khmer language, make sure the team provides an interpreter.
- ✓ Ensure the restroom is Persons with Disabilities's friendly. If Persons with Disabilities are participating.

✿ FÉMINISTES ✿
EN ACTION



PART I

INTRODUCTION



PART I: INTRODUCTION

Brief project background

Founded in 1945 with the creation of the CARE Package, CARE is a leading humanitarian organization fighting global poverty. CARE places special focus on working alongside women and girls. Equipped with the proper resources women and girls have the power to lift whole families and entire communities out of poverty. In 2023, CARE worked in 109 countries, reaching 167 million people through more than 1,600 projects. To learn more, visit www.care.org.

CARE has been working in Cambodia since 1973 on providing relief and development assistance along the border. Since 1991, the re-opening of Phnom Penh office has extended CARE work in development. Today, CARE works with socially marginalized women in urban areas, women and girls from Indigenous communities and ethnic minorities who are denied multiple rights focus primarily on the country north-east part, Phnom Penh and surrounding areas.

Each year, CARE Cambodia implements around 10 projects, reaching approximately 100,000 direct participants and about another 300,000 people indirectly. This is done in partnership with local/feminist organizations.

Feminist movements have made much progress globally in the last decades, making a positive impact on policies, social norms and representation. Adequate funding for movements has been lacking, though. The 'Feminists in Action Project' (FiA), with financial support from AFD (Agence Française de Développement) intends to contribute to the sustainability of these movements. It aims to provide women's organizations with adequate financial, human, material, and organizational resources to implement their vision and encourage other donors to support them for advancing gender equality and social development in Cambodia and the global south.

The FiA project has four major themes:

1. Sexual and reproductive health and rights (SRHR);
2. The fight against gender-based violence (GBV);
3. Women's economic empowerment (WEE);
4. Women's access to rights (WAR).

The FiA project in Cambodia supports six local feminist Civil Society Organizations (CSOs) working on advancing gender equality, diversity and social development and in particular, on the capacity building of these six local feminist CSOs. These feminist CSOs work in different geographic areas in Cambodia. Their direct project participants include urban women, street vendors, micro businesswomen entrepreneurs, migrated women (Cambodian and foreigners), ethnic minority groups, women farmers, and LGBTQIA+ people. CARE Cambodia's technical team and the CARE Gender Cohort members work to provide services for developing a "behavioral change communication (BCC) package covering feminist concepts from the global south and the Training of Trainers for the feminist CSOs". The training packages focus on three specific thematic areas that CARE Cambodia have as priorities: (i) the fight against gender-based violence (GBV), (ii) Women's economic empowerment (WEE), and (iii) Women's access to rights (WAR).

Objectives of BCC

The BCC package aims to provide practical tools, increase knowledge and address the needs of the feminist CSOs' capacity to better implement their work in their respective communities. The first objective of the BCC packages is to promote gender equity, diversity and social inclusion approaches and principles that eliminate existing barriers and access to rights. Also, the packages aim to eliminate negative social norms and practices that contribute to gender-based violence against women, girls and underprivileged groups of people, and enable their meaningful participation and decision-making in economic life and overall society.

The second objective of the BCC packages is to guarantee equal rights, fairness, justice, opportunities, and improve quality of services to the entire population in the project areas rather than only seek to improve the well-being of individuals in acute need. This perspective focuses on changing the imbalance of gender power relations that render vulnerable and excluded populations at a disadvantage. This not only includes women in urban and rural communities but also LGBTQIA+, Indigenous people, and persons with disabilities.

BCC development process

The foundation of the BCC package is based on the 'CARE Gender Equality and Women's Empowerment Framework to increase agency capacity, change relations and structure, as well as extending feminist CSOs network to influence transformative change. The BCC package was developed and adapted from CARE and partners using existing gender tools with close collaboration and consultation with the CARE Cambodia technical team and the selected six Feminist CSOs. The content of the BCC aligns with the framework of the Royal Government of Cambodia National Action Plan to Prevent Violence Against Women 2019-2023, Neary Ratanak V 2019-2023, the five-year Strategic Plan for Gender Equality and Women's Empowerment and the Pentagonal Strategy for Growth, Employment, Equity and Efficiency: Building the Foundation Toward Realizing the Cambodia Vision 2050, Phase I, in Cambodia. Below is the summary of the BCC development process.

Rational and brief BCC package

The BCC package development put special attention to the context of Cambodia and met with the different levels of skilled users in order to promote gender equality and social justice for women, girls and underprivileged groups of people in the partners' project areas, as well as to raise awareness of men and boys. Each module in the BCC package covered different areas of concern starting from general discussions, brainstorming, gaps analysis and reflection on practices in urban and rural communities of Cambodia. The gender policies and support mechanisms are also included in each package for participants' reflection on its implementation and enforcement. The process of each package guides facilitators about how to facilitate a large and small group discussion. Participatory, adult learning and two-way communication approaches were designed for each activity. Visual materials, guiding questions and case studies are also included in each package to help participants' understanding and be able to analyse issues and barriers faced by different groups of people in relation to access to rights, resources, economic, violence prevention/protection and justice.

Women's Access to Rights (WAR)

Women's Access to Rights (WAR) is fundamental for the social and economic development and well-being of the individual, community and the country as a whole. There are many factors that affect women and girls (including diversity of women and girls and diverse gender) access to rights in Cambodia, especially in the areas where the six Feminist Organizations work. The lessons learned from the capacity needs assessment and the consultation workshop conducted with six feminists CSOs were that the education of women has limited their access to the rights in society and participation in social – economic development. Gender and social norms that give higher value to men and boys set back women's access to rights. Men are considered as breadwinners; women are caretakers of the household and public sphere. This module is to provide a triggering tool to the feminist organization to be used in order to promote and support women's access to rights in the community, especially for the FiA project activities implementation in Cambodia.

The WAR module provides tools to promote a better understanding of women's access to rights, as a human right in general. It aims to strengthen facilitators' skills to facilitate and harmonize discussions based on rights indicated in the laws, policy and conventions in the Cambodia context and reflect people's rights and women's rights in reality. The activities and exercises are designed and arranged in a way that encourages participants to share their experiences and work together through a process in which they reflect their own rights and observation of others' rights. Then, participants link these reflections to what they see, observe and encounter in their lives at home, in the community and in society. It promotes individual and agency rights from a basic level and moving on to more complex one and respect the rights of others surrounding them. The key content of the module includes:

- Know your rights;
- International and national legal frameworks on rights;
- Gender and intersectionality-based discrimination;
- Strategy for promoting/accessing women rights - Action plan.

Women's Economic Empowerment (WEE)

Capacity needs assessment outcomes from the six Feminist Organizations in Cambodia show that each organization works with women in the urban and in the community on **Women's Economic Empowerment (WEE)**. WEE activities promote positive progress for the women's groups who live in the urban area, especially through women saving groups and that these build their self-confidence. Nevertheless, from the consultation workshop, the outcome has shown that working with community women is challenging as there are various barriers faced by women. E.g, gender social norms have put women as a "weak" characteristic and as a "follower". Women are mainly caretakers in the family and women are not able to fully participate in economic development because societal values are that they should stay at home and be the family accountant. The other challenges for women are that women have low levels of education, lack skills to negotiate with intimate partners for decision making on using money, lack of information related to business and financial promotion.

This module provides a guide for the field facilitators to work with the community to better understand the gender roles in economies using participatory methods and self-reflection. It also provides tools to analyze the positive and negative impacts of economic development and participation to women and men, people with disabilities, ethnicity and gender diversity in the family and community.

In addition, the tool leads participants to discuss their happiness and well-being through promoting gender equality in relation to supporting women's economic empowerment. It also aims to address the barriers women face, by creating an action plan at the end of the session. Participants will learn and know the national policy that supports WEE. The content of the module includes:

- WEE and national support mechanisms;
- Gender's roles in economies;
- Analysis - Women's economic empowerment and its impacts;
- Strategy to promote equality to support women's economic empowerment - Action plan.

Gender-Based Violence (GBV)


Domestic violence is a common issue shared by the participants who attended the capacity need assessment and at the consultation workshop with the six Feminist organizations. The common forms of violence include sexual abuse and emotional violence. The root cause is related to the gender power imbalance, women living under patriarchy social norms. Societal norms encourage women should not have higher education compared to men. The "real man" should act aggressively, be strong and lead others. The wife should obey the husband. The barriers that the GBV survivors face are the lack of trusted and realizable report mechanisms. Women don't feel safe to report because of social norms to accept their positions in the family and that they are dependent on their husbands. It is not unusual for women to withdraw their case after submission to the court. The reason is that women have to take responsibilities for all children on her own in case they divorce and that they lack a stable income for herself and her children.

This module aims to address the issues faced by women and also to raise awareness of community members to be able to think and seek support within their community, from government GBV responsive services at national and sub-national level and from development organizations when they encounter GBV. The activities and exercises arranged in the module provide key concepts, causes & effects and effective mechanisms for support to individuals and families suffering from GBV. The tool also provides a guidance framework for participants to work on reducing GBV by learning the support mechanisms in the local context. The content of the module includes:

- Key concepts - gender, GBV (form, type of violence);
- Effects of GBV and causes of GBV;
- Gender equality framework;
- Support mechanisms (informal and formal) - Action plan.



PART II



**MAKE IT REAL:
FROM CONCEPT TO
THEORY OF PRACTICE**

PART II: MAKE IT REAL:

FROM CONCEPT AND THEORY TO PRACTICE

This part presents relevant theories and concepts that are commonly used by development programs to promote gender equality and diversity inclusion in the project/program. During the training, there will be participatory interactive activities, discussion, and reflection comparing the concepts, theories to the reality in Cambodia context.

Feminist concept and movement

During the first half of the nineteenth century, feminist ideas were essentially driven by individuals, both women and men, with the first feminist movements forming in Europe only in the mid-nineteenth century. These movements first and foremost advocated for women's right to pursue an education and freely exercise their talents, notably in the form of a paid activity and participation in public affairs. While these movements were mostly organized in the framework of nation states, they were very early on structured on the international scale as well. However, nationalism and the two world wars of the twentieth century tested the internationalism they laid claim to. During the 1970s and 1980s a new and important moment emerged for feminist movements, which now aspired to women's liberation on both the material and cultural levels. With globalization favoring transnational links, feminists today act within more or less institutional frameworks on various levels, ranging from the local to the transnational.¹

Western feminist/feminism

Western feminism evolved in America and Europe in the 1960's. The concept of feminism was mostly defined by women in the United States. This wave of feminism was a response to the restrictions Western women had to endure in their daily lives. Throughout Western history, women were limited to the domestic sphere and men to public life. Those fixed positions within a patriarchal society were explained through single gender roles, which Western feminists were starting to challenge (cf. Brunell & Burkett). There were three different waves of feminism in the past. However, it is important to be aware that "waves" in this context do not describe a smooth movement which evolves like a wave, but a movement which starts with fights and protests which serve as key moments marking the beginning of a new feminist wave (cf. Stokowski 2016, 134).

The first Western wave of feminism was at the end of the 19th century and at the beginning of the 20th century (1880-1920). This movement involved property rights and the central issue of the women's right to vote. The later battles for family allowance, contraceptive, abortion, welfare rights: domestic labor, endowment of motherhood, protection, legislation, and women's legal status. The first American feminism wave ended with the 19th amendment in the US constitution in 1919, which gave women the right to vote (cf. Drucker 2018).

The second wave began in the 1940's and had its peak in the 1960's and 1970's. In this period, women were fighting for equal social rights. The slogan of that movement was the "Personal is political", challenging the general belief that women can only have an identity through a man and children as a wife and mother².

[1] <https://ehne.fr/en/encyclopedia/themes/gender-and-europe/feminisms-and-feminist-movements/feminisms-and-feminist-movements-in-europe>

[2] <https://www.grin.com/document/1243735?lang=en#:~:text=Western%20feminism%20evolved%20in%20America,endure%20in%20their%20daily%20lives>

The third wave of feminism emerged in the mid-1990s. It was led by so-called Generation Xers who, born in the 1960s and '70s in the developed world, came of age in a media-saturated and culturally and economically diverse. Although they benefited significantly from the legal rights and protections that had been obtained by first- and second-wave feminists, they also critiqued the positions and what they felt was unfinished work of second-wave feminism.³

Feminists in the global south

Feminism in the global south often critiques western feminism and theories from the first and second waves and are concerned about the specific context and issues of marginalized women and gender inequality in the developing countries. The topic of marginalization of women in developing countries was first brought to the attention of the World Bank in the mid-1970s. Coinciding with the United Nations' "Decade for Women" (1976-1985), the World Bank began investigating how the reality of women in poorer countries intersected with a variety of sectors, including education, water, maternal health, and food production and agriculture. Issues related to women's legal rights and recognition were also explored. Research was increasingly geared towards the topic and conferences and workshops were organized and attended. Project evaluations also began to include a focus on the effect individual projects had on women.⁴

Global south feminism calls for greater attention to women in developing countries in policy development and practice, and emphasizes the need to integrate women's benefits into the development process. There are three approaches that have been developed, introduced and applied into development projects by feminist scholars and development professionals in the world, including feminists from the global south. Three approaches are well known as: "Women in Development" (WID), "Women and Development" (WAD), and "Gender and Development" (GAD).

Women in Development (WID) movement gained momentum in the 1970s, driven by the resurgence of women's movements in developed countries, and particularly through liberal feminists striving for equal rights and labor opportunities in the United States, postulating that women's disadvantages in society may be eliminated by breaking down customary expectations of women by offering better education to women and introducing equal opportunity program, had a notable influence on the formulation of the WID approaches.

Women and development (WAD) is a theoretical and practical approach to development. It was introduced into gender studies scholarship in the second half of the 1970s, following its origins, which can be traced to the First World Conference on Women in Mexico City in 1975, organized by the UN. It is a departure from the previously predominant theory, WID (Women in Development) and is often mistaken for WID but has many distinct characteristics.

The Gender and Development (GAD) approach focuses on the socially constructed differences between men and women, the need to challenge existing gender roles and relations, and the creation and effects of class differences on development. This approach was majorly influenced by the writings of academic scholars such as Oakley (1972) and Rubin (1975), who argue the social relationship between men and women have systematically subordinated women, along with economist scholars Lourdes Benería and Amartya Sen (1981), who assess the impact of colonialism on development and gender inequality.⁵

[3] <https://www.britannica.com/topic/feminism/The-third-wave-of-feminism>

[4] <https://www.worldbank.org/en/archive/history/exhibits/Women-in-Development-and-the-World-Bank-Group>

[5] [https://en.wikipedia.org/wiki/Gender_and_development#Gender_and_development_\(GAD\)](https://en.wikipedia.org/wiki/Gender_and_development#Gender_and_development_(GAD))

Feminist refers to women who advocate for and promote the rights of women and girls. Feminist should not only advocate for women and girls' rights, but the rights of men, all diverse gender and the right and equality of indigenous people, the rights of people with disability and vulnerable groups living in rural and urban area, ensuring they have equal access to resources, information, health care, economic, free from violence, and live with a safe space, healthy environment and wellbeing.⁶

Women and GE movement in Cambodia

Women and feminist movement in Cambodia have not been widely researched and academically recorded in detail; however, there are many international scholars that have recently cooperated with Cambodian scholars to research and write about the importance of women roles in public affairs, particularly women in politics. Research into women's social movements happened a lot after the Khmer Rouge regime collapsed in 1979 and particularly when the "Paris Agreement Accords" were signed in 1991 and the first election in 1993 which was under UN coordination (UNTAC). The demands for women rights to health, education, peace and development were included despite many challenges and barriers to advance these rights during that time. Some movements targeted towards women's participation in politics "Right to vote" were not overly successful as a few women were appointed to join the political movements by the lead political parties in Cambodia. However, many women have led local associations, and established feminist civil society organizations in Cambodia since then and many of them continue to operate today to advance women's rights.⁷

Presently, women led organizations/associations in Cambodia have been recognized for their significant roles and contribution to promote and advance women's rights in Cambodia. One of the important government organizations to promote and support women rights in Cambodia, is the Ministry of Women's Affairs (MoWA), established under the Secretariat of State for Women's Affair in 1993. The MoWA is the leading government line ministry for the promotion of status of women in Cambodia. It was established to lead, coordinate and facilitate efforts for gender equality and women's empowerment. It acts as a catalyst and advocate to encourage public institutions, civil society organizations and the private sector to integrate gender equality into their policies and programs. It is also responsible for monitoring and evaluating the effectiveness of government policies and programs aiming at achieving gender equality.⁸ However, many challenges remain barriers and need further efforts and effective mechanisms to advocate for improving and enabling the rights of women in Cambodia.

