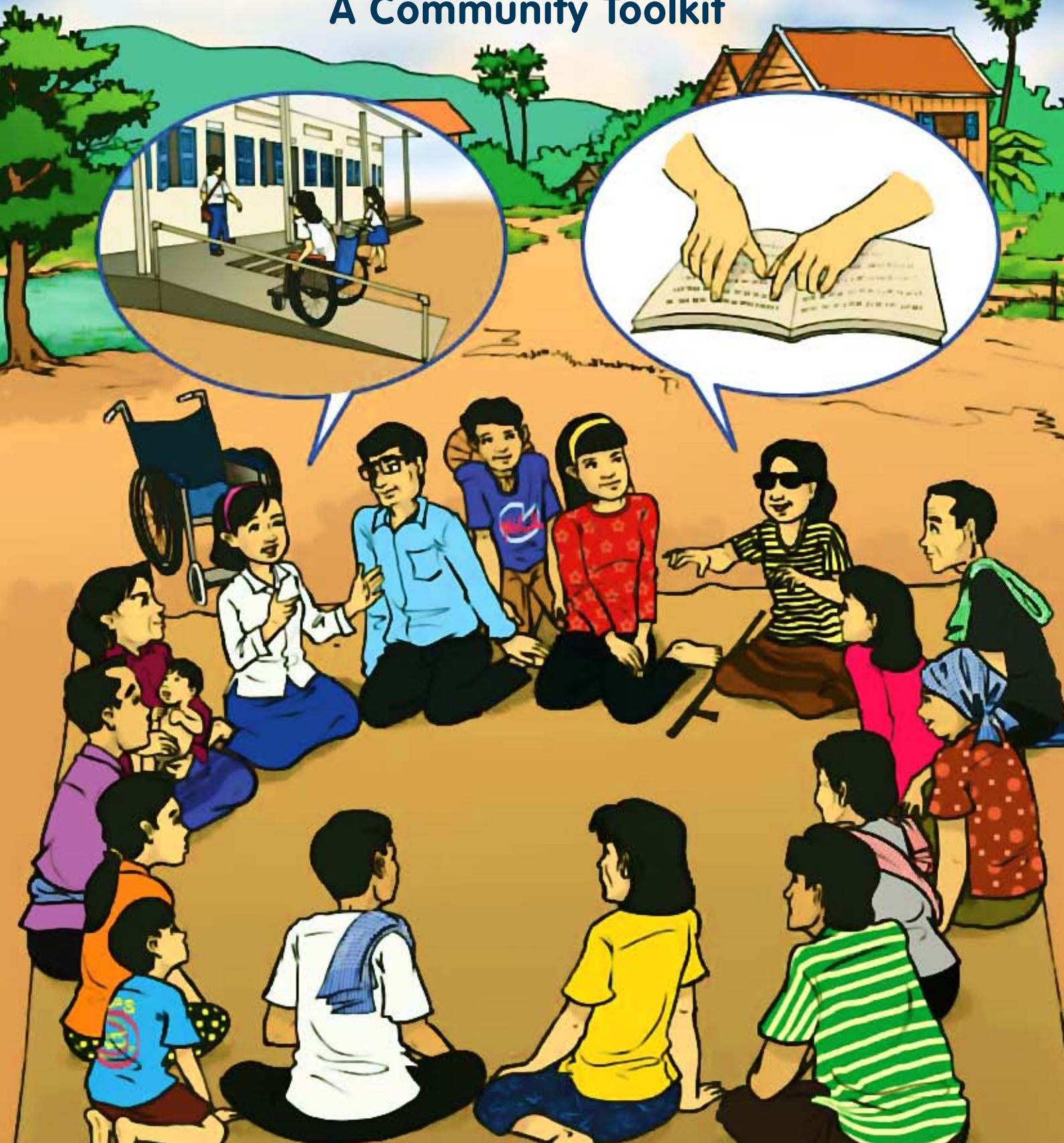


Challenging Discrimination Against Women with Disabilities

A Community Toolkit



This toolkit is based on research undertaken by Banteay Srei, the Cambodian Disabled People's Organization, CBM Australia, the International Women's Development Agency and Monash University. The research, *Triple Jeopardy*, was conducted with funding from AusAID's Australian Development Research Awards.



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www.banteaysrei.info

www.cbm.org.au

www.cdpo.org

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Challenging Discrimination Against Women with Disabilities

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Introduction

From May 2010 – November 2012, Banteay Srei, CBM Australia, the Cambodian Disabled People's Organisation, the International Women's Development Agency and Monash University ran a research project called Triple Jeopardy. This project explored the multiple disadvantages experienced by Cambodian women with disabilities resulting from the interplay between gender, disability and violence.

The research found that women with disabilities experience significantly higher levels of violence from their families and slightly higher levels of partner violence than women without disabilities. The impacts of violence include extremely high levels of psychological distress, social isolation, and denial of access to healthcare. Approximately half of all women who participated in the study had never disclosed violence to anyone; of those who did, it was mostly to other family members. Only a very few had gone to an NGO for support services in relation to this violence.

There appears to be widespread acceptance in communities of violence and discrimination against women with disabilities, seeing it as a normal consequence of their impairment. These attitudes must be challenged and changed in order to reduce and eliminate violence against women.

As much of the disclosure of violence is to family members, neighbours and others in close proximity to the women experiencing violence, we have developed this community toolkit with the aim of bringing about transformative change in attitudes and behaviours in both community members who can help women suffering violence and in the perpetrators of the violence.

This training toolkit was developed collaboratively by the project partners. It has been tested twice with communities in provincial Cambodia. We acknowledge the *Gender Toolkit* (2010) developed by the Thoughtshop Foundation and Oxfam GB and *Talking about Domestic Violence* (2010) by UNDP Cambodia and VBNK as key resources guiding the development of ours. We also acknowledge Hesperian for the use of one of their pictures. We are grateful to Megan McCoy of AusAID, Nguon Sophak Kanika of the Royal University of Phnom Penh, and Jo Crawford and Tessa Walsh of IWDA for their helpful comments on drafts. We thank especially the 354 women with and without disabilities who shared some of their most difficult experiences and painful memories in order to better the lives of others, and the women who listened and recorded their experiences for this research.

Other resources from this research project, including peer-reviewed articles, awareness-raising posters, pamphlets, and posters will be available from December 2012. Please contact the research partners for further information.

Banteay Srei, Cambodian Disabled People's Organization, CBM Australia, International Women's Development Agency, Monash University

November 2012

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Objectives of the toolkit

1. To raise awareness and challenge discriminatory attitudes on disability, gender and gender based violence.
2. To provide communities with ideas on how to include and support women with disabilities in the community.