Gender Equality, Diversity and Social Inclusion Concepts

This section provides a brief definition or concept of gender, sex, gender equality-equity and inclusion for basic knowledge and common understanding of the participants.

Gender and Sex

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context- and time specific and subject to change over time. Gender determines, in large measure, what is expected, allowed and valued in a woman or a man in a given context.

[6] Collective definition from the six feminist organizations in Cambodia

[7] Journal of Current Southeast Asian Affaire – Social movement in Cambodia, April 2019

[8] <https://www.mowa.gov.kh/en/history>

In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as in decision-making opportunities.⁹ Gender is still mostly communicated binary (women/men). “Gender identity and gender diversity” is used to ensure inclusiveness in approaches and communication.

Gender is different from “sex”. Sex describes the biological differences between men and women. Females and males are born with different reproductive organs. Table below summarizes the difference between sex and gender.

Sex	Gender
Biologically determined	Constructed by society
Universal for all human being	Multi-faceted: cultures and across geography, climate, etc.
Unchanging	Dynamic, changes over time

Gender Equality vs. Equity¹⁰

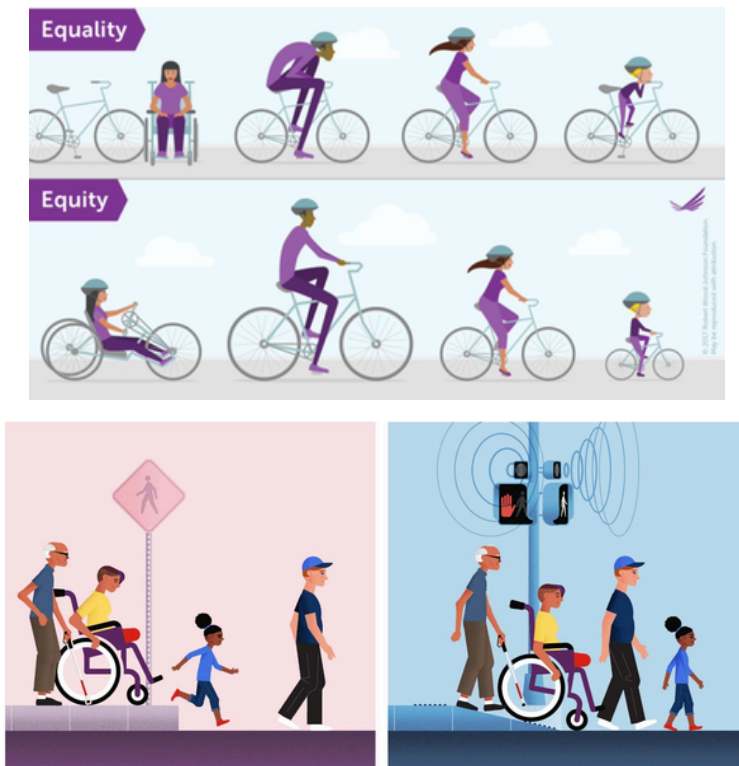
Gender equality is equality between all genders, entails the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behavior, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men and gender diversity have to become the same, but that a person’s rights, responsibilities and opportunities will not depend on whether one is born male or female, or how they identify themselves.

Gender Equity is the fair and just distribution of opportunities, rights, responsibilities and benefits between women and men (including gender diversity, ethnicity and persons with disability) in social, economic, cultural, legal and political domains. It relates to freedom of choice and equitable power-sharing between men and women. Another term is that: “Gender equity means fairness of treatment for every person according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.

[9] Gender Lens in Social & Behaviour Change Guideline, UNICEF Ethiopia, 2022

[10] Author’s description by adapted from various training manuals and based on outcome from capacity need assessment and consultation workshop

Figure 01 and 02: the differences between equality and equity.



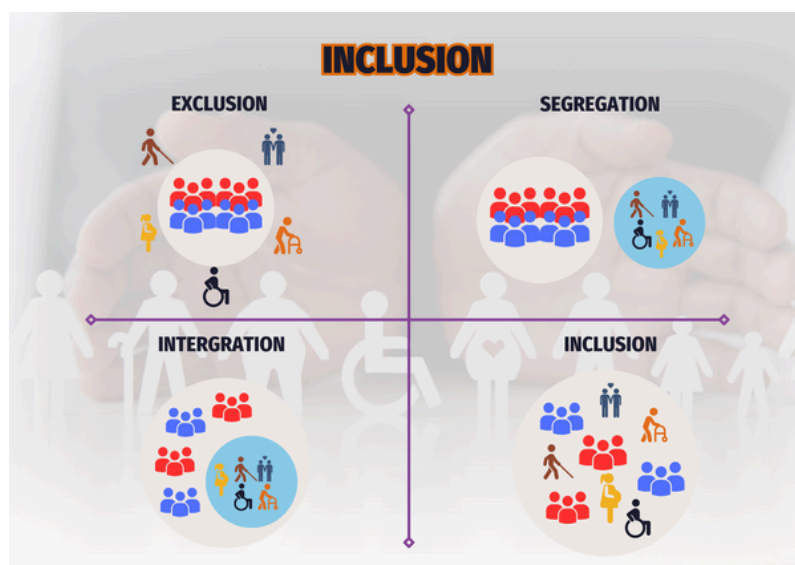
Equality : everyone get the same -regardless if it is needed or right for them

Equity - everyone get what they need- understanding the barriers, circumstances and conditions

Social Inclusion

Social inclusion aims to reduce the inequalities between socially disadvantaged groups and the rest of society. This is achieved by closing the opportunity gap and by creating an enabling environment for them to participate more equitably. It is the act or method of increasing equal participation in processes that advance well-being and that shape equal freedom and room for people to pursue their own development.¹¹

Figure 03: Social Inclusion



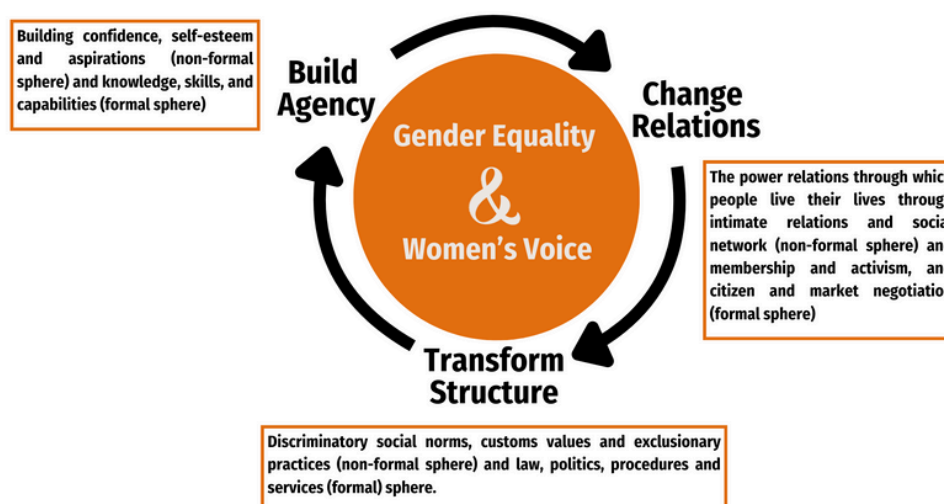
[11] SNV SSH4A GESI Guideline, 2012

FiA Gender Equality Framework and Implementation

This part presents the theory underpinning CARE's gender equality framework and how it is reflected in the FiA project in Cambodia. The figure below presents areas of change to promote and support gender equality, as well as aims for creation an inclusive environment in the project area.

Gender Equality Framework

Figure 04: CARE gender Equality Framework



CARE's Gender Equality Framework (GEF) is an overarching approach in all of CARE's work. It was developed to assist CARE staff in conceptualizing and planning gender equality and diversity programming. It builds on existing CARE frameworks and tools, in particular the Women's Empowerment Framework that defines women's empowerment as the total of changes needed for a woman and diversity to realize her/their full human rights in:

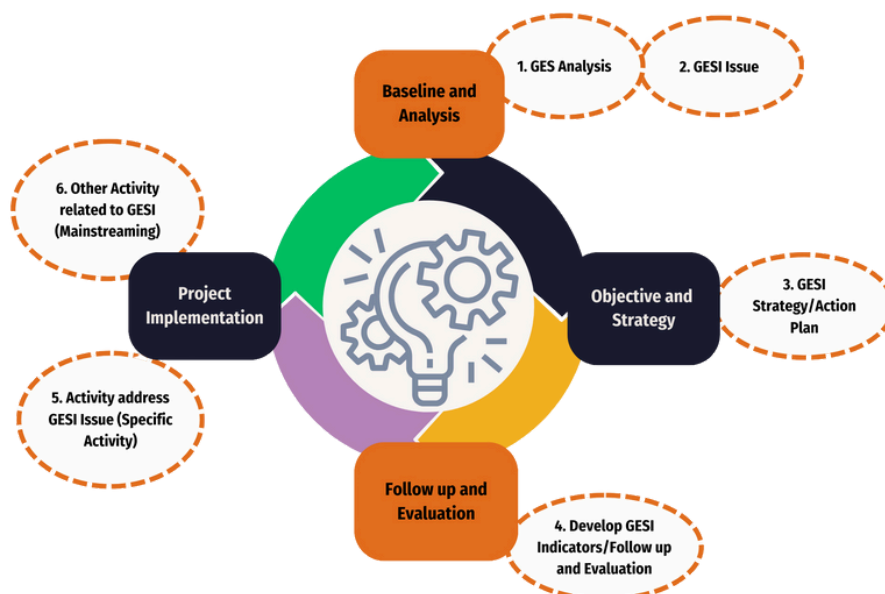
- **Agency:** her/their own aspirations and capabilities,
- **Structure:** the environment that surrounds and conditions her/their choices, and
- **Relations:** the power relations through which she/they negotiates her/their path.

Gender Equality and Social Inclusion (GESI) in FiA Project Cycle Management¹²

The project/program aims to promote gender equality, diversity and social inclusion in their project implementation which is important to focus on six critical points of intervention in the project cycle management. Each of these interventions are necessary if a project is to meet its gender equality, diversity and social inclusion goals. The figure below provides each intervention of the project cycle management and brief description of the intervention and operational are provided in following table.

[12] Adapted from training of trainer workshop manual from CARE Canada (Make it real: Gender Equality in everyday project management).

Figure 04: GESI project cycle



GESI Intervention	Definition	Operational
GESI analysis	Gender analysis could use the CARE Gender Power Analysis Tool ¹³ to avoid assumptions about what women and men, people with disability, Indigenous people and gender diversity do so that they understand the diverse gender power relations within different groups of people in the context and create appropriate plans to address the needs of diversity of individual and group.	Timing: The GESI analysis needs to be done at the beginning or at the time of proposal writing for the context analysis. Logistics and capacity: Include male and female and gender diversity, ethnicity and disability as appropriate in the analysis team and ensure everyone has good gender and GESI knowledge, interview and probing skill, as well as gender analysis skills will be needed.
GESI issues	The norms and practices create a barrier to women and men, diverse gender and intersectionality people to sustainable development and full exercising of basic human rights. GESI issues are identified by conducting GESI analysis and setting strategies to eliminate the issues, to promote gender equality	Strategy and focus: Make sure that the team has picked up the issues relevant to the project and it is important to ensure the team can generate results towards addressing the issue within the timeframe and scope of the project.

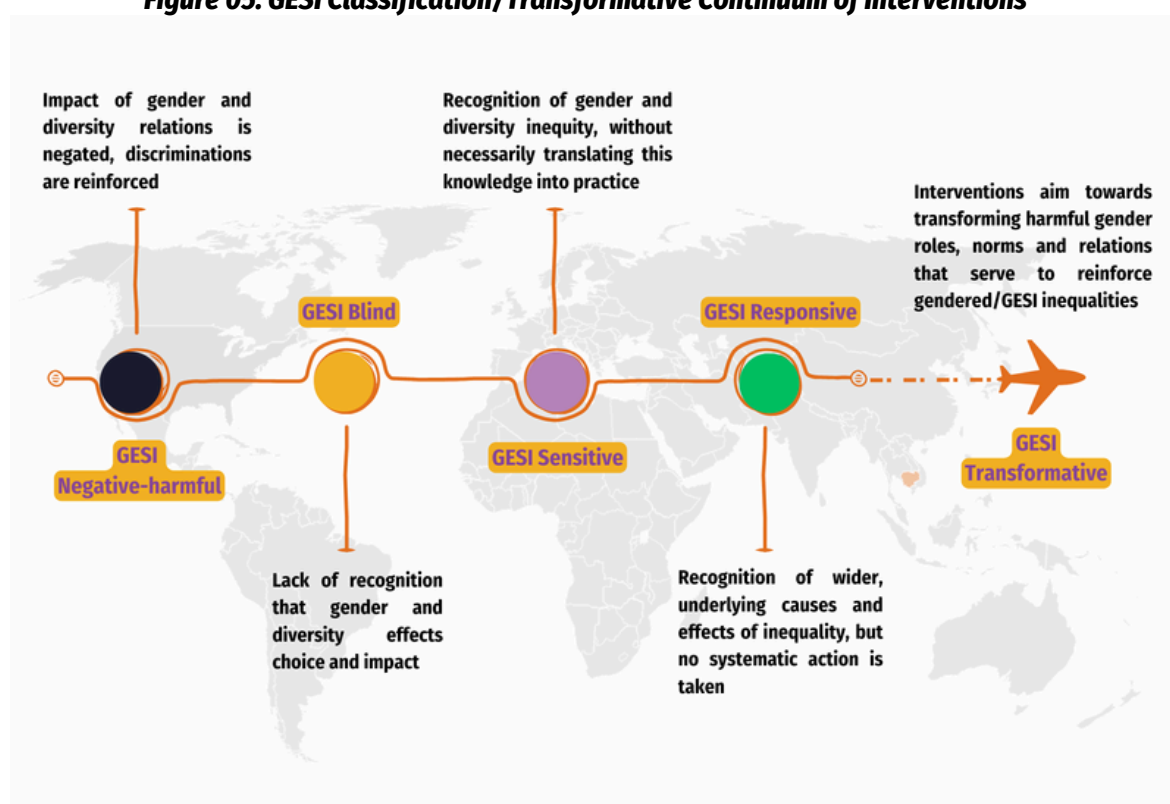
[13] <https://www.careemergencytoolkit.org/gender/>

	and create inclusive environment for diversity, at the workplace, at the household (HH) and in the community.	
GESI strategy	The approach is used to ensure that the project/program is working toward gender equality and social inclusion at all stages of the project implementation. The strategy should clearly include a GESI strategy goal, risks, challenges, actions, resources, roles, responsibility of each key actor and results measurement plan.	Implementation: Accountability is key. It is needed to identify who is exactly responsible and team accountable for implementing the strategy. Ensure GESI expert is onboard and budget allocation is enough to implement the identified activities.
GESI sensitive indicators	Quantitative number (sex, Indigenous people, disability and gender diversity-disaggregated data), percentage and qualitative statements used to measure whether change toward GESI has occurred as a result of the project activities.	Logistic and capacity: Ensure the team and MEAL person have GESI knowledge and capacity to be able to analyze and identify key indicators to measure change based on issues found from GESI analysis.
Activities to mitigate GESI issues	Specific work packages, activities or sub-tasks that concentrate on changing gender harmful norms, imbalance gender power relations and inequality structure affected women, men, persons with disability and gender diversity. For example, leadership training for women, women and saving groups, awareness raising training for men and boys, vocational training for persons with disability and gender diversity, education on migrant workers' rights, training on women's rights, and basic life skill training, etc.	Technical skill and budget: Check your resources whether you have experienced and skilled people in the team or not. Having expertise and capable staff to implement these activities guarantees good results. 'Do No Harm' strategy: Make sure your project and organization has a strategy in place to anticipate and mitigate possible negative effects of trying to change gender power relations in the community and society. A risk mitigation strategy is developed and ensures budget allocation if applicable.

GESI sensitive project activities	Activities are carried out in a GESI-sensitive manner. Example, provide training specifically targeted to the different agriculture tasks of women and men, persons with disability and gender diversity or running training when everyone has time to attend.	Capacity: review if your project and organization have GESI resources to be able to implement these activities in a GESI sensitive manner.
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Sources: Author's description and adapted from training workshop manual, CARE Canada GE in the PM Cycle Overview: Six Points of GE intervention in PM Cycle

Figure 05: GESI Classification/Transformative Continuum of Interventions



CARE project/program in general, including CARE Cambodia promotes transformative change in women's access to rights, women's economic empowerment and gender-based violence to overcome poverty, livelihood improvement. The FiA program aims to create an enabling environment in the working space and at the community level, not only reducing the barriers, but also by addressing the root causes of harmful social and traditional norms. The tools for improving gender equality, diversity and inclusion integration in the project is the gender/GESI continuum. The figure below presents the different levels of GESI integration along a continuum in each stage. This continuum will assist project/program teams with the assessment of their activities intervention and provide direction on how they could improve their intervention/activities to make them more GESI transformative.

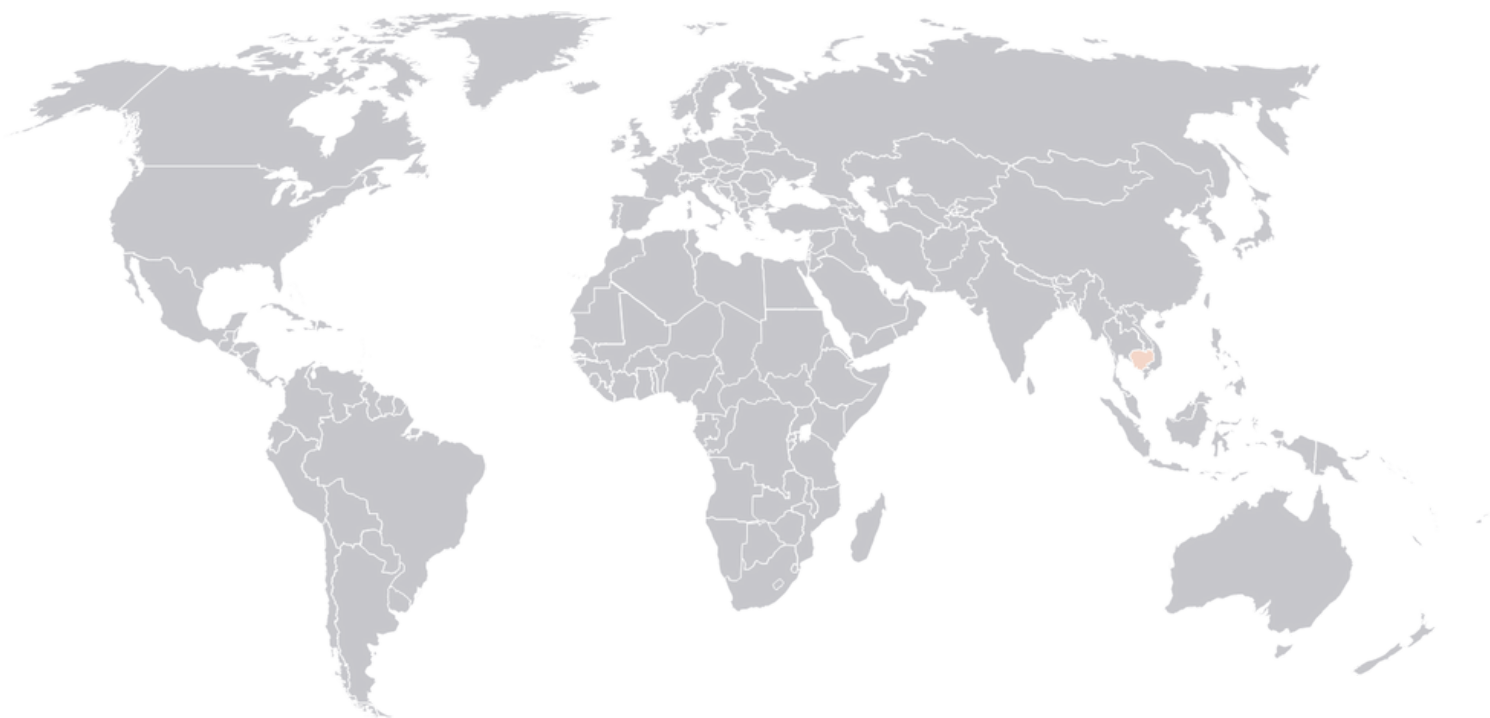
GESI Harmful/ Unaware	GESI Neutral	GESI Sensitive	GESI Responsive	GESI Transformative
Project approach reinforces inequitable GESI stereotypes or disempowers certain groups of people in the process of implementing and achieving project/program goals.	Project/program approach/activities aware of the issues and barriers in the community, but activities do not actively address the GESI stereotypes and discriminations accrued.	Project/program approach/activities recognize the issue and barriers and address the issue and respond to the needs of individuals/groups. The project/program interventions aim to significantly improve access to services but by themselves they do little to change the larger contexture issue that lies at the root of GESI inequality. They are not sufficient to fundamentally alter the balance of power in gender and diversity relations.	Project/program approach/activities recognize the issue and barriers, activities support and help women, men, people with disability, ethnicity and gender diversity examine societal gender expectations, stereotypes, barriers, and their impacts on the roles, rights and relationships of women, men and underprivileged groups.	Project/program approach/activities recognize the issue and barriers, actively address the issue and build equitable social norms, structures, relations and individual/group GESI equitable behavior and attitude.

Definitions¹⁴

Gender norms: are ideas about how men and women should be and act. We internalize and learn these “rules” early in life. This sets up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time.

Gender roles: Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure and division of labor, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities and the disruption of gender binaries.

Empowerment: of women and girls concerns the gaining of power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions, to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as those provided through leadership opportunities and participation in political institutions or local groups).



[14] Taken from Gender Lens in Social & Behavior Change Guideline, UNICEF Ethiopia, 2022



PART III: BEHAVIOR CHANGE COMMUNICATION TOOL

Women's Access to Right (WAR)
Women's Economic Empowerment (WEE)
Gender-based Violence (GBV)

MODULE A

WOMEN'S ACCESS TO RIGHT (WAR)



Time: 3 hours

Overall Objective: To raise awareness on women's access to rights, including the rights of people with disability, ethnicity, and gender diversity to women, men, and including the LGBTQIA++ in the community, urban and rural areas.

Introductory

Time: 10 minutes

Objective: To greet and warmly welcome participants to the session, present the process, inform and create a positive working environment prior to conducting the activity.

Facilitator guides

Step 1: Greeting and welcoming participants/community members. Introduce facilitation team, local partner, village authority and anyone else who is present at the event.

Step 2: Introduce session's objective, inform participants of the time required for the session, explain the process, and ask permission for their participation, including taking photos and using of the photos (use each organization's inform and consent policy and form).

Step 3: Create a positive environment with participants by setting simple norms. Use the following questions to discuss:

- What should we do to make sure that everyone has a chance to express their ideas and feel comfortable participating in the discussion?
- What should we do when others are speaking or sharing their ideas?
- What should we do to show respect to others in order to maintain harmony and unity?
- What else should we do to make sure that our discussion will finish on time and be meaningful?

During the discussion of the above questions, the co-facilitator notes down participants' responses on a large flip chart and summary key messages to participants and repeat what norms members will follow. Ask participants if they have any question, if they do, take a few minutes to respond by making connections to the next activity and move on.

Session I: Know Your Rights

Activity 1a: Human Rights vs. Reality

Objective: To build an in-depth understanding and analyzing women's access to rights.

Time required: 40 minutes

Methodology: Individual work and pair share

Material and preparation: Photocopy the Human Rights Worksheet and Reality Worksheet provided at the end of these instructions (one for each participant).

- Create a template of the Human Rights Worksheet and Reality Worksheet on flipcharts. You do not have to write every phrase but the main headings so that you can show it to participants.
- Prepare a flipchart with two columns: one titled "Men" the other titled "Women." Hang it on the wall and fold it upwards so that the title is covered.

Dos and don'ts: The facilitator should encourage active inputs from participants to share their perspectives and experiences on rights. The facilitator should avoid being the only one talking or giving inputs on what they think are rights.

Facilitator guides

Step 1: Brainstorm with participants on what do they understand by the word "Rights" or what comes to their mind when they hear or read the word "Rights"?

Step 2: After participants share their thoughts/words, list down all the words/phrases called out by participants. Appreciate the contribution of participants by reading aloud the list.

Step 3: In a slide present the definition of rights

The United Nations defines rights as "Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more".

Step 4: Continue with the brainstorming exercise, ask on a flipchart draw 2 columns - in the left column, write "Rights of Men" as a heading and in the center column, write as "Rights of Women" and in the right column, write as "Rights of LGBTQIA+" and ask participants.

Hand out the Human Rights Worksheet to each participant.

(Annex 1a-1)

Hang the flip chart template on the wall.

Step 5: Explain to participants that the worksheet begins with the phrase, "I believe that everyone has a right to..." (Indicate where this is on the flipchart). In the column below, there are different ideas for completing that sentence, e.g. "make decisions" or "speak their mind" (so the full sentences would be 'I believe that everyone has a right to make decisions' and 'I believe that everyone has a right to speak their minds'). Point to where the numbers and statements are listed on the flipchart.

Step 6: Continue explaining that you will read aloud each of the ideas to complete the sentence “I believe that everyone has a right to...”. Participants should think about whether they agree, disagree, or are not sure about the statement you read. They should then tick the corresponding box on their worksheet for “Agree,” “Disagree,” or “Not Sure,” depending upon what they believe. For example, if they do not believe that everyone has a right to make decisions, then they would tick the box for “Disagree.” If they are not sure whether everyone has a right to make decisions, they would tick “not sure.”

Step 7: Ask whether there are any questions and answer anything that needs to be clarified.

Step 8: Begin by reading the first statement. Repeat the statement and pause before moving the next. Continue until you complete the first worksheet. Emphasize that this is a private exercise and participants do not need to discuss with their neighbors.

Step 9: After completing the worksheet, ask: Are there any human rights that are listed here that you disagree with or are not sure about? Discuss (5 min). The second worksheet will explore the reality of rights in more depth.

Step 10: Explain: We are now going to look at another worksheet (Annex 1a-2). The next worksheet will be completed in small groups. Let's first review the work together.

Step 11: Hand out the Reality Worksheet to all participants. Hang the flip chart template on the wall.

Step 12: Explain: This sheet begins with the question ‘Do most... (blank).... have the power to...’ with a list of situations below. Next to the question, there are two columns to fill in the blank: ‘Men in Your Community’, ‘Women in Your Community.’ And ‘LGBTQIA+ in Your Community (So the question becomes ‘Do most men in your community have the power to....’ and ‘Do most women in your community have the power to...’) ‘Do most LGBTQIA+ in your community have the power to and each group should think about the reality of whether most men in your community and most women in your community have the power to do each of the things listed. Your answers should reflect what actually happens, not what you would like to happen. You will mark your answers by ticking ‘Yes,’ ‘No’ or ‘Not Sure,’ in the columns for men, women and LGBTQIA+, based on what you believe. Remember that you are answering about whether MOST men, MOST women and Most LGBTQIA+ in your community have the power to do this, not EVERY man or woman. There will always be exceptions, but we want to know what is most common.

Step 13: Groups will have 5 minutes to do this. Ensure there are no questions. Ask participants form small groups by counting off and dividing into groups by number.

Step 14: Ask the groups to count the total number of ticks for “yes” in the men’s column, the total number of ticks for “yes” in the women’s column, the total number of ticks for “yes” in the LGBTQIA+ column. Ask each group to share their totals with all participants. Uncover the flipchart with the column “Men”, “Women” and LGBTQIA+ write the numbers on the flipchart in the appropriate column.

Step 15: Ask:

- a. Did women receive less ticks for 'yes' than men? Why?
- b. Do you think this is right or fair? Why or why not?

Step 16: Summarize: If we believe that all people share the same basic human rights, yet half the population are not able to enjoy these rights, this is injustice. This injustice exists because men are given more power by society than women. People with disabilities, Indigenous/minority groups, and LGBTQIA+ are more vulnerable and neglected in society. These groups are discriminated and devalued by society. They are humans and have the same rights as all people.

Step 17: Ask participants: What happens when there is injustice like this in our lives and communities? What does this mean for women and men, children and families, the community and society? (sample responses: women cannot reach their full potential, communities do not develop as strongly; relationships are not as strong as they could be, men also do not reach their full potential).

Step 18: Summarize: The denial of rights is called injustice. Injustice happens when a group of people consistently has more power than another group. Injustice affects all members of a community. This injustice, this imbalance of power, is the root cause of gender-based violence and discrimination.

Facilitator Note: Symbols should be added to each column to help those who cannot read to remember which columns indicate "Agree," "Disagree," and "Not Sure". Be sure to point out the symbols and explain which ones correspond to which answer. Be sure to use and point out the symbols and explain which ones correspond to which answer so that participants who cannot read are able to follow the exercise.

Activity 2b: Concepts and History of Women's Rights (Historical Timelines)

Objective: To understand how and when women's rights evolved in Cambodia.

Time required: 20 minutes

Methodology: Interactive discussion and reflections on the historical perspective

Material and preparation: Flipchart paper and markers

Dos and don'ts: It's important to have accurate information to understand the historical timelines. The facilitator must be well prepared and have the information around the years of events in addition to encouraging involvement of participants.

Facilitator guides

Step 1: Take a chart paper or if there is a whiteboard draw 5 to 6 columns to cover a period of 5 years in each column. For example, starting from 19xx to the current year to map out important historical events related to Gender Equality/Women Rights in Cambodia. The historical events can be as a result of a global movement, national laws and policies for example what were the year(s) when Cambodia celebrated the first International Women's Day and what led to celebrating it.

Step 2: Engage participants on the historical timelines and fill it together. For the years initiate a discussion on the importance of historical events and what was the impact. To analyze more deeply, the discussion can also focus on what have been the outcomes or key milestones as a result of these events.

Step 3: Ask participants how they found the activity and what they learned and found interesting.

Step 4: Conclusion- Explain it is important to have this understanding and knowledge of key events from which emerged the need to advocate for women's rights and gender equality. This also helps as a basis to identify new or emerging issues related to women's rights.

Session II: International and National Legal Framework on Rights

This session is to lead participants to explore the knowledge about international and national support mechanisms on human rights, women's rights and reflect their rights in reality.

Activity 3a: International Support Mechanisms on Human and Women Rights

Objective: To highlight the available international support for women's access to rights.

Time required: 10 minutes

Methodology: Brainstorming, discussion and presentation.

Material and preparation: 1 pack of color card or post-it, 3-color markers, one roll of tape paper, preparation the list of guiding questions for discussion and presentation PowerPoint.