Methodology

The tool was developed to be suitable for people with disabilities and community members who cannot read or write. We therefore use only pictures and conversation to deliver the training; there are no slides or handouts. We have developed role plays, exercises and conversations to encourage people to share their views and learn from each other. The target groups are community members who may hold prejudice against women with disabilities. We found including a representative number of women with disabilities in the workshops a great way for others to learn from them and to have discriminatory attitudes really challenged and transformed.

Delivery should be disability-inclusive, though significant adaption would be required to deliver this training for people who have a significant vision impairment due to the heavy use of pictures and drawing. Ideally, it should be delivered by 2 to 4 facilitators who are confident in leading community conversations and can guide small group discussions. The training could be delivered for up to 25 people.

The tool comprises six modules, including introduction and evaluation. There are also 43 pictures and two case studies. The tool was developed for Cambodia but could be adapted to other contexts to ensure that delivery, warm-up exercises, and key messages are culturally appropriate.

Training outline

MODULE	OBJECTIVES	DURATION	TIME
DAY 1			
Module 1	Introduction and pre-training test Introduce the workshop; set ground rules; use a warm-up activity to help participants feel comfortable; test existing knowledge about disability and gender.	1h 20 mins	8:15 – 9:35
	Break	15 mins	9:35 – 9:50
Module 2	Disability Participants understand what disability is; how disability is caused and common myths about disability; and that women with disabilities should be included in the community equally with everyone else.	2h 10 mins	9:50 – 12:00
	Lunch	1h 30 mins	12:00 – 1:30
Module 3	Gender Participants understand: what is gender; that women experience certain kinds of violence and discrimination because they are women; and that we can change this.	2h 30 mins (including break)	1:30 – 4:00
DAY 2			
Module 4	Women with disabilities and gender-based violence Provide information on the situation of women with disabilities in Cambodia; raise awareness on gender-based violence as it relates to women with disabilities.	2h 30 mins including break	8:30 – 11:00
	Lunch	1h 30 mins	12:00 – 1:30
Module 5	Including women with disabilities To challenge ideas which discriminate against women with disabilities and to help communities to be inclusive of women with disabilities.	2h 15 mins (including break)	12:30 – 2:45
Module 6	Post-training test evaluation To measure attitudes and understandings of disability, gender, GBV and how this has changed by end of training; assess how participants felt about the training	1h 15 mins	2:45 – 4:00



Module

1

Introduction

Objectives Introduce the workshop; set ground rules; use a warm-up activity to help participants feel comfortable; test existing knowledge about disability and gender

Time Exercise 1: Introduction to training – 10 mins
1h 20 mins Exercise 2: Ice breaker – 20 mins
8:15-9:35 Exercise 3: Ground rules – 10 mins
Exercise 4: Pre-training test – 40 mins

Tools Exercise 1: Photo consent forms
Exercise 3: Flip chart paper, markers, blue tack and pictures of the ground rules
Exercise 4: List of pre-training test questions.

8:15 – 8:25

Exercise 1: Introduce the training program

10 mins

Explain the objectives of the workshop:

- To raise awareness about discrimination and violence experienced by women with disabilities
- To promote more positive attitudes towards disability
- To give people ideas about how they can include and support women with disabilities in their community.

Tell people how long the workshop is, where toilets are etc.

Ask people if they consent to having their photo taken and if they do, help them sign consent forms.

8:25 – 8:45

Exercise 2: Ice breaker

20 mins

Instruct participants: Turn to the person next to you, and ask each other 3 things:

1. What is your name?
2. What is your favourite TV / Radio Program?
3. What is your lucky number?

Now **ask** each participant to introduce their partner.

8:45-8:55

Exercise 3: Ground rules

10 mins

Discuss what ground rules are, and why they are important. Ask people to suggest ground rules. When we have a picture for an agreed rule, show the group the picture and stick it on a piece of butcher's paper on the wall. For ground rules that are new, write or draw them on the butcher's paper.

1. Active participation
2. No mobile phones
3. No lateness
4. No smoking
5. No interrupting

Card Set 1



1.



2.



3.



4.



5.

8:55 – 9:35

40 mins

Exercise 4: Pre-training test

Note to trainers: there are a number of suggested ways of delivering this exercise, depending on the mobility of participants.

Explain to participants the purpose of this exercise: we are measuring what they already know or don't know. We will do the exercise again at the end of the training course to find out how much they have learned. So we will say something and ask them if they agree, disagree or don't know. If they don't understand a statement now, that's OK. If they knew everything before the training, there would be no need to do the training course!

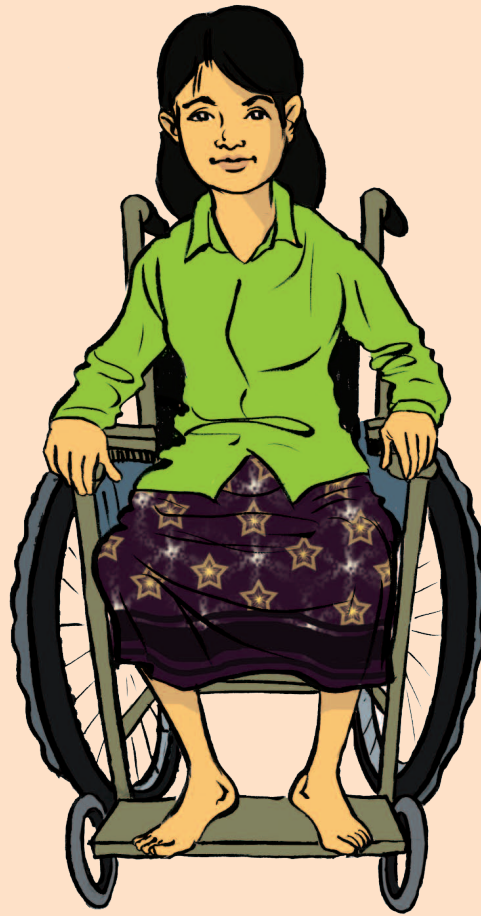
Options for this exercise

1. **Ask the participants:** "If you agree with the statement that I am about to read out to you then move to the left side of the room; if you disagree, move to the right side. If you don't know, then move to the middle of the room."
2. If some people will find it too difficult to move about the room, you can instead ask people to draw a picture on a piece of paper saying if they Agree / Disagree / Don't know, which will then be collected by one facilitator (e.g. the picture for 'Agree' could be a tick, the picture for 'Disagree' a cross, and for 'Don't know' a squiggly line or a question mark). Pictures will need to be drawn on the board and explained to the participants. All participants will need 13 pieces of paper.
3. Another option is to ask people to raise their hands to indicate with which answer they agree / disagree / don't know. It's important to note that both this and the first method will work best with communities whose members feel comfortable to speak honestly in front of everyone.

For each statement, make sure one facilitator is counting the number of people that stood in the different spots or held up their hands. This can then be compared to post test results to measure changes in knowledge or attitudes.

1. Men can be pregnant.
2. Gender means woman.
3. Sex refers to the physical difference between men and women.
4. Disability is infectious.
5. Women with disabilities should not have children.
6. It's too difficult to include women with disabilities in community activities.
7. People with disabilities are entirely dependent on their families.
8. Women can be effective politicians and leaders.
9. Men should not spend time doing housework or cooking.
10. Shouting at a person is a form of violence.
11. It is OK for men to have sex with their girlfriends whenever they want to.
12. It is OK for a man to hit his wife if she disobeys him.
13. Violence in families is private so I should not get involved.

Break : 9:35 - 9:50



Module

2

Disability

Objectives Participants understand what disability is; how disability is caused and common myths about disability; and that women with disabilities should be included in the community equally with everyone else.

Time Exercise 1: Defining disability – 10 mins
 1h 20 mins Exercise 2: What causes disability? – 20 mins
 8:15-9:35 Exercise 3: What stops a woman with a disability from joining in?
 – 100 mins

Tools Exercise 1: Pictures showing different people with disabilities
 Exercise 2: Pictures of the different causes of impairments
 Exercise 3: Copies of the role play for the facilitators to have on hand to discuss with participants.

9:50 – 10:00

10 mins

Exercise 1: Defining disability

Purpose: to make sure that everyone in the group understands that there are different kinds of disabilities. Some disabilities are obvious, like being in a wheelchair, and some are invisible, like a psychiatric disability or being deaf.

Ask participants: "What is disability? Who are people with disabilities?"

Responses might be: someone who can't see, someone who has an amputation, someone who is in a wheelchair, someone who has an intellectual disability, someone who is deaf, someone who has a psychiatric disability.

If people are having trouble starting this, then show pictures that show different kinds of disability. As people list different disabilities, put the pictures of people with disabilities on the wall:

1. Person with an amputation
2. Person who is blind
3. Person who is deaf
4. Person with an intellectual disability
5. Person with a psychiatric disability
6. A person who uses a wheelchair

Explain that there are many different types of disabilities, some of which are visible and some of which are invisible.

Card Set 2



1.



2.



3.



4.



5.



6.

10:00 – 10:20

20 mins

Exercise 2: What causes disability? Myths and facts

Purpose: In this exercise participants discuss causes of disability and some myths and facts about disability in Cambodia. It is important to challenge ideas, such as, 'People with a disability have done something bad to deserve the impairment.' It is also important to make sure that people understand that disability can't be caught, like an infection, and that it can happen to anyone, at any stage of life (e.g. as a result of an accident) even if they weren't born with a disability.

Ask people if they know what causes disability. Some people might say 'landmines' or 'traffic accidents' or 'not getting enough food.' If people say something that we have a picture of, put the picture up on the wall when they say it. Then explain to people some of the other causes of disability and show them the pictures. If people don't understand what you mean, then explain it to them:

1. Road accident
2. Landmine
3. Infectious disease (polio, malaria, measles, trachoma)
4. Malnutrition (not eating properly is really bad for children: they can suffer severe diarrhoea which leads to poor health; they might find it hard to concentrate and learn things; they might become blind or lose hearing, etc)
5. Ageing (our ability to see and hear often decreases as we get older; sometimes we start to forget things, etc)
6. Non-infectious disease (depression heart problems; cancer; stroke)
7. Congenital (an impairment someone is born with)

Card Set 3



1.



2.



3.



4.



5.



6.



7.

Once you've finished this, **explain** that you will now read a statement about disability and ask people to call out if the statement is true or false.

Read out the following statements to participants and **ask** if it is a myth (false) or a fact (true). When you've finished this list, **ask** the participants if there are any other common ideas about people with disabilities in their culture which are incorrect.

Myth or Fact? Landmines are a common cause of disability in Cambodia (Fact)

Myth or Fact? People are born with a disability because they have bad karma. (Myth)

10:00 – 10:20 20 mins	<p>Myth or Fact? If the parent is a person with a disability then the child will also have a disability (Myth)</p> <p>Myth or Fact? People can get a disability from a road traffic accident. (Fact)</p> <p>Myth or Fact? If you don't eat enough healthy food then you can get a disability. (Fact)</p> <p>Myth or Fact? Women with disabilities cannot fall in love, get married or have children. (Myth)</p> <p>Myth or Fact? People with disabilities cannot earn a living. (Myth)</p> <p>Ask the group if they have any questions about what causes disability what they think are some of the myths and facts around disability. Take this opportunity to discuss some common beliefs about disability and challenge some of the notions that people may have.</p>
10:20 – 12:00	<p>Exercise 3: What stops a woman with a disability from joining in?</p> <p>Purpose: To help people understand that disability isn't just having problems seeing or being in a wheelchair; it's also discrimination. Sometimes it can be people or physical environments which stop women with disabilities from being included in society but this is not fair and we can all do something to change this.</p>
10:20 – 10:25 5 mins	<p>Introduction to exercise: Explain that we are going to imagine what it's like to be a woman with a disability and explore what things can be difficult for them and what makes life easier. Each group will be given a different role play to act out, to show an aspect of the life of a woman with a disability.</p>
10:25 – 10:45 20 mins	<p>Develop role play in groups: Divide participants into 3 groups and give them one of the following scenarios. Ask them to prepare a short play of the scenario to act for the rest of the group.</p>
	<p>Scenario 1:</p> <p>Sa'at is a young girl in a wheelchair. Sa'at wants to go to school like her siblings and friends. Sa'at's dad thinks she should not go to school because she is a person with a disability. He refuses to help her get there. Because the path to school is in bad condition, Sa'at can't get there by herself and so can only go to school if someone in the village helps her. If she gets to school, she needs help again to get into the classroom because there is no ramp. Finally, the teacher in the classroom is not happy to have Sa'at there and doesn't talk to her.</p>
	<p>Scenario 2:</p> <p>Sokhom is a young blind woman from a poor family. She would like to participate in the community meetings in her village. One day her friend comes to her house and asks Sokhom to go to a community meeting with her. Sokhom asks her parents for permission and they say no. Her friend comes the next day to take her anyway, when her parents are not at home. While they are going to the meeting, which is far away, people say things to her like "You are blind. Where are you going? You should stay home." When they get to the meeting, the group talks about raising pigs together to make some money for the community. Sokhom has a good idea and wants to share it, but the village leader and community members don't let her talk and tell her she had no experience in pig-raising because she is blind.</p>