Dos and don'ts: Encourage participants to share their ideas but not forcing, no judgment and value everyone's ideas. Use soft and right tone of voice. Ensure everyone is comfortable and ready to participate in the discussion. Always use two-way communications and promote discussion through adult learning methods. Do not use a "sexual joke" or a "funny story" related to ethnicity, race, gender for energizer activity.

Facilitator guides

Step 1: Ask participants to think of international conventions and declarations related to rights they knew or heard. Use the below guiding questions to brainstorm.

- What international law or convention says about women's right? Men's rights? And gender diversity's rights?

During the discussion, the facilitator takes note of information shared by participants on color card or post-it [Use Pile Sorting tool].

Step 2: Brief summary/repeat information shared and noted on the cards, then present key international conventions and inform participants that these are international frameworks to guide us/our country to promote gender equality, human rights and women's rights. Use key conventions below and refer to the PPT for more information.

- Human Rights Charter recognizing the 30 basic rights of the population in the whole world, including Cambodian citizen;
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (ratification by Cambodia on 15 October 1992);
- The Convention on the Rights of the Child (Cambodia ratified in June 1992).
- ILO's convention (C190) on the rights of migrant workers, dignified work and prevention of harassment in the world of work. (Cambodia is yet to ratify this convention, CARE Cambodia and other CSOs including unions in Cambodia work collaboratively to advocate for this convention ratification since 2019 till now).

Step 3: Conclusion – summary key outcomes from the discussion, ask if participants have any questions, take a minute to respond if any, and then move on to the next activity.

Activity 4a: What the Law in Cambodia Says on the Rights of Cambodian people

Objectives:

- To share the available national rights in supporting women access to rights.
- To do a reality check on the rights that are easily available and accessible.

Time required: 10 minutes

Methodology: Brainstorming, discussion and presentation.

Material and preparation: 1 pack of color card or post-it, 3-color marker, 1 roll of tape paper, preparation the list of guiding questions for discussion and presentation PowerPoint.

Dos and don'ts: Encourage participants to share their ideas but not forcing, no judgment and value everyone's ideas.

Facilitator guides

Step 1: Explain activity process, objective and time required.

Step 2: Ask participants to think of Cambodian's law, policy and regulation related to rights they knew or heard. Using below guiding questions to brainstorm.

- What law, policy, regulation in Cambodia says about its people rights, such as women's rights? Men's rights? And gender diversity's rights?

During the discussion, the facilitator takes note of information shared by participants on color card or post-it [Use Pile Sorting tool].

Step 3: Brief summary/repeat information shared and noted on the cards, then present key documents related to rights to participants. Inform participants that these are national frameworks to guide us/our organizations/community members to promote gender equality, human rights, and women rights. Use key documents below and refer to the PPT for more information.

- Cambodian Constitutional Law 1993, Chapter III;
- The Law on Prevention of Domestic Violence and Protection of Victims 2005 (DV Law);
- The Law on Suppression of Human Trafficking and Sexual Exploitation 2008.

Step 4: Summary key outcomes from the discussion of activity 3 and 4.

Step 5: Asks participants to reflect on their daily lives. Based on the human rights mentioned in the international and national frameworks, which one/s they can easily access, and which one/s are challenging to access and why. Take a few minutes to discuss.

Step 6: Conclusion – summary key outcomes from reflection discussion about present participants' rights, then inform participants that next activity we will learn and discuss the rights of others in society, especially for people with gender diversity, disability, and ethnicity. Move on to the next activity.

Session III: Gender and Intersectionality Based Discrimination

This session aims to raise awareness of the effects of discrimination to women, gender diversity, disability, and ethnicity in access to rights in Cambodia society.

Activity 5a: Impact of Gender and Intersectionality Discrimination

Objective: To understand the discriminatory elements that prevent women (including gender diversity, ethnic women, and women with disability) from accessing rights.

Time required: 40 minutes

Methodology: Demonstration-role play, discussion, and presentation.

Material and preparation: Color card, maker, character roles (one character per piece of small paper) and statements.

Dos and don'ts: Clearly explain exercise process, close facilitation but do not provide suggestion action, non-judgment and ensure diversity inclusion.¹⁵


Facilitator guides

“Life walk” exercise

Step 1: Explain activity¹⁶ process, objective and time required.

Step 2: Ask 9 volunteer participants, mixing women and men and bring them into an open space where they can line up side by side. Make sure you have enough room to take 14 steps forward and backward. Hand out the index cards with the “Life Walk” characters on them. Participants should keep their character secret. Tell participants they will hear a series of statements from the facilitator. For every statement to which their character would respond “YES” or applicable to their character, tell them to take one step forward. If a statement does not apply to their character, tell them to take one step backward. If they are unsure, they should guess based on existing character in their context.

Step 3: Read out the statements below and ensure each character takes action.

- 
1. I can influence decisions made at the community level;
 2. I have easy access to information related to health, education, employment, business, etc..
 3. I have my own bank account;
 4. I can speak and make decision in village meetings;
 5. I am confident and can negotiate with business actors;
 6. I went to secondary school and university;
 7. I can pay for treatment at an expensive private hospital;
 8. I have access services and to plenty of information about GBV;
 9. I am not afraid of walking on my own at night;
 10. I have never had to line up to get a visa for a migrant worker.
 11. I am confident to wear anything I want without worrying about others' judgment.
 12. I am confident to declare who I am (sexual identity/orientation) in family and community.
 13. I am not afraid to say no to have sex with my partner/husband or wife.
 14. I clearly understand that I have full right to decide to have a child or not.

[15] Character roles could be decided based on context. Suggested characters for this package are: (1) a pregnant woman with disability, (2) a woman migrant worker and cannot speak Khmer language well, (3) an adolescent girl who faced GBV; (4) a man with disability and live alone, (5) a male provincial governor, (6) a male project manager, (7) a female director from CSO network, (8) a male police officer, (9) a sex worker.

[16] This activity has been adapted from CARE International “Preventing Sexual Exploitation and Abuse Staff Training Facilitator Guide”

Step 4: Ask participants to stay exactly where they are, and in character, for the debriefing. Using below guiding questions:

- Starting at the back, ask each person their character;
- Ask a few people at the back, why are they there and how they feel being at the back;
- Ask a few people in the middle, why are they there and how they feel being at the middle;
- Ask a few people at the front, why are they there and how they feel being at the front.

Step 5: Allow the participants to discuss, based on observation and patterns that have arisen. Use these questions to facilitate and link to power, privilege, right, access and opportunities.

- What does this exercise tell us about?
- About power? About privilege? Highlight that privilege is often “unearned power”.
- What gives people power and privilege and access to rights and opportunities? (wealth, social position, authority, sex, gender, etc.)
- Why power and privilege are some things that lead excluded people from access to rights and opportunities?
- Are “power and privilege” always bad things? Why or why not?
- What kind of power/privilege do we have? and how could we use those powers to ensure it does not control and exclude others?

Step 6: Conclusion – sex, gender and diverse social status is existing diversity in our society. Everyone has equal rights, equal access to resources and opportunities, and fair benefits from development, as well as access to all rights indicated in the international and national mandate we discussed above. However, we learned from the “Life walk” exercise that vulnerable people are left behind, therefore, we need support mechanisms and actions to ensure everyone has equal access to rights. The actions could start with us, then move on to the next activity.

Facilitator Note: The character roles and number of characters to be selected for the activity demonstration could be discussed within the facilitator team prior to conducting the activity. The important thing is to make sure that you have covered the characters who have power or are involved in a higher position and diversity of people who are most likely left behind in the society. The characters should be relevant to the project activity.

Session IV: Strategy for Promoting/Accessing Women Rights

This session provides guidance on how to lead participants to create action plans in order to support women access to rights. It also guides participants to think how to seek support from responsible actors from government, development partners, and community members.

Activity 6a: Action Plan

Objective: To create an Action Plan on promoting and supporting women (including women with disability, ethnic women, gender diversity) access to rights.

Time required: 40 minutes

Methodology: Small group work and present to large group

Material and preparation: 6 large sheets of flip chart, markers, tape paper and a template of the action plan.

Dos and don'ts: Close facilitation with small group work, but not guiding participants to the ways that you want to see. Let them plan and ensure it is doable and suitable for them and their community. Probe and encourage participants to discuss what they would be willing to do in relation to support women and other people rights at the household level, community and collaborate with the local authority/private sector to influence positive change, including policy for fairness and diversity inclusion.

Facilitator guides

Step 1: Explain activity process, objective, and their participation during group work.

Step 2: Separate women and men to work in different areas and far from each other. Distribute the material to each group, ask two participants to lead, one person lead discuss, and one person take notes, fill in the table of action plan provided. In case participants are not able to write and feel uncomfortable doing so, facilitator could lead the discussion and take notes on behalf of the group.¹⁷

Step 3: Once each group has finished the action plan, ask the group representative to present the outcomes to a large group. After each group presented, promote discussion by using suggestion questions below.

- Are these plans doable for everyone in this group?
- How about other people in your community, how will you share this plan with them?
- Is there anyone who would like to add more actions or activities into both group's workplan?
- Would you remember these workplan? We will leave this workplan with the village office and is it okay for you if we will come and learn from you about the progress?

Step 4: Conclusion – share with participants that this session is very important for all of you, family members and community members. This action plan will guide everyone to support women, and everyone has access to rights if you could do what is written in the plan. Please note that, implementing this plan is not just to support women, men, and everyone in your family but also to contribute to the country's policy on supporting gender equality and country development. Check with participants if they have any burning questions to ask or need to add more information to the plan, take a few minutes to respond and close the session.

[17] Action plan template is attached as an annex 6a-1.

Closing – inform participants of the ending of the activity, brief summary of session. Thanks to participants for their active participation and closure.

Definitions

Women's rights: The rights of women to be treated equally to men in all areas of society.¹⁸

Women's rights: Women's rights are human rights! These include the right to live free from violence and discrimination; to enjoy the highest attainable standard of physical and mental health; to be educated; to own property; to vote; and to earn an equal wage.¹⁹

Power: The ability or capacity to do something or act in a particular way. The capacity or ability to direct or influence the behavior of others or the course of events. **"a political process that offers people power over their own lives"**²⁰

Power: Feminists have conceptualized power: as a resource to be (re)distributed, as domination, and as empowerment.²¹

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group. E.g. "education is a right, not a privilege"²²

Privilege: Privilege is the benefits and advantages held by a group in power, or in a majority, that arises because of the oppression and suppression of minority groups. Furthermore, privilege is, by the social justice definition, the advantages people have that they don't think about because they don't often think about.²³

[18] <https://dictionary.cambridge.org/dictionary/english/women-s-rights>

[19] Women's rights are human rights!. Amnesty International. Retrieved [here](#)

[20] Oxford Dictionary.

[21] <https://plato.stanford.edu/entries/feminist-power/>

[22] Oxford Dictionary.

[23] Privilege and Intersectionality. Rider University library. Retrieved [here](#)

Annex 1a- 1: Human Rights Worksheet

No.	I believe that everyone has a right to	Agree ✓	Disagree ✗	Not Sure ✓
1	Make decisions about their lives			
2	Speak their minds			
3	Earn money			
4	Make decisions about finances			
5	Decide when they want (and do not want) to have sex			
6	Come and go freely from home			
7	Privacy			
8	Rest			
9	Information			
10	Safety			
11	Healthcare			
12	Education or go to school			

Annex 1a- 2: Reality Worksheet

No.	Do most have the POWER to...?	Men in your community			Women in your community			LGBTQI in your community		
		Yes ✓	No ✕	Not Sure	Yes ✓	No ✕	Not Sure	Yes ✓	No ✕	Not Sure
1	Make decisions about their lives									
2	Speak their minds									
3	Earn money									
4	Make decisions about finances									
5	Decide when they want (and do not want) to have sex									
6	Come and go freely from home									
7	Privacy									
8	Rest									
9	Access information									
10	Live free of fear									
11	Be safe at home and in public									
12	Protect themselves from STIs									
13	Total Number of Ticks									

Annex 6a- 1: Action Plan Template

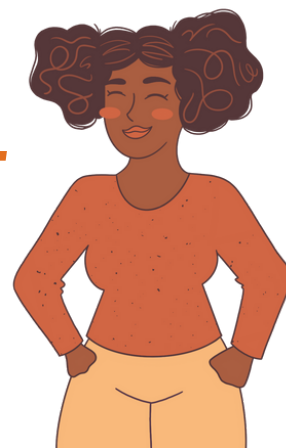
Level and area of change	What activity or thing you will do in each area to promote WAR?	How will you do it?	When will you do it?	What support do you need and from who?
Individual	1.			
	2.			
	3.			
Household	1.			
	2.			
	3.			
Community	1.			
	2.			
	3.			

MODULE B

WOMEN'S ECONOMIC EMPOWERMENT (WEE)

Total Time: 3 hours

Objective: To promote women's and girls' participation in economies through the promotion of fair benefits and workloads to support gender equality and wellbeing of the individual, family and community.



Introductory

Time: 10 - 15 minutes

Objective: To greet and warmly welcome participants to the session, present the workshop's process, to inform and create a positive working environment prior to conducting the activity.

Facilitator guides

Step 1: Greeting and welcoming participants/community members. Introduce facilitation team, local partner, village authorities who present at the event.

Step 2: Introduce the session's objective, inform participants of the time required for the session, explain the process and ask permission for their participation, including taking photos and asking for and documenting consent to use the photos for reporting. Each organization can use their consent form if required.

Step 3: Create a positive environment with participants by setting simple norms. Use the following questions to discuss:

- What should we do to make sure that everyone has a chance to express their ideas and to feel comfortable enough to participate in the discussion?
- What should we do when others are sharing their ideas?
- What should we do to show respect to others in order to maintain harmony and unity?
- What else should we do to make sure that our discussions will finish on time and be meaningful?

When discussing the above questions, the co-facilitator should:

- Note down the participants' responses on a large flip chart;
- Summarize key messages;
- Repeat that everyone is meant to follow these;
- Ask participants if they have any questions, if they do, take a few minutes to respond and by making connection with the next activity and move on.

Session I: Introduction and Open Safe Space

Activity 1b: “Speed Dating”²⁴

Objective: To learn from each other, build trust, create a safe space and relationships among participants and share their needs and dreams for family economic improvement toward family’s happiness and well-being.

Time required: 20 minutes

Methodology: Pair work, interactive discussion, self-exploring and sharing.

Material and preparation: 2 large sheets of flip chart, 3-color marker, 1 roll of tape paper, preparation the list of guiding questions for discussion.

Dos and don’ts: Encourage participants to share their ideas but not by forcing, no judgment and value everyone’s ideas. Use an appropriate tone of voice and ensure everyone is comfortable and ready to participate in the discussion. Always use two-way communications and promote discussion through adult learning methods. Do ²⁵not use “sexual jokes” or “funny stories” related to ethnicity and people with disabilities.

Facilitator guides

Step 1: Explain activity method/process and share objective of the activity.

Step 2: Pair work and discussion – ask participants to work in pairs. They can choose their own partner or the person sitting next to them to pair up with. Facilitators should use the below guiding questions to lead the discussion. Participants should take turns to ask each other each question. Take 3 minutes to discuss each question, after participants complete their discussion of each question, then ask a few volunteer pairs to share their discussion outcome.

Guiding questions:

- What is the main business/economic activity that brings income to your family?
- How do family members participate in this business/economic activity?
- What type of support and/or policy do you receive from local authority/business actors for running this business/economic activity?
- Would you like to increase your family’s income? Why?
- From your point of view, what is the meaning of women’s economic empowerment?

While participants share their discussion, the facilitator records the answers on the flip chart and groups responses according to each question.

Step 3: Conclude the activity by summarizing the outcomes of each question, then share the response and explain about the definition of WEE provided below.