<p>10:45 – 11:05 20 mins</p>	<p>Scenario 3:</p> <p>Nary is a poor deaf woman who lives in a small village. She and her husband just got married and they are not ready to have children yet. One day Nary goes to health clinic near her village to get contraception. When she arrives at the health clinic nobody can communicate with her. She tries to communicate with sign language but they still do not understand her. Finally Nary leaves the clinic without getting the help she needs.</p> <p>Act out role plays and discuss: Ask participants to act out their role play.</p> <p>After each role play, have a short discussion about what it is that stops the woman from participating or getting the service she needs. The point of this activity is to help people understand that a disability is the combination of an impairment PLUS the discrimination they face. So a girl in a wheelchair could go to school if her parents let her and if the school has a ramp – it’s not the fact that she can’t walk which stops her from getting an education, but people’s attitudes or physical barriers. Below are some questions you can ask to help the discussion.</p> <p>Questions about Sa’at</p> <ul style="list-style-type: none"> • What makes it difficult for Sa’at to go to school? • What stops her from learning when she manages to get there?(E.g. Dad’s attitude, the bad condition of the road, the school has no ramps, and the attitude of teacher.) <p>Questions about Sokhom</p> <ul style="list-style-type: none"> • What makes it difficult for Sokhom to get to the meeting? • What stops her from sharing her idea? (E.g. View of parents and villagers that Sokhom is not valuable, that she does not have good ideas, that blind people cannot contribute positively to society.) <p>Questions about Nary</p> <ul style="list-style-type: none"> • What makes it difficult for Nary to get health care? • Do people expect that women with disabilities will want children? Or will need contraceptives? (E.g. Widespread inability for even health workers to communicate in sign language; idea that women with disabilities should not have sex or procreate and so do not need reproductive healthcare.)
<p>11:05 – 11:20 15 mins</p>	<p>Develop positive role plays: Ask each group to re-do the same role play, this time making the situation positive -> If we can get rid of these barriers, what does the situation look like? E.g. in role play 1: Sa’at’s dad wants her to go to school, the road to school is better and her friends happily go with her, there is a ramp into the classroom, and the teacher is happy to see her.</p>
<p>11:20 – 11:50 30 mins</p>	<p>Perform role plays and discuss: Ask each group to perform their positive role play. After each role play, discuss with the large group the things that changed. This is the opportunity to talk about human rights but in language that will make sense to local communities.</p>

Sa'at:

Can you talk to us about the changes you made? Why did you think these changes would help Sa'at go to school? Should girls with disabilities be able to go to school? Can we do this in our communities?

Sokhom:

Can you talk to us about the changes you made? Why did you think these changes would help Sokhom participate in the meeting? Can women with disabilities work? Should they be allowed to work? If they work, can they keep their money or do they have to give it to their families?

Nary:

Can you talk to us about the changes you made? Why did you think these changes would help Nary get healthcare? Can women with disabilities go to the health clinic like women without disabilities? Do women with disabilities need health care for having babies? Should the government make sure that women with disabilities can go to the doctor?

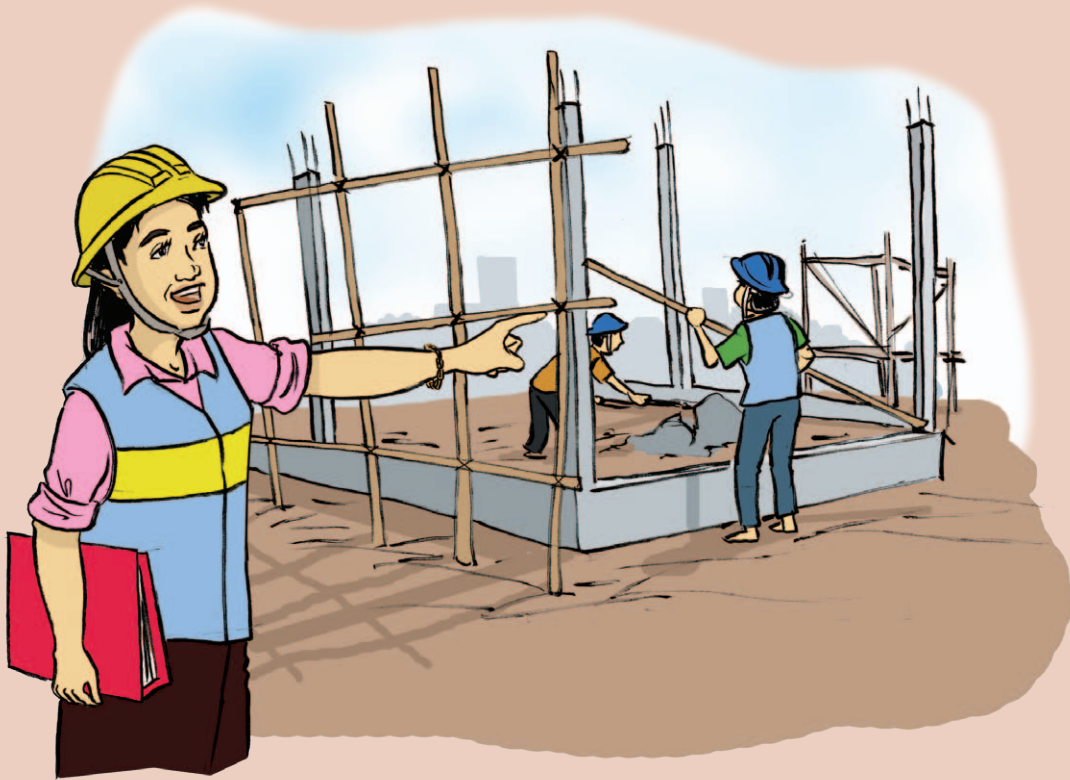
11:50 – 12:00

10 mins

What can we do so that women and girls with disabilities have the same opportunities as everyone else?

Sum up / conclude: End the activity by talking about how there are different things which stop women with disabilities from having the same opportunities as everyone else. Sometimes there is something physical which stops the woman from enjoying the same freedom as other people do – a bad road makes it much harder for a woman in a wheelchair to move around than for someone who can use both legs. Sometimes it's because other people can't communicate with them – they don't know how to speak in sign language. Sometimes it's people's attitudes that hurt women with disabilities – a nurse who believes that a blind woman shouldn't have children and so won't help her to have a family; a parent who thinks it's a waste to send their deaf daughter to school; or a village leader who is scared of women with mental illness and so won't let one join the community meeting. Just because someone has an impairment, it doesn't mean that they cannot participate in society. It is everyone's responsibility in the community to ensure that people like Sa'at, Sokhom and Nary are included. The government laws protects people with disabilities and says that they should be able to go to school, to have food, to see a doctor, to vote etc, the same as everyone else.

Lunch: 12:00 – 1:30



Module

3

Gender

Objectives Participants understand what is gender; that women experience certain kinds of violence and discrimination because they are women; and that we can change this.

Time Warm up: Dancing game – 5 mins
 150 mins Exercise 1: Gender and sex – 50 mins
 1:30 – 4:00 Break – 15 mins
 Exercise 2: Discrimination and violence – 45 mins
 Exercise 3: Effects of violence – 15 mins
 Exercise 4: Women and culture – 15 mins

Tools Warm up: music player
 Exercise 1: 12 pictures showing gendered activities 3 for each group
 Exercise 2: 10 picture cards showing different kinds of violence
 Exercise 3: Same cards as Exercise 2

1:30 – 1:35

Warm up: Dancing game

5 mins

Put on some music, let participants dance.

1:35 – 2:00

Exercise 1: Gender and sex

25 mins

Purpose: To help people understand that 'gender' is a set of ideas which doesn't stay the same over time. We can change what we think women and men should or shouldn't do.

The facilitator **shows** the picture of a woman cooking while a boy lies in a hammock and **asks** the large group the following questions:



Card a.

What is the woman doing in this picture? What is the girl doing? What is the boy doing? Could the boy be doing what the girl or his mother is doing? Why isn't he helping his mother? Is this fair? Can we change this? Would it be good for men and woman if we changed it?

Next divide participants into 4 groups. Each group is given 3 pictures with cards showing gendered activities and asked to discuss similar questions to those above:

Group 1

1. Female pilot
2. Male nurse
3. Policewoman with disability

Group 2

4. Male pilot
5. Woman tuktuk driver
6. Pregnant woman

Group 3

7. Female judge
8. Girls go to school while the boy stays at home
9. Man with disability bottle-feeding a baby

Group 4

10. A female construction worker
11. A woman leading a group meeting
12. Man in the army

The facilitators will need to spend time with each group to help them talk about the pictures.

Some questions to ask the small groups are:

What is the woman / girl doing here? What is the man / boy doing? Why are they doing it? Could a woman do what a man is doing here, and vice versa? In real life why don't they? Would women have done this in the past? Men? If this has changed, why? Is it strange to see a woman/man doing this? Why? How does a woman become a police officer / judge / pilot / tuk-tuk driver? What changes have happened in our society so that she can do this?

Card Set 4



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

2:00 – 2:25
25 mins

Each group shares 1 picture that they thought was the most interesting. Ask them to share what they found most interesting / controversial, what they liked, etc.

Group discussion:

The aim is to help people realise the difference between gender roles and sex, and that gender roles can shift over time. (E.g. 100 years ago women were not allowed to be doctors, now many women are doctors, but women's ability to give birth has never changed).

Ask people if they think that women and men are different? -> Yes, only women can get pregnant. -> This is 'sex' – the biological differences between men and women.

Apart from this, can men and women do the same things? Can men cook dinner? Can women join the police? -> Gender means the social differences which society creates, relating to the sexes (and there can be more genders than just 'man' and 'woman' – i.e. khtoey [ladyboy]). It is a set of ideas made up by society about expectations of women and men: for example, the idea that women are better at looking after the home is an idea about what women should do. But this can change over time.

Do women and men do the same things in different cultures? Do Cham women do different things to Buddhist Cambodian women? -> Gender is also different in different cultures – e.g. Cham women wear head scarves, but Buddhist Cambodian women do not.

Conclude:

In many societies, ideas about what is normal for men and women to do are used to justify inequality between men and women. In Cambodia, Chbab Srei says that women should stay close to home, be obedient to their fathers and husbands, and keep quiet if they have problems. Women who don't do this are still seen as not good women. But if men don't follow Chbab proh, they are not looked down upon in the same way women are. If we can see how ideas about men's and women's roles are created by society, we can change them and make the world fairer for everyone.

Break: 2.25 – 2:40

2:40 – 3:25

Exercise 2: Discrimination and violence

Purpose: to show that women and men are not treated the same and that women experience more violence in the home than men do.

2:40 –2:50
5 min

Divide people into groups of two or three people; give one picture to each group and ask them to spend 10 minutes discussing what they see happening in the picture.

Guiding questions include:

- What is happening in the picture?
 - Does this normally happen more to women or men?
 - Why does it happen more to women/men? Is this fair?
 - Should this situation change?
 - How can we make it change?
-

2:40 –2:50

Pictures:

5 min

1. Boy going to school while girl stays home
2. Man abusing a woman with disability
3. Women with disability shut in her house
4. Man being manhandled by police officer
5. Commune council meeting with many men and only one woman
6. Sexual abuse of girl
7. Woman with disability being shouted at by her family
8. Men drinking and gambling while wife is cooking at home
9. Woman being harassed at work
10. Men brawling in a bar

Card Set 5



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

2:50 – 3:25
35 mins

Ask the groups to talk about their pictures, answering the questions asked above. An example of what the group might discuss could be: “This is a picture of the son going to school while the girl stays home to help her mother with household work. This situation is common in Cambodia. If the family cannot afford to send all children to school, then the boys will go instead of the girls because many people think it is more valuable to invest in the boys’ future. They may think that girls don’t need to learn because their husbands will look after them. I don’t think it’s fair to women and it would be better if everyone could go to school.”

Ask people: When we see violence in our communities, what can we do to make the situation better for women? How can we prevent violence? How can we respond to violence?

Finish the discussion with a summary: “We have a saying in Cambodia that ‘men are like gold while women are like white cloth: if you drop gold in the mud, you can polish it clean. If you drop cloth in the mud, it will be stained forever.’ Our culture treats men and women differently and unequally. We do not value women the same way that we do men, even though, as we have seen in the last exercise, women and men are mostly capable of doing exactly the same things, if they have the same opportunities. In the house, community and workplace women often face more discrimination and violence than men and different kinds of discrimination and violence. Violence against women is against the law in Cambodia. If you know a woman who is being abused – she may be hit, or yelled at, or not allowed to see her friends or to have money – she can get help from women’s organisations or from the Government.”

3:25 – 3:40
20 mins

Exercise 3: Effects of violence

Purpose:

To help people understand that everyone is affected by violence in different ways – there might be physical bruises or broken bones; we might feel depressed; we might not be able to sleep; or we might not have control over our money. Violence affects not only the victim but also her family who may see the violence and may be scared or think it’s acceptable to treat someone like this. It also affects her community because it deprives the community from having everyone contributing to their full potential.

Using same cards as those presented to the large group above (Card Set 50), discuss how it feels for a women when she is a victim of violence.