Women’s economic empowerment is central to realizing women’s rights and gender equality. Women’s economic empowerment includes women’s ability to participate equally in existing markets; their access to and control over productive resources, access to dignified work, control over their own time, lives and bodies; and increased voice, agency and meaningful participation in economic decision-making at all levels from the household to international institutions.²⁶

[24] Adapted from CARE GED training tool kit (Introduction activity)

[25] <https://www.ispringsolutions.com/blog/adult-learning-theories>

Remind participants that they are going to discuss the details of these outcomes, especially women's economic empowerment and find ways to work together in the family and community in the next activity.

Note: Facilitators can lead the participants to do an energizer activity if needed. The energizer activity can be decided based on observation. If participants are not ready to participate in the discussion, take 5 minutes to do the energizer activity. It is useful to bring them into the discussion by building relationships through an energizer activity.

Session II: Women and Men's Roles in Economies

Activity 2b: "Floating Coconut"

Objectives: To understand the roles of women, men, boys and girls and gender diversity in economies, to understand the barriers and challenges faced by each group and identify ways to overcome these in order to support family and community happiness and wellbeing more fairly.

Time required: 50 minutes

Methodology: Suggest separating women and men into groups for the discussion so that everyone is comfortable but let them decide (max 15 persons per group).

Material and preparation: 10 large sheets of flip chart, 10 markers, 5 color cards, tape paper, drawing an image of coconut floating (see picture in step 4) and preparing the discussion questions list.

Dos and don'ts: Closely facilitate small and large groups discussion but do not provide or suggest answers, respect participants' ideas and keep facilitating the discussion related to the topic, ensure all participants are engaging in discussion and to share their experiences and challenges they face. Avoid discussions that will lead to exclusion, associated with emotional violence or shame. Make sure that each group has two facilitators working together and include gender diversity (if applicable) to create an inclusive environment. Each group needs to complete steps 3-4 in this activity before coming back to the large group. In the case of people with diverse genders participating in the session, the right thing to do is divide the group based on physical sex or let them choose their own group to do the activity.

Facilitator guides

Step 1: Present objectives, explain the methodology of the activity and distribute the materials for group work.

Step 2: Separate women and men into groups or divide participants into small groups if there are only women or only men participate in the session. Make sure that each group is far apart, so they don't interrupt each other.

Step 3: Give 20 minutes for group discussion. Before starting the activity, explain to participants that the discussion is about gender roles in economic activities based on their life experiences. Use examples of each area of activity below to guide the discussion but don't tell participants the activity details. Activities include: (1) formal economic activities, (2) informal economic activities, (3) household care activities, (4) community activities and (5) decision making on money.

[26] <https://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures>

[27] Adapted from International Development Agency (Gender and Economic Tool Kit)



(1) Formal economic activities: Activities or works that associated with paying tax to the government, work implemented at the government office, registered company, factory, shop, restaurant, army, hospital, school, permanent worker on the construction site, business owner, run beauty shop, barber shop, manage family small business and entrepreneur, etc...

(2) Informal economic activities: Family size business, short term construction worker, growing vegetables such as, cassava, sugarcane, maize, raise pigs, chicken, cows, buffalos for sale, run retail shops at home or beside the road nearby house or at the market, tailor, taxi driver, etc...

(3) Household care activities: Childcare, look after elderly, sick people, person with disability, cooking, cleaning

(4) Community activities: Participate in ritual ceremonies, cook for community events, wedding, house building, join meetings, rice planting, join saving groups, join small and informal social entrepreneur events, etc...

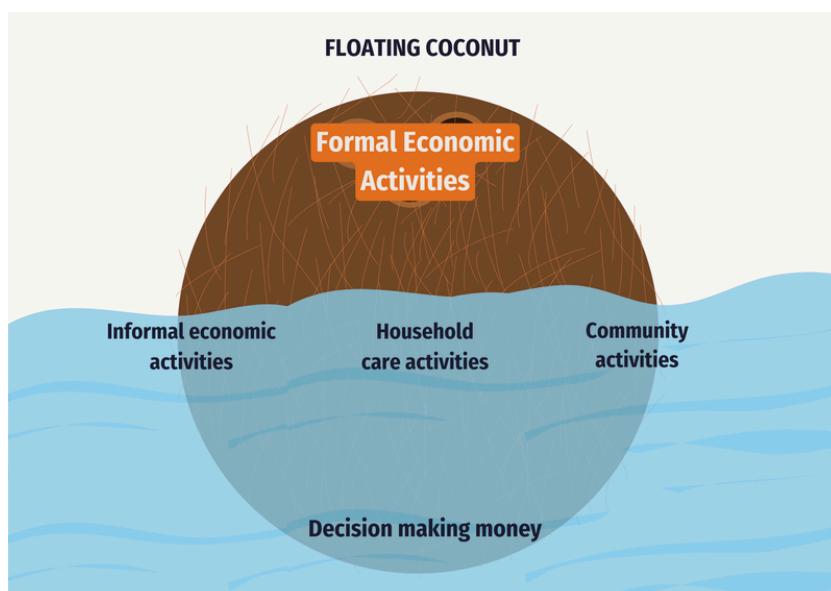
(5) Decision making on money: Purchase food, kids' clothes, child's education, medical treatment/expenses, agriculture production tool, car, motorbike, investment, taking loan, paying loan, etc...

Use guiding questions below to facilitate:

1. What economic works/activities have YOU MOSTLY done in the last month and presently?
(refer to activity area 1-4).
2. What decision-making have YOU MOSTLY made on spending money in your household?
(refer activity area 5)

Step 4: During the discussion, group members or facilitators (in case participants cannot write) write activities they discussed on cards, one color per one type of economic activity, one work/activity per card and ask participants to place cards on each part of the coconut as image shows below.

Figure 06:



Step 5: Discussion in a large group - Once each group completes their coconut, bring everyone back to a large group and ask group representative(s) to present their work to the large group. Facilitators lead the discussion for the large group by using the following questions.

- How did you feel when doing this activity together?
- What did you learn from this activity?
- Look at the coconuts, what is the difference between women's and men's groups? Why is it like that?
- Do you think it is fair? If not, how and why? If yes, how and why?
- Who is most likely to have opportunities to work in the formal economic area? Which is more job secure and gets paid higher wages compared to people who work in the informal economy? Why is it like this?
- Who is most likely not able to participate in the formal economic activity and why?
- Who is most likely to make decisions on spending and renting money out? Why?
- Who is most likely to do the housework? What challenges will this person(s) face when they are involved in the business (both formal and informal)?
- How about the girls and boys, people with disability, indigenous/minority people, and people with diverse genders, will they be able to participate in formal economic activities? If yes, how have they participated or been engaged with those economic activities? If not, what are the barriers for them? And what could we, local authorities and projects do to support them?

Step 6: Conclusion

- Brief summary of the activity by highlighting the key activities in each part of the coconuts.
- Recognize the important roles between women and men and gender diversity in economics and these roles are very important for development of family and community economy.
- Highlight the barriers and challenges faced by women, men, vulnerable groups of people in economic activities.
- Tell participants that we will do the next activity to learn and analyze how important of the fair roles between women and men, girls and boys is to support family and community happiness and wellbeing. Check if participants have any questions, if they do, take a few minutes to respond and link discussion to the next activity.

Session III: Women's Economic Empowerment – Family Happiness and Wellbeing

Activity 3b: “Family Happiness and Wellbeing’s Spider Web”²⁸

Objectives: To analyze how fairness between genders in formal and informal economic activities is important to women, men, and children to support family’s happiness and wellbeing.

Time required: 30 minutes

Methodology: Discussion and analyze in a large group.

Material and preparation: 10 large sheets of flip chart, maker, rope, tape paper, draw spider web (see picture in step 2) in large flipchart.

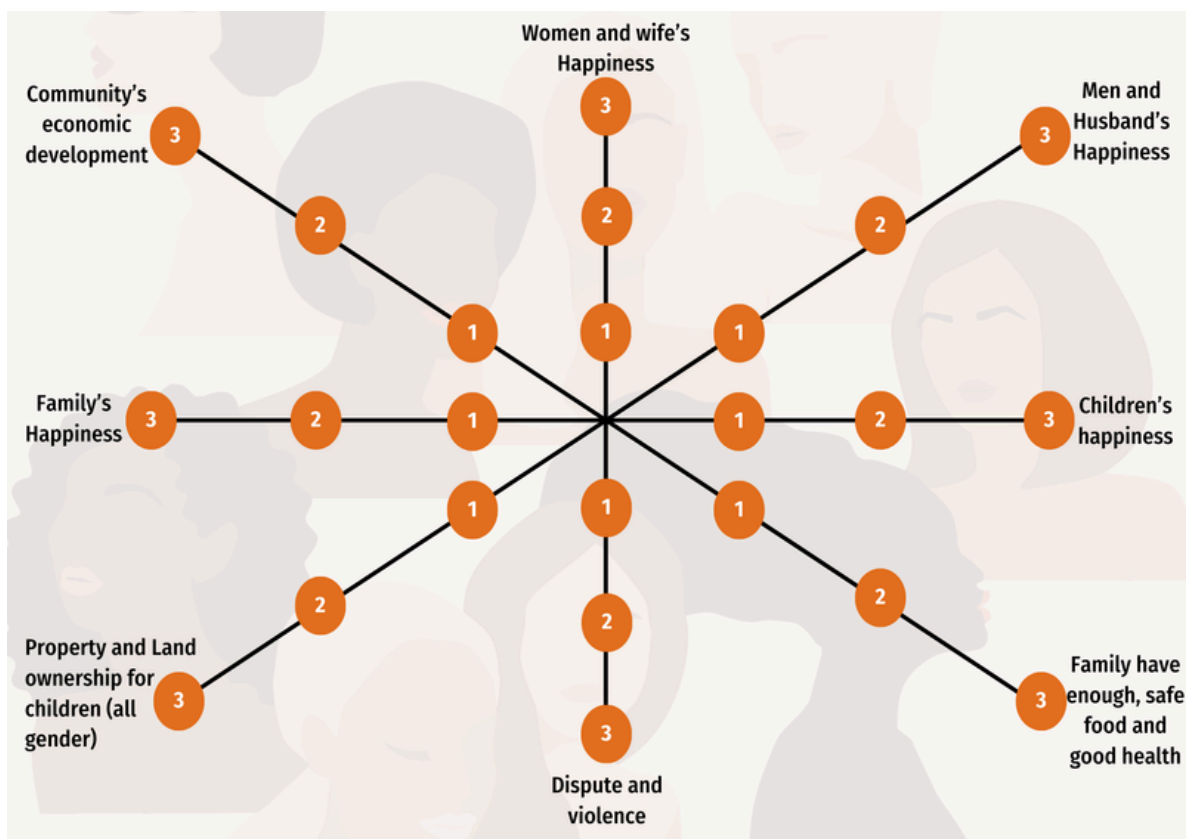
Dos and don’ts: Ensure everyone participates in the discussion, no judgment and encourage participants to join the discussion in a harmonious way (remind the simple norm the group created earlier).

Facilitator guides

Step 1: Introduce the activity’s objective and the process.

Step 2: Place the image of the spider web on the wall and make sure everyone can clearly see it from far away (see below image).

Figure 07: Family Happiness and Wellbeing's Spider Web



[28] Adapted from Helvetas Laos (Women's Empowerment tool)

Step 3: Use guiding questions in the below table to discuss and measure the level of happiness, food, health, property, family's economy and community development, marking and connecting each number from the first round of discussion, do the same for the second rounds of the discussion.

Facilitator Note: Number 1 is the lowest score, 2 is medium and 3 is highest score. The score can be marked any point between 1-3 based on agreement with the majority voice from the participant.;

	First round discussion's questions	Second round discussion's questions
1. Women and wife's happiness	1.If women do not have a stable income, what is the number of their happiness?	1. If women have secure jobs and stable income, what is the number for their happiness?
2. Men and husband's happiness	2. If wives are busy with household work, she cannot get her work done on time, loses her job and income, what is the number of the husband's happiness?	2. If the husband does household workload, both can work for more income and rest equally, what is the number for the husband's happiness?
3. Children's happiness	3. If husband and wife are in dispute, what is the number for children's happiness?	3. If husband and wife have no disputes and maintain unity, what is the number for children's happiness?
4. Family have enough, safe food and good health	4. If it is only the husband or wife who earns money to buy food for the family, what is the number for the family's food supply and health?	4. If husband and wife work and have enough money to buy enough and safe food, what is the number for a family's food supply and health?
5. Dispute and violence	5. If wife and husband consult and join decision making on spending and taking loan, what is the number for the potential dispute and violence in the family?	5. If it is only the husband or wife who makes decisions on spending money and taking loans, what is the number for potential dispute and violence in the family?
6. Property and land ownership for daughter	6. If it is only the son who inherits the land and family business, what is the number for property security of the daughter?	6. If daughter and son have equal right to inherit the land and family business, what is the number for property security of the daughter?
7. Family's happiness	7. If family members do not share household workload and not support each other, what is the number for the family's happiness?	7. If family members have a fairly shared household workload and support each other, what is the number for the family's happiness?
8. Community's economic development	8. If the economy at the household is weak, what is the number for the community's economic development?	8. If there is a strong economy at household level, what is the number for the community's economic development?

Step 4: Once you have an image from discussion in step 3, use the completed image to lead the discussion, promote discussion by using below guiding questions:

Guiding questions:

1. Are the circles formed by the two rounds of discussion the same or different? If not the same, which round circle is bigger and why?
2. Comparing the two circles for happiness, health, equality, unity and better family and community economics, which picture would you like to have in your family and in your community?
3. To achieve of each circle you have chosen, it is required to make some changes in the roles of men and women in the economies, how would you:
 - a. Change within yourself?
 - b. What could family member(s) do to support each other on household care work?
 - c. How could local authorities, business actors do to bring fairness and equality to the economy for individuals, families, and communities, especially for women, men, and vulnerable groups of people, including support policy?

Step 5: Conclusion – inform participants that all their ideas are valuable and that these are needed to bring into practice; therefore, we will do the action plan together to make sure that we all can reach and implement the happiness and wellbeing circle we selected. Move to the next activity.

Session IV: Promote Equality to support Women's Economic Empowerment for Family Happiness and Wellbeing

Activity 4b: Action Plan

Objectives: To bring the discussion from the session into practice and in order to promote gender equality and behavioral change to support women's economic empowerment, move toward happiness and wellbeing at the individual, family and community.

Time required: 30 minutes

Methodology: Small group work and presentation to a large group.

Material and preparation: 6 large sheets of flip chart, marker, tape paper and drawn template of the action plan.

Dos and don'ts: Closely facilitate the small group work, but don't guide participants to what you want to see. Let them plan and ensure it is doable and suitable for them and their community. Probe for and encourage participants to discuss what they would be willing to do in relation to behavior change within themselves at the household level, community and collaborate with the local authorities/business actors to influence policy change for fairness and diversity inclusion.

Facilitator guides

Step 1: Explain activity process, objective and their participation during group work. (remind the simple norm the group created earlier).

Step 2: Separate women and men to work in different areas for privacy. This will help make them feel comfortable and more willing to openly discuss without pressure and influence from others. Distribute the material to each group, ask two participants to lead, one person leads the discussion and one person takes notes, fill in the table of action plan provided.²⁹ In case participants are not able to write and feel uncomfortable to do so, facilitators could lead the discussion and take notes on behalf.

Step 3: Once the group finishes the action plan, ask group representatives to present the outcomes to the large group. After each group presents, promote discussion by using the below questions:

- Are these plans doable for everyone and will it reach the happiness and wellbeing circle you have discussed and chosen?
- Is there anyone who would like to add more actions or activities into both group's workplan?
- Would you remember these workplan? We will leave this workplan with the village office and is it okay for you if we come and learn from you about the progress?

Step 4: Conclusion – share with the participants that this session is very important for all of you, family members and community members. This action plan will guide everyone to reach happiness and wellbeing if they can do what is in the plan. Please note that, implementing this plan is not just to support women, men and everyone in your family but also to contribute to the country's policy on supporting gender equality and women economic empowerment.