Questions:

- What happened to the woman in this picture?
 - How would it make her feel?
 - How would it affect her family?
 - How would it change her life?
 - How would it have any impact on the community?
 - How would it affect her life, family and the community?
 - What might change for her as a result of the violence? At home? In school?
 - In her community?
 - Can she get help? Who can help her? How can we stop violence?
-

Key Messages:

- Violence not only affects individual, it affects everyone.
- Consequences are more than physical – not just bruises, but we also feel very sad, have trouble sleeping, might even think about suicide.
- Consequences of violence and discrimination can have life-long impacts.

3:40 – 4:00

20 mins

Exercise 4: Women and culture**Purpose:**

To discuss how culture and tradition can sometimes be barriers to women's rights.

Ask the group what they think of traditional cultural practices which relate to men's and women's roles: chbab srei, chbab proh, or chol mlop. Did they have to learn chbab srei and chbab proh in school? Do people still follow these codes? What does the community think of women who do not follow chbab srei? What do they think of men who do not follow chbab proh? Do they know women who did chol mlop? Do men have to do something similar? Is this fair?

Leave a few minutes for the group to discuss these questions.

Conclusion:

"While culture and tradition are very important parts of our identities, they can also be barriers to women's rights. For example, chbab srei ('the women's code') and chbab proh ('the men's code') are Cambodian rules for women's and men's

behaviour. Some people feel that it's important to have a sense of what Cambodians do, but when Chbab Srei says that women need to keep quiet about problems in the home and should obey their husbands, it means that culture ends up oppressing women and making them more vulnerable to domestic violence. Chol mlop ('entrance into the shade') is another example of a tradition which can oppress women: (girls have to spend anywhere from a month to a year in a dark room after her first menstruation, only going out at night, not allowed to look at men, and learning skills to prepare them for housework and being a good wife. This practice stops girls from going to school, discourages them from having their own career and reinforces the message that they should only aim to be a good wife).



Module

4

Women with disabilities and gender-based violence

Objectives Provide information on the situation of women with disabilities in Cambodia. Raise awareness on gender-based violence as it relates to women with disabilities.

Time Warm up: Hot potato – 30 mins
 150 mins Exercise 1: Case studies – 40 mins
 8:30 –11:00 Break: 10 mins
 Exercise 2: Mapping life in our communities – 70 mins

Tools Warm up: Music player
 Exercise 1: Case Study: The Laundress and Case Study: The Leader.
 Exercise 2: Flipchart paper. Markers. Symbols for safe / unsafe, welcome / unwelcome and village landmarks (e.g. school, health clinic; enough symbols for each group)

8:30 – 9:00

Warm up exercise: Hot potato

30 minutes

In this game people pass a ball around while the facilitator plays music. When the facilitator stops the music, the participant who is holding the ball has to answer a question or do an action as requested by the facilitator.

Note: While these activities have been chosen because they would normally be considered fun and easy in Cambodia, there is still the potential for some participants to be embarrassed by performing some of these activities. Please be sensitive to the body language of the participants and either don't stop the music when the ball is being held by someone who looks very shy or uncomfortable or give them an activity or question which is easy. Please make sure that the other participants do not push anyone to do something they are not comfortable doing.

Facilitator's list of questions:

1. What is the name of the person next to you?
2. What is one cause of disability?
3. Tell us the name of your favourite song.
4. Name one challenge faced by people with disabilities.
5. one thing that would help people with disabilities participate in their community.
6. Tell a joke.
7. What is one myth about disability?
8. A woman with a disability can earn money and support her family. Myth or fact?
9. Make noise like a rooster.
10. What is something only a woman can do?
11. Do men and women have the same rights?
12. What laws protect women's rights?
13. Act like a monkey.
14. What is something only a man can do?
15. True or false: women with disabilities cannot have children.
16. Act like a duck.

9:00 – 9:40

Exercise 1: Case studies

40 minutes

Read out two case studies on page 35-36, The Laundress (a sad story) and The Leader (a positive story). These shows that there are diverse lived experiences of women with disabilities as well. Then divide participants into small groups and discuss the same set of questions in each group.

1. What do you think about these stories? What was different between them?
2. What were some of the barriers faced by The Laundress (Case Study 1)?
3. How do you think that made her feel?
4. What were some of the good things that happened in story of The Leader?
5. Why do you think she had more positive experiences?

Then return to larger group and ask them to share something 2 or 3 main things that case studies provided on page 35-36, were they discussed.

Break 9:40 – 9:50

9:50-11:00

70 minutes

Exercise 2: Mapping life in our communities

Purpose:

To help participants understand how different life can be if you're a man or a woman, with or without a disability.

9:50 – 10:10

20 minutes

Divide the participants into four groups and ask the groups to draw a map of their community. For example pagoda, school, health clinic, commune hall, police station, house of village chief, places for getting water, where people live.

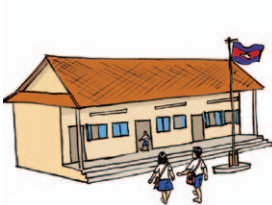
If people come from the same village, then they can map their village. If group members come from different villages, ask them to draw an imaginary village. Note there are pictures provided as list below which people can use to stick on their maps.

If people don't know where to start, suggest they start to draw:

1. Schools
2. Homes
3. Health clinic
4. Water facility
5. Roads, paths (participants to draw)
6. Rice fields (participants to draw)
7. Pagoda
8. Police station
9. Village leader's house
10. Community-based organisation, non-government organisation, etc

Although 10 drawings have been provided as prompts to the village map there may be other facilities and structures that are equally important, which the group can draw themselves E.g. Sanitation points, landmines etc. Please note that the trainers will need to print multiple copies of the following pictures for all groups to use.

Card Set 6



1.



2.



3.



4.



5.



6.



7.



8.

10:10 – 10:30
20 minutes

As the groups finish drawing their maps: When they are done, use the safe/unsafe, welcome/unwelcome pictures to facilitate the following discussion.

- Ask group one to indicate where a woman with a disability feels safe / unsafe and welcome / unwelcome.
- Ask group two to indicate where a woman without a disability feels safe / unsafe and welcome / unwelcome.
- Ask group three to indicate where a man with disability feels safe / unsafe and welcome / unwelcome.
- Ask group four to indicate where a man without disability feels safe / unsafe and welcome / unwelcome.

Card Set 7



safe

1.



unsafe

2.



welcome

3.



unwelcome

4.

10:30 – 11:00
30 mins

After they have completed the activity ask each group to present their map, explaining where people might feel safe, unsafe, welcome and unwelcome. Ensure that each groups discuss and present on community life for women with disabilities.