[29] Action plan template is attached as an annex 4b-1.

Facilitator Note: For additional suggestion, facilitators could share information or contact info for trusted business or finance institutions either private sector or government services, as well as vocational training agencies that will help and support participants in order to increase their business knowledge and expand their business.

Check with participants if they have any burning questions to ask or need to add more information to the plan, take a few minutes to respond and move on to the next activity.

Activity 5b: What do the Laws and Policies Say on WEE in Cambodia

Objective: To understand legal and policies on WEE promotion in Cambodia.

Time required: 20 minutes

Methodology: Brainstorming, sharing information and discussion – Q&A.

Material and preparation: Presentation PowerPoint of information related to WEE in Cambodia.

Dos and don'ts: Do not force participants to answer if they don't want to, observe if participants feel uncomfortable discussing the law or policy as some of them may or may not like to talk about policy and law. Promote positive attitude and influence participants to think what laws and policy should look like in supporting gender equality, WEE and fair economies for all people and all genders.

Facilitator guides

Step 1: Introduce the objective, time required and activity process.

Step 2: Ask participants to raise their hand if they know about the laws, policies and strategies to promote women's economic development and financial inclusion. Ask two or three participants who raised their hands to share with the large group. Then the facilitator presents the following legal framework and regulations (prepared in ppt). Start from the broader framework, then following the national constitution, laws and strategies

International & National Gender Equality and Economic Growth Frameworks (2016-2023)

SDG5/CSDG5 – achieve gender equality and empower women and girls.

SDG8/CSDG8 – promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Constitution of the Kingdom of Cambodia (2008)

Article 35: Khmer citizens of either sex shall have the right to participate actively in the political, economic, social and cultural life of the nation.

Article 45: All forms of discrimination against women shall be abolished. The exploitation of women in employment is prohibited. Men and women are equal in all fields especially with respect to marriage and family matters.

Article 46: Trading human beings, the exploitation of prostitution and obscenity, which affect the reputation of women, shall be prohibited. The termination of a woman's employment because of her pregnancy is prohibited. Women shall have the right to take maternity leave with full pay and with no loss of seniority or other social benefits.

The State and society shall provide opportunities to women, especially for those living in rural areas without adequate social support, so that they can obtain employment and medical care, send their children to school and have decent living conditions.

Article 61: The State shall promote economic development in all sectors and particularly in remote areas, especially in agriculture, handicrafts and industry, with attention to policies on water, electricity, roads and means of transportation, modern technology and credit systems.

Cambodia's Domestic Violence Law and the Protection of Victims

Article 26: For the offenses that are the mental/psychological or economic affected violent acts and minor misdemeanors, or petty crimes, reconciliation or mediation can be conducted with the agreement from both parties. The household members can choose any way by requesting parents, relatives, Buddhist monks, elders, village chiefs, and commune councilors to act as the arbitrators to solve the problems in order to preserve the harmony within the household in line with the nation's good custom and tradition in accordance with Article 45 of the Constitution of the Kingdom of Cambodia.

Royal Government of Cambodia. Pentagonal Strategy – Phase I for Growth, Employment, Equity, Efficiency, and Sustainability: Building the Foundation Towards Realizing the Cambodia Vision 2050 (August 2023)

The Five Strategic Pentagons – Pentagon 1: Human Capacity Development.

Side 5. Strengthening of quality of Citizenship of a Highly Civilized Society with Morality, Equity, and Inclusive. (7. Continuing to promote respect for morality, women's values, family's dignity, and dignity of the Cambodian society.)

The Five Strategic Pentagons – Pentagon 4: Resilient, Sustainable and Inclusive Development.

Side 1. Optimization of Demographic Dividends, Strengthening of Demographic Resilience and Promotion of Gender Equality. (4. Increasing investment in gender-related agenda, and empowering women and girls in the fields of economy, education, health, and public leadership to take advantage of gender dividends, create favorable conditions for women to exercise their rights to decide about family issues and number of children, reduce the vulnerability of gender-based violence against women and girls, and promote intergenerational relationships.)

NEARY RATTANAK V: Five Years Strategic Plan for Strengthening Gender Mainstreaming and Women's Empowerment (2019-2023)

Strategy 1. Women's Economic Empowerment

Objective: Promote gender responsiveness in the framework of policies, strategic plans and national programs related to the economic sector and to develop entrepreneurship and to leverage the potential of women in the economic sector in particular in the context of preparation for Digital Economy and the Fourth Industrial Revolution (IR 4.0).

National Financial Inclusion Strategy (2019-2025)

"Increase access to quality formal financial services, reduce the financial exclusion of women by half from 27% to 13%, and increase usage of formal financial services from 59% to 70% by 2025 as well as improve household welfare and support economic growth".

Promoting a gender-responsive strategy by developing policies to ensure an enabling gender-responsive environment will help achieve gender equality and empowerment of women and girls (SDG 5) in terms of financial inclusion. Specific strategies of collaborating with partners to develop women-targeted goal-oriented savings products and to build the financial competence and management skills of high potential women entrepreneurs will also help close the gender gap in financial inclusion. (P.2)

Step 3: Remind participants that all of these legal and policies influence the way you live and your business. Could you share with us:

- What have you done so far in order to implement these legal and policy?
- What financial policies have you used and how do you use them?
- What could you do to better implement gender equality for financial policy for the best benefit to you, your family and people in the community?

Step 4: Conclusion – these are the legal and policy frameworks to promote women’s economic development and financial inclusion in Cambodia and your experience in implementing them. All the work you do to support gender equality, women’s economic empowerment and financial inclusion is contributed to implement the national economic development strategies and support yourself, your family and your community.

Facilitator Note: Facilitator should have clear information on law, policy, strategy, etc..) related to gender equality and WEE in Cambodia. It will be beneficial if the facilitator could prepare an updated information on gender equality gaps, WEE policy gaps analysis (if any). Facilitators could choose which information or article that is most relevant for them to share with their specific community participants.

Closing – inform participants of the ending of the activity, summary of the activity’s outcomes, thank participants for their active participation and close.

Definitions³⁰

Gender Equality Benefits: Gender equality in benefits is defined as the value, breadth, and quantity of benefits received by women (including underprivileged group of people) that are at least equal to those received by men. Benefits are non- cash payments to employees as part of the compensation package.

Gender stereotypes: Gender stereotypes are generalized views or preconceptions about attributes, behaviors, and roles associated with being female or male, such as “men are breadwinners” and “women are caretakers.” Gender stereotypes may differ by culture, but their defining feature is to identify economic, social and political roles for women that differ from those of men.

Gender Equality: Refers to the principle of non-discrimination on the basis of gender and goals so that men, women, sons and daughters (and gender diversity) have the same opportunities, values, resources and interests in the family, community, institution and society.

Gender Equity: Refers to principles, strategies, means or positive measures that create or provide opportunities for any individual or group of genders (men, women and non-binary) to reduce the gap and to achieve real gender equality.

[30] Based on definition indicated in the documents of the Royal Government of Cambodia - Neary Rattanak: Five Year Strategy (2019-2023) and UN Women - Guidance note: Women’s Economic Empowerment Index (2021)

Gender Inequality: Refers to discriminatory attitudes and behaviors towards any gender and the problems or gaps between men, women, sons and daughters (and gender diversity) that occur in society, community, institution and family.

Gender Mainstreaming: Strategies and mechanisms to respond to gender inequality in policies, areas, programs, documents, legal norms, institutions and families, etc.

Women's Empowerment: Refers to mechanisms to increase capacity, develop potential and protect the interests of women (including women with disability, ethnic minority women).

Women's Economic Empowerment: Women are economically empowered when they have both the ability to succeed and advance economically through participation in income generating activities and the power to make and act on economic decisions.

Inclusiveness: Refers to the inclusion of attention and response to all target groups in society, institutions and families, referring to "leave no one behind" in vulnerable groups and missing opportunities in society, such as people with disabilities, LGBTIQ people, Indigenous peoples, children, women, the elderly, etc.

Gender Analysis (GA): Refers to the analysis of roots and effects of gender inequality in society by sector and organization.

Gender Impact by Sector: Refers to the type and extent of negative impacts arising from gender inequality on society, institutions, sectors and within the family.

Gender-Based Violence (GBV): Refers to sexual exploitation based on sex that is thought to be weaker than that which leads to or is likely to result in physical, sexual, emotional or economic harm, depending on the gender of the individual.

Family Work-Life Balance: Refers to institutional and state measures to support staff and families with the goal of balancing the quality of work and quality of life, including consideration and response, maternity and paternity leave, family leave, childcare arrangements with Workplace Flexible work arrangements.

Gender Audit: Tools and methods to examine and assess progress, challenges, gaps, opportunities, and recommendations for promoting gender equality in an organization or sector by comparing the commitment or policy of the organization or sector with the actual situation.

Gender Responsive: Refers to the consideration of gender inequality issues at all stages and parts of any process or task or institution. For example, gender-responsive policies refer to policies that address and address gender inequality in the design phase through gender analysis and specific measures to address gender inequality in that policy.

Annex 4b - 1: Action Plan Template

Level and area of change	What activity or thing you will do in each area to promote WEE?	How will you do it?	When will you do it?	What support do you need and from who?
Individual	1.			
	2.			
	3.			
Household	1.			
	2.			
	3.			
Community	1.			
	2.			
	3.			

MODULE C

GENDER-BASED VIOLENCE (GBV)



Time: One and a half day

Objective: The objective of the BCC package on GBV is to address the issues faced by women/girls and LGBTQIA+ and also to raise awareness to the community members to be able to think and seek support within their community, development organizations, local organizations and government partners when they encounter the GBV.

Introductory

Time: 10 - 15 minutes

Objective: To welcome participants and for them to get to know each other, present the process/agenda of the session, share survey results/expectations, inform, and create a positive working environment prior to conducting the activity.

Facilitator guide

Step 1: Greeting and welcoming participants/community members. Introduce facilitation team, local partners, village authority who all are presenting at the event.

Step 2: Introduce session's objective, present the process/agenda, and ask permission for their participation, including taking photos and using the photos.

Step 3: Create a positive learning and participatory environment with participants by setting simple norms. Use the following agreements:

1. Confidentiality
2. Sharing is an option/choice. Feel free to opt out and move to a different space if needed.
3. Aware of own position and space:
 1. We will not put people on the spot to share stories.
 2. For people of higher status and privilege, interrogate discomfort.
4. Express own experiences / 'I' statements
5. Practice self-awareness and self-care
6. No one can say it right all the time
7. Decide on real action
8. People have different opinions, and that is okay. Just be respectful when sharing them.

Present the group agreements slide and walk through their meanings. Ask if anyone has more to share or add.

Step 4: Share the results of the survey/expectations and ask if participants wish to add anymore expectations in case, they have not taken the survey.

Step 5: Brief context analysis of GBV in Cambodia and request one of your colleagues who has expertise or who is a technical person to share the results.

Facilitator notes

The facilitator must ensure a safe space for participants and be fully aware of safeguarding policy in their organization. To ensure this, they must prepare risk assessment beforehand so that participants are safe from including sexual harassment or any GBV case happens during the training. There should be a note for participants to report to when there is any case or incident happens by using reporting mechanisms/feedback mechanisms so the organization can reflect and improve their training prep.

Session I: Key Concepts Gender and Gender Based Violence

Objective: To understand the key concepts related to Gender and GBV

Activity 1c: “Deep Dive” Gender Box

Objective: To identify and critically analyze typical roles, behavior, and norms that are attributed to or expected of men, women and LGBTQIA+ in the community, how they are maintained and how they can be changed.

Time required: 60 minutes

Methodology: Group work, interactive discussion, exploring norms and sharing.

Material and preparation: Flip chart paper, bold markers or sketch pens of different colors, cards, adhesive tape. Review the steps for facilitation, clarify roles if there is more than one facilitator, and decide which method will be used for facilitation (i.e. each group draws their own or the opposite gender).

Dos and Don'ts: Some points or discussions that emerge may be sensitive to the context the facilitators must be mindful to ensure respect for the cultural contexts vs gender norms and initiate guided discussions.

Facilitator guide

Step 1: Provide a brief introduction to the activity such as: “Today we are going to discuss the expectations that we have, our friends have, our families have, and our communities have for us as women, men and LGBTQIA+. We will call these expectations our 'gender'.”

Step 2: Divide the participants into women-only, men-only groups and LGBTQIA+-only groups. If they are a single sex group, request half of them to work as if they were the other sex (example: women express the views of men if no men are present).

Step 3: Ask each group to draw a medium-sized square and tell them this is a “gender box”. Inside this box, ask the women’s group to draw a “typical” woman and the men’s group to draw a “typical” man and typical LGBTQIA+ group to draw. Alternatively, the facilitator can choose for women to draw a typical man, men to draw a typical woman and typical LGBTQIA+. This should be decided before the activity begins.

Step 4: Ask each group to discuss their own experience of the roles, behavior, and norms that society expects of the “typical” woman “typical” man and typical LGBTQIA+ group and draw symbols or write the key points inside the box.

- a.** For women, examples include: know how to cook well, take care of siblings and small children, have completed basic education, be married before a certain age, have at least one child/son, look beautiful, be a virgin until marriage, not oppose their husbands in public, etc.
- b.** For men, examples include: having a job, being sexually experienced, having completed secondary education, being married before a certain age, having a child or a son, being physically strong, controlling one's wife, participating in community events, etc.
- c.** For LGBTQIA++ should be in entertainment sector, makeup professional, dress designers especially for transgenders, sex services (especially transgender), pay the men to have sex, not have normal and happy life according to society, destroyers of population, stay within their own group,

Step 5: Once the lists for “inside the box” are completed, ask group members where those expectations come from or from where or whom they have learned. Instruct the group members to write the sources of expectations around the gender box, circling each item or source.

Step 6: Next, ask participants to discuss within their groups the roles, behavior, and norms that society attributes of the “non-typical” woman, man and LGBTQIA+ and draw or write this outside of the box. Ask the group to discuss consequences that result from practicing behaviors outside of the box. For women, examples include: dressing up like a man, being sexually active before marriage, speaking loudly or in public, smoking and drinking alcohol, going out without permission, or at night, etc. For men, examples include: not having an income or money, crying in public, being weak, speaking softly, cooking, fetching water or other household chores etc.

For LGBTQIA+ dressing up in a certain way, why complaining, being in the mainstream, having a good job, not married, choosing their own identity etc.

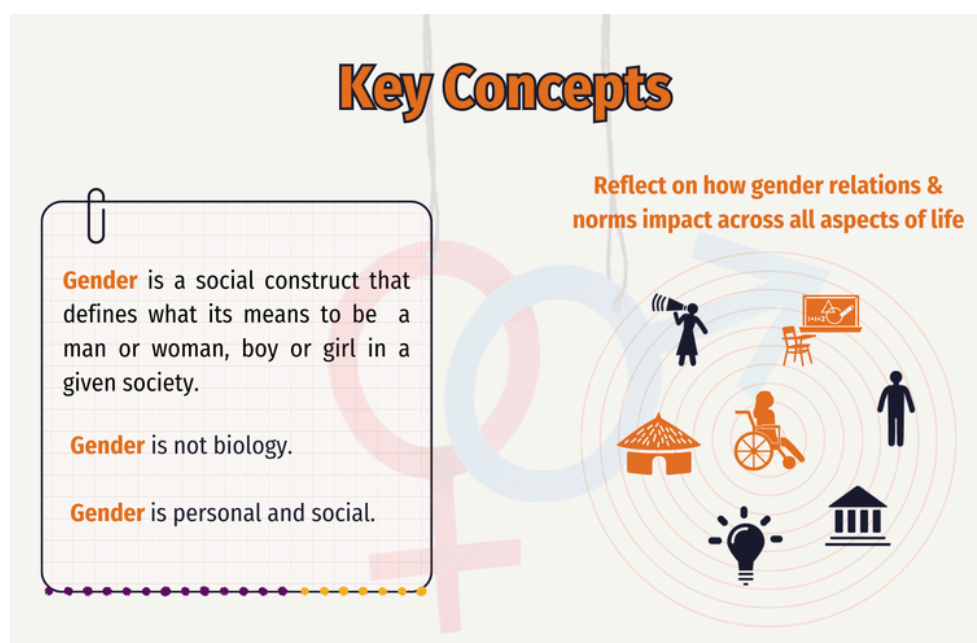
Step 7: After groups have listed out expectations of “typical” and “non-typical” attitudes, behavior, appearance, etc., have one group of men, one group of women- and one group of LGBTQIA+ present their gender boxes. Invite others of the same sex to add, and then offer the whole group an opportunity to raise clarifications or observations.

Step 8: Following the presentations, ask participants between 3-6 of the following discussion questions:

- What kinds of roles and expectations are assigned to women? To men? To LGBTQIA+, are these the same or different? Why do these differences exist?
- Are these expectations helpful or beneficial? If so, who do they help and how?
- Are these expectations harmful? If so, who do they harm and how?

Following the discussion, ask participants if they have any questions or other points to raise for discussion. Then, thank participants for their contributions and for helping each other understand more about the other's situation. Wrap up the session with defining gender and gender division of labor.

Figure 08: Defining Gender and gender division of labor



- Reflecting on our lives and the people we work with, consider the ways gender impacts challenges and opportunities, which can include (clockwise from the top);
- Who is responsible for ensuring water supply?
- Access to education (formal and non-formal)
- Access to employment (formal and non-formal)
- Home dynamics
- Access to government or financial institutions
- Access to healthcare + caregiving responsibilities
- Relationship to land + roles in work or farming
- How one sees oneself – self-perception, self-esteem/confidence
- Personal relationships – intimate, care relationships

Note: Facilitators remind participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present if they feel comfortable doing so. Finally, ask participants to think of how to deal with some of the challenges discussed during the session, which would help to continue the dialogue for the next session.

Activity 2c: Vote with your feet

Objective: The objective is to understand the diversity of opinions and give everyone an opportunity to reflect on their own attitudes around commonly held beliefs. Related to GBV.

Time required: 45 minutes

Methodology: Individual and group learning exercise

Materials Needed: Cards, Markers and Paper tape

Dos and Don'ts: Facilitator should be mindful of not imposing your beliefs or values especially from a different context, instead provide participants safe space to share their opinions.

Facilitator guide

Step 1: Prepare two cards with “agree” and “disagree” written or drawn for non-literate participants. If working with non-literate groups, decide together on symbols that depict the feeling of “agree” and “disagree”.

Step 2: Explain the purpose of the tool to the participants: This is a group learning exercise, where everyone in the group gets to have their opinions on GBV related statements and reflect on their own attitudes around commonly held beliefs.

Step 3: Place the “agree/disagree” cards at opposite ends of the space, so that everyone can see them with enough space for people to be able to move to either side.

Step 4: From the below list of statements around GBV, read one statement. Ask participants to reflect quietly (without discussing with one another) their own attitude or opinion about the statement, and then move to the card that represents their opinion (agree/disagree).

Statement

- Men are always the perpetrator of GBV while women are victims.
- Rape should not be brought to public knowledge.
- A wife should fulfil her husband’s sexual needs It is not considered as a rape case in marriage relationship between husband and wife.
- Women who wear sexy dress provoke sexual harassment or rape.
- It should be fine for a man to touch a woman who works at the bar.
- It is acceptable if a woman manager demands for sexual favors as a condition to hire a man.
- It is acceptable for a man to have affairs with other women/men during his marriage with his wife.
- A man must beat his wife at times to keep her under control.
- A man who uses bad/inappropriate language/word-insulting, harassing or curses his wife loves her very much (Refer to facilitator note below).
- A woman should be responsible for her sexual reproductive health on her own, nothing to care or be responsible for from a man.
- There is no such thing as marital rape.
- A woman who refuses sex to her husband deserves to be beaten.
- A woman must not talk about sex.
- A woman who is unable to bear a son should be barred from participating in family functions.
- A man/woman who is attracted to the same sex must be “cured” with medicines or force.
- A woman shouldn’t complain about sexual harassment if it happened to her while she moves alone at night.

Step 5: Once all participants have moved, ask them to discuss with those near them why they have chosen that group if they feel comfortable.

Step 6: Invite participants of each group to share their reason for agreement/disagreement. Ask: Would someone care to share with the other group why they are standing where they are? How does it feel to be in the group they are in? (Note: the small group may have just one or two people—ask, how does it feel to be in the minority?)

Step 7: After hearing the views of each group, ask the participants if anyone would like to change their place and move to a different card. If participants moving would like to share, the facilitator should explore why they are doing so.

Step 8: Use the following reflection questions before the closing and action planning discussion: Did you learn anything new from this discussion? Any surprises? Did this discussion change anyone's understanding of the beliefs and norms? What are the advantages of discussing, challenging, or changing our beliefs, attitudes, or behaviors? What are the disadvantages, consequences, or sanctions? How could people be helped to challenge the beliefs we discussed and change their behaviors?

Step 9: Conclusion: To sum up, thank participants for their contributions, and summarize with the following key points: We all hold positive and negative beliefs, attitudes and behaviors that affect us in different ways. The tool demonstrates what views the community holds with regard to some prevalent GBV norms. Our attitudes and values are often contextual and situational – they are not often black and white, so it may not be easy to know how we feel. It is important to notice that everyone does not necessarily hold the same values or opinions on certain issues even though this is what is assumed but we all have to ensure that there is no harm to others in everything we do and ensure that what we do is not violating the law and harmful to human rights. Even people who seem to be like us and whom we respect may have different ideas or opinions. It is our duty to respect these differences and understand why we have them.

Facilitator Note:

Remind participants that the objective is not to argue or convince people to change their opinions, but rather to genuinely understand and learn about different opinions. It's important to note that some accepted behaviors can lead to physical violence and will be more harmful to women's lives when people don't care about the small impact on daily life.

Make sure participants have enough opportunity to ask any questions/s or clarifications about the points raised during the discussion.

GBV Definition and Forms of GBV

Facilitator guide

Step 1: Ask a volunteer to readout the definition of GBV from the slide of gender-based violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. While women, men, boys and girls can be victims of gender-based violence, women and girls are the main victims.³¹

Violence Against Women is any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Globally it is recognized that Gender Inequality is the underlying cause of violence against women. Explain the definition and key words underlined. Remind the participants that GBV is rooted in gender and power inequalities which exacerbate during the conflicts or disasters. (This will be discussed in more details in the next session.)

Step 2: Ask participants to list the forms and types of GBV before showing the slide of Physical, sexual, emotional, psychological, social, economic, denial of resources or opportunities. A key takeaway is to understand the different types of violence, and that violence is not always physical. Ask participants if they believe that denial of resources and opportunities is a form of violence. There may be different opinions in the room and you can take any example specific to your context.

The GBV Guidelines posit that denial of resources or opportunities is a form of violence, because of the harm that is created. For example, if a girl is denied education because she is a girl, that is a form of GBV. The harm caused by the act of denying her an education will continue throughout her life – perhaps she will be illiterate and unable to access critical information for her health and safety; she will not have as many economic opportunities and may be more dependent on others, putting her at risk of exploitation and abuse; she is more likely to be married early (in itself a form of GBV), making her more at risk of early pregnancy, health complications, IPV, etc.

Session II: Effects of GBV and Causes of GBV

Objective: The purpose of this exercise is to try to understand the common effects of GBV that affects all of us, such as what it means for a relationship when one partner fears the other, in addition to those severe consequences.

Time Required: 45 minutes

Methodology: Small group work, discussions, and reflections

Materials and Preparation: Photocopy the scenarios provided at the end of these instructions.

Dos and don'ts: Ensure participants are comfortable to share in relation to their experiences without others being judgmental. At the same time, it can be difficult, mention that participants share what they feel comfortable and careful to discuss anything that is oversensitive or could make them uncomfortable.

[31] Cambodia National Plan of Action to Prevent Violence Against Women 2019-2023

Facilitator Guide

Step 1: Explain to participants: In this exercise, we will explore the effects that gender-based violence has on women, men, children, LGBTQIA+ and the whole community.

Step 2: Divide into 4 to 5 groups. Each group will receive a scenario about a partner and discussion questions. The group will read the scenario together and then discuss the questions. Each group will have 10 minutes to discuss and 5 minutes to present.

Step 3: Give out the scenarios (1 to each group) and begin the exercise. Circulate between the groups to make sure everyone is on track. Encourage groups to imagine themselves as the characters in the scenario and think about the real impacts (10 min).

Step 4: After 10 minutes have passed, bring all the groups back to plenary. Invite the first group to present. Ask them to begin by reading their scenario aloud to all the participants. They can then read the discussion questions and present their responses. Groups are not told which type of GBV their scenario depicts. The Scenarios represent the following types of GBV: 1) Physical Violence; 2) Sexual Violence; 3) Economic Violence; 4) Emotional Violence

Step 5: After the first group has finished presenting, ask participants whether they have any questions or anything they would like to add. Probe as needed to help participants reflect upon how this type of GBV really affects the individuals involved and hinders the healthy functioning of the partners and family.

Step 6: Continue in this way with each of the remaining groups. Probe as needed to pull out key consequences. Example of impacts include (these are to guide you in probing, you do not need to read them):

a. Impact on women: i. Physical: physical injuries, unwanted pregnancies, reproductive health problems.
ii. Emotional: fear, isolation, self-doubt, low self-esteem, lack of ability to reach their full potential, low expectations of themselves and others, frustration, unhappiness, acceptance of things that harm them.

b. Impact on children: physical and emotional consequences, learn that GBV is normal in relationships (so increased likelihood of growing up to be violent or being in a violent relationship), fear, isolation, lack of trust, lack of healthy relationship with parents, cannot reach their full potential.

c. Impact on relationships/families including LGBTQIA+: relationships/families not as strong as they could be, lack of meaningful connection between partners, lack of trust, relationships don't meet the needs of both partners, relationships/families are not enjoyed fully, lack of meaningful connection between perpetrator and children, cannot develop economically as well d. All of this negatively affects men (even those perpetrating violence) as it prevents them from having healthy relationships and living in families that are happy, healthy, and productive. It leads women and children to fear them, they don't learn to use power positively, and they don't enjoy the benefits of being in positive relationships.

Step 7 Conclusion: After all of the groups have presented, ask participants: How do you think it affects our communities when we condone and accept these forms of GBV in our relationships? (sample responses: it prevents our communities from fully developing and perpetuates negative uses of power between men and women).

Scenario 1: Chan and Sokha are partners. They have 4 children. Chan works as a farmer and Sokha takes care of the home and children. They both spend long days working- Sokha taking care of everything in the home and Chan working on the farm. Life can be hard.

Chan expects his house to be kept in good order and for things to be prepared for him properly. He often gets angry with Sokha when things are not how he wants them, for example, if he comes home late and the food has gotten cold. When he gets angry, he shouts at Sokha. He often beats her. He believes it is important to discipline your wife in this way, in order to maintain order in your household. Sokha tries to just accept the beatings, rather than resisting. If she accepts it, then it ends quicker and he won't go after the children. She sometimes runs into another room if he is beating her so that the children will not see. She does not seek any medical attention for the bruises and cuts. After all, she knows that this is a private matter. And maybe, she wonders, she has done something to deserve the beating. Maybe she could be a better wife. Most days Sokha works hard to prepare everything exactly as he wants it and prays silently that he will come home and be peaceful. She waits anxiously as he comes through the door, unsure of what mood he will be in.

Discussion Questions:

1. What kind of violence do you think this is?
2. How do you think this affects Sokha? a. What are the physical consequences? b. What are the emotional consequences?
3. How do you think it makes her feel about herself?
4. How do you think Chan feels about himself? What do you think, does he believe about his power in this relationship?
5. How do you think witnessing violence affects Chan and Sokha's children? a. How does it make them feel? b. What does it teach them about relationships between men and women?

Scenario 2: Sokha and Chan are partners. They have 4 children. Chan works as a farmer and Sokha takes care of the home and children. They both spend long days working- Sokha taking care of everything in the home and Chan working on the farm. Life can be hard.

Sokha wakes up early in the morning to prepare the food and the house for everyone. She works throughout the day and evening, is the last one to have dinner and the one to clean up after everyone has finished. She is exhausted at the end of the day. When Chan comes home, he takes his meal and spends some time resting. When it is time for bed, he initiates sex whenever he wants it. He does not care whether Sokha also wants sex and does nothing to help prepare her. It is often painful for her. If she tries to refuse, Chan gets angry and demands that it is his right as a husband to have sex with his wife, becoming more aggressive. He sometimes shouts until she is afraid or uses physical force to restrain her. Therefore, she has stopped refusing him and simply lets him do what he wants, even if it hurts her. Sometimes the pain is too much, and she cries out, but he doesn't seem to notice. Most nights she just prays inside that he doesn't come home in the mood for sex. She dreads going into the bedroom when he is home.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Sokha? a. What are the physical consequences? b. What are the emotional consequences?
3. How do you think it makes her feel? 4. How do you think this affects Chan and Sokha's relationship?

Scenario 3: Chan and Sokha are partners. They have 4 children. Chan works as a farmer and Sokha takes care of the home and children. They both spend long days working- Sokha taking care of everything in the home and Chan working on the farm. Life can be hard. Sokha is not allowed to work outside the home. Chan is responsible for earning income and he controls how the money is used. He allocates some money to Sokha to spend on household goods. Sokha can never be sure how much it will be or how much money they have. Her allotment changes each week, and she is never sure whether Chan is earning less or spending money on other things. He gets angry when they have less for the house than usual, such as food or soap, but Sokha cannot discuss these things with him. She has ideas about what to sell and to save, but she cannot share them with Chan; this is not a woman's place. When Chan comes home after spending time at the bar, Sokha fears.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Sokha?
3. How do you think it makes her feel?
4. How do you think this affects the management of the household?
5. How do you think it affects the relationship between Chan and Sokha?
6. What do you think Chan and Sokha's children learn from this?

Scenario 4: Chan and Sokha are partners. They have 4 children. Chan works as a farmer and Sokha takes care of the home and children. They both spend long days working- Sokha taking care of everything in the home and Chan working on the farm. Life can be hard. Chan believes that he is a good husband because he has property and earns some income. He often reminds Sokha that it is he who puts a roof on her head and food on her table, so she best shows that she is worth it. If he is unhappy about something in the household, which is often, he shouts at Sokha or calls her things like "stupid" and "dumb woman." He often criticizes her food and tells her he should've partnered with a woman who at least knows how to cook properly for her husband. But now he is "stuck" with her. Beyond that, they don't talk much. Chan prefers to spend time with his friends than at home and takes his meals alone in the house. When he needs something, he calls for Sokha. She brings what he needs and then tries to leave him alone. She prefers not to speak to him, because she fears it will provoke him to criticize or complain about her.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Sokha?
3. How do you think it makes her feel?
4. How do you think this affects Chan and Sokha's relationship?
5. How do you think this affects their children?
6. What do you think this teaches their children to learn about relationships between men and women?

Scenario for Same Sex Partners:

Kim and Lea are partners. They met each other while working in the bar. They both talked about the issues and discrimination they faced because of their gender identities. Over time they came close to each other. Lea moved into Kim's house. At first the partners loved each other and cared for one another. Kim noticed that Lea was drinking heavily though she did not drink in front of her, but Kim could tell by the smell. Once Kim was cleaning the kitchen cabinets, she came across empty alcohol bottles. Lea was always broke because of her spending a lot of money on alcohol. Kim would do all the household chores and expenses on food and basic necessities. Lea was affectionate towards her but did not care much for sharing the household expenses or burden with Kim. Once Lea came home late in the night drunk and woke Kim to join her for a drink, Kim refused. Lea tried to force her, but Kim said she was not in the mood. Lea started yelling at her, Kim had not known this side of Lea's personality, she was shocked and hurt. She went into the room and locked herself in. The next morning Kim decided to confront Lea about everything she noticed and felt. Lea reacted aggressively and both started arguing till Lea struck Kim with a punch in the face and beat her severely. Kim was devastated and felt betrayed by Lea's violent attitudes who was so promising at first.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Kim?
3. How do you think it makes her feel?
4. How do you think this affects Kim and Lea's relationship?
5. What should Kim do?