This is a good opportunity to discuss the research we conducted on violence against women with disabilities. Looking at the map for the woman with disability, if there are no unsafe symbols on the home, **please add some to the map now**. Tell participants that "Our research shows that the home can be unsafe for women with disabilities. Some parents, siblings, aunt, uncles, and grandparents abuse women with disabilities, either by shouting at them, isolating them, or physically or sexually abusing them. Our research across Cambodia shows one out of every two women with disabilities will experience violence from their families and one out of every three women with disabilities will experience violence from their partners."

If the group says that girls with disabilities are welcome at school, then talk about some of the barriers women with disabilities face in getting to school: e.g. parents' ideas that their daughters who have a disability can't learn; that they depend on other people to carry them there; that children make fun of them. Eg. If they say that women with disabilities are welcome to join community events, talk about how we found that women with disabilities were often excluded or in some cases were invited but only to wash dishes, not to really join in.

To conclude say: We know that life in the village can be a very different experience if you are a man or a woman, or if you are a person with a disability. We know that there are many strong women with disabilities who are leaders in government departments or NGOs and so on, but we also know that women with disabilities can be very vulnerable and can experience discrimination and violence. It is everyone's responsibility to challenge this!

Lunch 11:00 – 12:30



Module

5

Including women with disabilities

Objectives	To challenge ideas which discriminate against women with disabilities and to help communities to be inclusive of women with disabilities.
Time	Energiser: 15 mins 2 hrs 15 mins Exercise 1: Mapping power - 70 mins 12:30 – 2:45 Break: 15 mins Exercise 2: Making a commitment for positive change - 30 mins
Tools	Exercise 1: Maps of community from last exercise of module 4.

12:30 – 12:45

Energiser

15 minutes

Two truths and one lie game

Ask each participant to think of two true stories and one lie about themselves. Then go around the circle and ask people to share their truths and lie, and everyone has to guess which statement is the lie. After the individual has shared the three stories all participants have to guess which stories are true and which one is false. E.g. Fareen loves papaya, she has worked in Indonesia, and her favourite colour is red... The first one is the lie; Fareen does not like eating papaya.

12:45 – 1:55

Exercise 1: Mapping power

70 minutes

Purpose:

To help people understand that we all hold different kinds of power. Sometimes we use this power to include people, sometimes to exclude people. Sometimes we can claim our rights but sometimes we don't have much power at all.

Split the participants into the same four groups used for the map activity. Ask each group to discuss the following questions:

Thinking about feeling safe and welcome:

1. Where do women with disabilities feel safe and welcome in our village?
2. Why do women with disabilities feel safe / welcome in these places?
3. Who has made them feel safe / welcome?
4. What have people done to make them feel safe / welcome?

Thinking about feeling unsafe and unwelcome:

1. Where do women with disabilities feel unsafe and unwelcome?
2. Why do women with disabilities feel unsafe / unwelcome in these places?
3. Who has caused them to feel unsafe / unwelcome?
4. What can you do to make women with disabilities feel safe / welcome here?
5. If your neighbour is a woman with a disability and she comes to you and tells you that she is experiencing violence from her partner, what would you do to make her feel safe / welcome?

Give participants the chance to walk around and look at each others' maps.

Break: 1:55 – 2:05

2:05 – 2:45

40 minutes

Exercise 2: Making a commitment for positive change

Purpose:

To leave everyone inspired to do something which will make their community a happier and healthier place, especially for women with disabilities.

Ask each participant to think about and commit to one thing they will do to ensure that women with disabilities are safe, welcome and included in their community. Share their idea with the group.

After each participant has made their commitment ask them to think about it.

Ask "How will you know when women with disabilities feel safe and welcome?"

For example, participants might say: Eg. "I will ensure that we have village meetings in an area which is easy for women with disabilities to reach – i.e. no stairs. As a village chief I will know that women with disabilities feel safe and welcome when they attend our monthly meetings and are able to express their views." Or "I will help the girl with a disability who lives next door get to school, when I take my children to school. I will know that she feels safe and welcome when she is attending and participating in classes on a regular basis." Or "I will help my neighbour who is blind attend village meetings. I will know that she feels welcome when she speaks during meetings."



Module

6

Post-training test and evaluation

Objectives To measure attitudes and understandings of disability, gender, GBV and how this has changed by the end of training and to assess how participants felt about the training.

Time Exercise 1: Post-training test - 30 mins
75 mins Exercise 2: Evaluation - 45 mins
2:45 – 4:00

Tools Exercise 1: Post-training test - List of questions
Exercise 2: Evaluation

- Five small pieces of different coloured paper for each participant (e.g. green for statement one, yellow for statement two etc).
- One marker for each participant.
- Examples of happy, sad and neutral faces.
- Five envelopes marked statement 1 – 5.

2:45 – 3:15

30 minutes

Exercise 1 – Post training test

Note to trainers: There are a number of suggested ways of delivering this exercise, depending on the mobility of participants.

Options for this exercise

1. **Ask the participants:** "If you agree with the statement that I am about to read out to you, then move to the left side of the room; if you disagree, move to the right side. If you don't know, then move to the middle of the room."
2. If some people will find it too difficult to move about the room, you can instead ask people to draw a picture on a piece of paper saying if they Agree / Disagree / Don't know, which will then be collected by one facilitator (e.g. the picture for 'Agree' could be a tick, the picture for 'Disagree' a cross, and for 'Don't know' a squiggly line or a question mark). Pictures will need to be drawn on the board and explained to the participants. All participants will need 13 pieces of paper.
3. Another option is to ask people to raise their hands to indicate with which answer they agree / disagree / don't know. It's important to note that both this and the first method will work best with communities whose members feel comfortable to speak honestly in front of everyone.

For each statement, make sure one facilitator is counting the number of people that stood in the different spots or held up their hands. This can then be compared to pretest results to measure changes in knowledge or attitudes.

4. Men can be pregnant.
 5. Gender means woman.
 6. Sex refers to the physical difference between men and women.
 7. Disability is infectious.
 8. Women with disabilities should not have children.
 9. It's too difficult to include women with disabilities in community activities.
 10. People with disabilities are entirely dependent on their families.
 11. Women can be effective politicians and leaders.
 12. Men should not spend time doing housework or cooking.
 13. Shouting at a person is a form of violence.
 14. It is OK for men to have sex with their girlfriends whenever they want to.
 15. It is OK for a man to hit his wife if she disobeys him.
 16. Violence in families is private so I should not get involved.
-

3:15 – 4:00

45 minutes

Exercise 2: Evaluation

Ask all participants to share with the large group:

- One new thing I learned from the training
- One thing I really enjoyed about the training
- One thing the facilitators could change to make the training clearer or better
- One thing I still don't quite understand

NOTE: one facilitator should be taking notes for all the statement made by participants during the evaluation. (It may be useful to note their gender, age, disability status etc.)