Facilitator notes

It can be challenging for participants to think about the day-to-day consequences of GBV that occur in everyday lives and in partners where violence is less extreme. Participants may focus on extreme forms of violence and brainstorm only extreme consequences, e.g. suicide, divorce, dropping out of school. It is important to help participants connect with this issue personally and to probe in ways that help them identify the emotional impacts of GBV and ways it hinders the healthy functioning of family and community.

Activity 3c: The New Planet

Objective: To Strengthen participants' understanding of "power over" as the root cause of GBV.

Time required: 60 minutes

Methodology: Individual work, Pair-share

Materials and Preparation: Photocopy and cut out rights cards, so that there are 30 for each Rights Card and 15 for each Life Card. Prepare 30 pieces of tape. Place the Rights Cards and Life Cards in separate piles for each type of card on a table off to the side in the empty part of the room. Place them upside down so that participants cannot read what is on them.

Dos and Don'ts: Give participants clear guidelines and enough space to feel comfortable to move around and understand the true impact of "Power Over" in reinforcing risk to rights and creating vulnerabilities to GBV. Provide the opportunity for participants to share their feelings with less viewpoint from the facilitator.

Facilitators' Guide

Step 1: Explain to participants: “In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time—greet each other! We also listen to and seriously follow the laws of the land.”

Step 2: Explain: “Participants will walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g., where your life is, if you have children, etc.). For all greetings you should use your real identities.”

Step 3: Ask participants to stand and to begin moving around and greeting each other. While they are doing so, turn over the four piles of Rights Cards.

Step 4: After 2 minutes of participants introducing themselves, call “Stop!” Explain: On this New Planet there are special laws and the people on this planet do whatever the laws say. I will now read the first of three laws on the new planet.

Law Number One Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you each have a right to four things:

- * **First**, you have a right to physical safety, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for “physical safety” to the group.)

- * **Second**, you have a right to be respected by others, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others. (Show the card for “respect from others” to the group.)

- * **Third**, you have a right to the opportunity to make your own decisions, which protects you from people who prevent you from having money or property or access to information. You will each get this card that represents your right to the opportunity to make your own decisions. (Show the card for “opportunity to make your own decisions” to the group.)

- * **Fourth**, you have a right to control over your body, which protects you from people forcing you into marriage, sex, commercial sex work, or any type of unwanted sexual activity. You will each get this card that represents your right to control over your sexuality. (Show the card for “control over your sexuality” to the group). Please come and collect your cards (one for each right) and continue greeting each other.

Step 5: While participants continue greeting each other, turn over the two piles of Life Cards next to the pieces of tape prepared.

Step 6: After 3 minutes, call “Stop!” and gather participant’s undivided attention.

Step 7: Explain that it is time to read the second law. Law Number Two To all noble citizens of our New Planet, the whole population of our planet will now be divided into two parts. Half of you will now become “squares,” and the other half will become “circles.” You will each pick a card representing one of these groups; it is called your Life Card. You must have a Life Card to survive on this New Planet. Please collect a card and tape it on your chest. Then, continue greeting each other.

Step 8: After 3 minutes, stop the participants and read the final law. Law Number Three To all noble citizens of our New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle can take one of the square's four rights. If the square has no more rights, the circle can take the square's Life Card. If a square loses his or her Life Card, he or she must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.

Step 9: Periodically clap your hands (ring bell/blow whistle). Once a third of the participants are standing frozen, end the game by yelling "Stop!" and explaining that the new civilization will now be put on hold in order for discussion.

Step 10: Have the group sit in a large circle to debrief the exercise.

Step 11: Discuss the experience of living on the New Planet using the following questions:

- a. "How did you feel when you received your four rights?"
- b. "How did you feel when you were divided into circles and squares?"
- c. "Squares, how did you feel when the circles were given more power? How did you feel being at risk of having your rights taken away at any time? How did it affect your behavior?"
- d. "Circles, what was it like to have the most power?"

Step 12: Draw comparisons between the New Planet and life in our community according to the following:

a. Ask participants:

- i. Does every human have a right to these same four things? (yes!)
- ii. How is our community divided into different 'categories' of people? (Make sure "female and male" are among the responses.)
- iii. What happens when society gives one group more power than another?
- iv. When society gives some people more power, is this fair or just? (no)
- v. Who is usually given more power in our community? (Examples: men, women, etc.)
- vi. Do some people use this power to disregard the rights of others?
- vii. How do imbalances of power between women and men limit women's lives in the world (i.e., their choices and movement in society)?

b. Explain:

- i. When there is an imbalance of power between a woman and a man, we say that the man is using his power over the woman. This power imbalance exists because community members are unaware, accept it or are just silent about it. This is the root cause of GBV.
- ii. For this situation to change, we will need to begin that change ourselves.

Step 13: Conclusion - wrap the session and explain that everyone has the same rights in this room. We all respect each other's rights. There are no more circles and squares. We are all equal back to what we were. Ask participants to redistribute the rights cards ensure that everyone will have each rights card.

Session III: Gender Transformative Approach to Tackling GBV Gender Equality Framework

Objectives: To deal with GBV through a gender transformative approach by working on Agency, Relation, and Structure.

Time required: 45 minutes

Methodology: Analyzing in groups GBV within the domains of change and discussion.

Material and preparation: 3 flipcharts and markers for each group.


Facilitator guide

Step 1: Inform participants that to achieve long lasting change and end GBV, we should talk about three domains of change. CARE adopts the theory of change on Gender Equality with three domains of change. Organizations may have their own framework for long term change.

Agency: Gaining confidence building consciousness and agency for men, women and LGBTQIA+ to pursue their rights, and develop the skills/interpersonal skills needed to engage in household decision making and governance dialogues at the community level in preventing GBV.

Relation: The power to change unequal power relations, so that work on gender-based violence must not simply be a technical response, but also a collective response, engaging political actors, CSO networks and supporting women's organizations working on GBV.

Structure: Challenging discriminatory gender norms, customs that reinforce inequalities and GBV. Adopting and implementing laws, policies and procedures and services preventing and responding to GBV.



TRANSFORMATIVE CHANGE means addressing the structural causes as well as the symptoms of GBV, with the aim of achieving lasting change in the power and choices SURVIVORS have over their own lives, rather than just a temporary increase in opportunities.

The figure below presents the different levels of Gender integration along a continuum in each stage. This continuum will assist project/program teams with the assessment of their activities intervention and provide a direction on how they could improve their intervention/activities to make them more Gender transformative in addressing GBV.

Step 2: Divide participants in 3 groups ask them to analyze the most common form of GBV (Domestic Violence, Rape, Early & Forced Marriage) in Cambodian context. Hand each group 3 different mini flash cards

Step 3: Hand each group a flip chart and ask them to draw a triangle with Agency written on the top, relation in the right corner and structure in the left. Within the group ask them to share the threats, challenges to agency, relation and structure due to GBV inside the triangle.

Gender Equality Framework

Gender Harmful/ Unaware	Gender Neutral	Gender Sensitive	Gender Responsive	Gender Transformative
Project/program approach reinforces inequitable Gender stereotypes or disempowers certain groups of people in the process of implementing and achieving project/program goals.	Project/program approach/activities aware of the issues and barriers in the community, but activities do not actively address the Gender stereotypes and discrimination accrued.	Project/program approach/activities recognize the issue and barriers and address the issue and respond to the needs of individuals/groups. The project/program interventions aim to significantly improve access to services but by themselves they do little to change the larger contexture issue that lies at the root of Gender inequality. They are not sufficient to fundamentally alter the balance of power in gender and diversity relations.	Project/program approach/activities recognize the issue and barriers, activities support and help women, men, people with disability, ethnicity and gender diversity examine societal gender expectations, stereotypes, barriers, and their impacts on the roles, rights and relationships of women, men and underprivileged groups.	Project/program approach/activities recognize the issue and barriers, actively address the issue and build equitable social norms, structures, relations and individual/group Gender equitable behavior and attitude.

Step 4: Each group works for 10 minutes on the impact of GBV on the 3 domains using the green mini flash cards the group works on agency, on the pink the group works on relation and on yellow the structure.

Step 5: After 10 minutes ask the group to write outside the triangle what they would like to change within the 3 domains.

Step 6: After the group work ask the groups to pin up the flipcharts they have worked on and invite each of the groups to present.

Step 7: Ask a volunteer to club the common flash cards in each domain and initiate discussion on how they feel about working on each domain and talking about change.

Step 8: Conclusion – inform participants that their ideas and suggestions are valuable. It needs to be brought into practice; therefore, we will do the action plan together to make sure that we all can reach and implement the happiness and wellbeing circle we selected. Move to the next activity.

Session IV: GBV informal and formal support mechanisms

Activity 4c: Formal and informal approaches to GBV

Objective: To find a collective solution to deal with GBV in the formal and informal support mechanisms

Time Required: 45 minutes

Methodology: Group work, presentation and discussion

Materials: Flipcharts and markers

Dos and Don'ts: Facilitate groups in reflecting on the available mechanisms and supporting them to identify without giving opinions on what you think is effective or ineffective. Leave it to the participants to share what could work best and what are the challenges within their context.

Facilitator Guide

Step 1: Divide participants in 2 Groups to discuss:

- a) What are the formal and informal support mechanisms to address GBV? For example, formal support mechanisms can include laws/policies to address GBV such as the Domestic Violence Legislation in Cambodia, International Instruments the UDHR, CEDAW and National-Constitution of Cambodia see below for reference. (At the end of the group presentations share the important clauses in a presentation)
- b) What are the barriers to accessing the support available?

Step 2: Group 1 will discuss the formal support mechanism/s available and barriers to accessing support or reporting cases of GBV. Group 2 will discuss the informal support mechanism/s and the barriers to availing the support or reporting.

Step 3: Give the groups 30 minutes, after that ask each group to share their presentation. Encourage questions/comments. Ask the participants if they want to add some more information. Give 15 minutes for discussion.

Step 4: Conclusion Inform the participants that in the next session they will use this information as a reference to draft a plan of action.

Important References

Universal Declaration on Human Rights

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 3

Everyone has the right to life, liberty and security of person.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

The Constitution Law of Cambodia

Article 31:

The Kingdom of Cambodia recognizes and respects human rights as stipulated in the United Nations Charter, the Universal Declaration of Human rights and the covenants and conventions related to human rights, women's rights and children's rights.

Khmer citizens shall be equal before the law, enjoying the same rights and freedom and obligations regardless of race, color, sex, language, religious belief, political tendency, national origin, social status, wealth or other status. The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the

Article 38:

The law prohibits all physical abuse of any individual. The law protects the life, honor and dignity of citizens. No person shall be accused, arrested, or detained except in accordance with the law. Coercion, physical ill-treatment or any other mistreatment which imposes additional punishment on a detainee or prisoner is prohibited. Persons who commit, participate in or conspire in such acts shall be punished according to the law. Confessions obtained by physical or mental force shall not be admissible as evidence of guilt. The accused shall have the benefit of any reasonable doubt. Any accused shall be presumed to be innocent until they are finally convicted by the court. Everybody shall have the right to defend him/herself through the judicial system.

DV Law

General Provision Article 1. This law has the objective to prevent domestic violence, protect the victims and strengthen the culture of non-violence and the harmony within the households in society in the Kingdom of Cambodia. This law is in the purpose to establish a legal mechanism to prevent domestic violence, protect the victims and preserve the harmony within the households in line with the Nation's good custom and tradition and in accordance with Article 45 of the Constitution of the Kingdom of Cambodia, in addition to the regulations in effect.

Authorities and Procedures Article 10. In the purpose to prevent domestic violence and protect the victims, the officials of the Ministry of Women's Affairs who work in the fields regulated under this law shall obtain the legal qualification as the judiciary police and can act as the complaining party instead of the victims in accordance with the penal procedures in effect.

Prevention and Protection of Victims Article 13. In order to prevent domestic violence which is occurring or is believed to occur, the authorities in charge shall intervene urgently by: - Seizing the weapons or concrete objects that have been used or could be used by the perpetrators - Moving the perpetrators from the scene or moving the victims if there is a request from the victims. In any special case the victim can be removed without making a request if there is a necessary reason to do so. - Offering the appropriate assistance to the victims in accordance with their circumstances, especially providing the temporary shelter in which safety can be guaranteed and urgent medical assistance - Explaining, educating and mediating both parties to stop violence and informing the victims about their rights to prevent violence as stated in Article 20 and Article 26 of this law.

Penalties Article 35 Any acts of domestic violence that are considered offences shall be punished under penal law in effect. Article 36. Criminal prosecution shall not be possible if there is a request from a victim who is an adult due to the offences are minor misdemeanors or petty crimes.

In case domestic violence has been repeated in violation of the penal law, the court shall charge the perpetrators in accordance with the penal procedures, even if there is a request from the victims again.

This is an important session to make sure the facilitator has information on all the available supporting documents including national and international framework. Prepare or research relevant documents/articles/reports that point to dealing with GBV/Discrimination as a strong case.

Activity 5c: Action Plan

Objectives: To take practical steps to promote behavior change on GBV to support women rights leading to Gender Justice and equality.

Time required: 45 minutes

Methodology: Group work and presentation to a large group.

Material and preparation: 6 large sheets of flip chart, marker, tape paper and drawn template of the action plan.

Dos and don'ts: Closely facilitate the group work, but not guiding participants to the ways what you want them to write. Let them plan and ensure it is doable and suitable for them and their community. Probe for and encourage participants to discuss what they would be willing to do in relation to behavior change within themselves at community and collaborate with stakeholders to bring about gender equality and address GBV.

Facilitator guides

Step 1: Explain to participants that in order to practically promote behavior change on GBV we will be working on an action plan.

Step 2: Divide participants in 3 groups, give each group to work on initiatives at an individual level, community, and stakeholders (women organizations, NGOs/INGOs and Government) in different areas and far from each other.

Step 3: Ask participants to use information from session 111 and session IV Activity 1 for the plan of action and draft a realistic plan with doable activities for each of the levels and specific timelines.

Step 4: Distribute the material to each group, ask two participants to lead the, one person lead discuss, and one person take notes, fill in the table of action plan provided. In case participants are not able to write and feel uncomfortable doing so, the facilitator could lead the discussion and take notes on behalf.

Step 5: Once the groups finish working on the action plan, ask the group representative to present the outcomes to a large group. After each group presents, promote discussion by using the suggested questions below.

- Are these plans doable for everyone, and will they bring about a behavior change at all the levels and commitment to tackling GBV?
- Is there anyone who would like to add more actions or activities into any group's action plan?
- How would you track progress? Is it ok to ensure the ownership of the plan with different stakeholders?

[32] Action plan template is attached as an annex 1

Step 6: Conclusion – share with participants that this session is very important for individual (change agents/gender champions) community representatives and stakeholders. This action plan will guide everyone to reach behavior change if it is implemented effectively. Please note that, by implementing this plan is not just to support women, men, and everyone in your communities but to contribute to bringing about inclusive preventive and response mechanisms in addressing GBV. Check with participants if they have any questions or need clarification.

Attachments

Annex 1: Action plan template

Level and area of change	What activity will you undertake to address GBV?	Indicators measuring progress or change	Timeline?	What support do you need and from who?
Individual	1.			
	2.			
	3.			
Community	1.			
	2.			
	3.			
Stakeholders Women organizations NGOs INGOS Donors Government	1.			
	2.			
	3.			

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