Invite participants to talk to facilitators afterwards about any topics that were not clear or anything else they would like to give feedback on, so that they don't have to say it in front of the group.

Finally facilitators will next read out five statements and ask participants if they agree, disagree, don't know, or are not sure. Everyone is given 5 pieces of different coloured paper and a marker. (Each colour represents a different statement.) Draw to the group happy, sad and neutral faces on butcher's paper and explain that happy = agree, sad = disagree, and neutral = don't know or are not sure. Tell them to draw a face to show what they think on the coloured paper for each statement made. Hold up each piece of coloured paper as you ask the question, e.g. "For the first question we will all mark our responses on the green piece of paper".

1. The training was interesting
2. Training was the right pace
3. I liked the methods we used
4. The training changed my mind
5. I will use some of the things I learned

A facilitator should collect sheets of paper after each statement is read and the participants have had time to mark their coloured sheet with a happy, sad or neutral face.

Close : 4PM

Module 2

Scenario 1:

Sa'at is a young girl in a wheelchair. Sa'at wants to go to school like her siblings and friends. Sa'at's dad thinks she should not go to school because she is a person with a disability. He refuses to help her get there. Because the path to school is in bad condition, Sa'at can't get there by herself and so can only go to school if someone in the village helps her. If she gets to school, she needs help again to get into the classroom because there is no ramp. Finally, the teacher in the classroom is not happy to have Sa'at there and doesn't talk to her.

Scenario 2:

Sokhom is a young blind woman from a poor family. She would like to participate in the community meetings in her village. One day her friend comes to her house and asks Sokhom to go to a community meeting with her. Sokhom asks her parents for permission and they say no. Her friend comes the next day to take her anyway, when her parents are not at home. While they are going to the meeting, which is far away, people say things to her like "You are blind. Where are you going? You should stay home." When they get to the meeting, the group talks about raising pigs together to make some money for the community. Sokhom has a good idea and wants to share it, but the village leader and community members don't let her talk and tell her she had no experience in pig-raising because she is blind.

Scenario 3:

Nary is a poor deaf woman who lives in a small village. She and her husband just got married and they are not ready to have children yet. One day Nary goes to health clinic near her village to get contraception. When she arrives at the health clinic nobody can communicate with her. She tries to communicate with sign language but they still do not understand her. Finally Nary leaves the clinic without getting the help she needs.

Module 4

Case Study – The Laundress

I am a woman with mobility impairment. I live in Phnom Penh. I have seven siblings living far away from me. Both of my parents have passed away. Because my family was so poor, I did not have a chance to get an education.

When I reached adulthood, I got married to a man who is a soldier. We have five children—two daughters and three sons. I had polio because when I was young I had a serious fever. After the injection, one of my legs became abnormal and I became disabled until now. I felt shy since I was young. I dared not go out or participate in any event. I felt resentful of my disability. Up to the point just after marriage, my family had good relationships and understood each other well until I was pregnant with my first child. Then my husband started to have arguments with me, hit me, and said he “was embarrassed to get married with such a disabled woman like me”. He said his parents and siblings did not approve of his marriage and I was lucky to live with him. I felt regret and suffered badly. Four days later, he asked me to come back because there was no one to cook and do the housework. He promised not to torture me anymore.

My parents encouraged the reconciliation; they said that husbands and wives always argue. I decided to come back. About ten days later, I decided to go back to my parents but once again he brought me back home. Whenever he was drunk or angry with the children or had no money to buy alcohol, he tortured me. This occurred from the time we had our first child until now (we have five children). There was a time when I was expecting a baby, he hit me on my chest with his fist; it hurt a lot and made me bleed. He also hit me even after I just delivered the baby.

Since my parents passed away, when my husband hits me or argues with me, I run to my mother-in-law’s house to ask for help, but she did not help me. So, I ran to my neighbour’s house to ask for help, but they could not help me because my husband had threatened them that “if they help me, he will kill them”. Therefore, no one dared to help me.

When he got money from construction work or fishing, he never gave the money to me to support the family. On the occasions that he did give me money, when he was drunk, he took all the money back to buy alcohol without saving anything for me. The whole family totally depended on me.

When he hit me, I reported it to village chief. The village chief asked him “why do you hit her even though she earns money from picking up cans when there is a festival or wedding ceremony?” “However, he never stops hitting me. He even hit me until I had a bloody nose. At that time I made a complaint to the police and the police detained him for one day. Later the police released him and said “if you still continue hitting your wife, I will send you to prison.” However, he did not change his habit and still committed the same thing.

Although I am disabled, I do not depend on my husband to feed me. I have tried to do the laundry at various houses to earn money to support the whole family while my husband does not help earn any income. Sometimes I also walk around picking cans at wedding ceremonies or other festivals in the village. In the future, if my husband does not stop using violence, I will get divorced and look for a job that I can do to earn money to feed my children and send them to school to get higher education like other people.

Module 4

Case Study – The Leader

I am 42 years, and one my sisters has intellectual difficulty and moving difficulty. I finished grade 12 high school in Battambang province and in 2000 I got married and now have a daughter. I have had a disability since I was 4 years old because of a big fever. This made me upset and ashamed. But I worked hard in my studies especially when I faced discrimination.

Because of my disability I didn't want to go to school or participate in any ceremonies. I didn't have friends and people called me by my disability. Even though I faced discrimination and problems, I tried to study hard and finish grade 12.

In 1993, I was trained in the sewing skill by an NGO. I tried hard and became one of their best students. After I finished the training, I became a sewing trainer in this organization. In 1994, I decided to get married to a man who raped me. Although he worked in the same organization I didn't really know much about him. On the wedding day I found out that he was already married with children. But, I decided to get married to him because of my parents.

I was living unhappily with my husband until I had my daughter. Six years later, I wanted a divorce but he didn't agree. He left the house and left me to look after my daughter by myself. I have also faced lots of problems with my brother who drinks everyday and come homes and makes noise. I also have to look after my daughter, mother and sister with a disability.

When the organization I was working for closed because of lack of funding, so I formed a self-help group and bought a sewing machine to use in my house. Then I called the women with disabilities to train at my house. In the future I plan to extend the self-help group and find more customers. I want people with disabilities to earn an income independently.

In my family I want my daughter to get a higher education and eventually a good job. I want to be a hairdresser in the future, and I want to get married and have children. I would have a happy family and my children would have lots of support.

Challenging Discrimination Against Women with Disabilities

A Community Toolkit

The *Triple Jeopardy* research project found that women with disabilities suffer high levels of family violence. Often the only people they talk to about this are other family members or neighbours. This toolkit aims to transform attitudes accepting violence against women with disabilities and to empower community members to provide support to such women and to stop violence.