

Our Rights, Our Voice, Our Future

A facilitator's guide for gender inclusive
participation in Fijian communities



European Union





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LIVE&LEARN
Environmental Education

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Contents

Welcome.....	4
Introduction.....	5
Activities: Breaking the ice	13
Part 1: Human Rights.....	17
Topic 1: Human rights and our community.....	18
Activity: What are human rights?	21
Activity: Community values	22
Topic 2: Understanding human rights.....	23
Activity: Our communities, our rights.....	25
Part 2: Democracy and Governance	27
Topic 3: Leadership	28
Activity: What makes a good leader?.....	30
Activity: Acting out leadership styles.....	31
Topic 4: Conflict resolution	32
Activity: The women and the coconut.....	36
Activity: Local drama.....	37
Topic 5: Working together for tomorrow.....	39
Activity: Governance role plays.....	43
Activity: What is a good decision?.....	44
Activity: Empower a woman to empower a nation.....	45
Activity: A vision for the future.....	46
Part 3: Strong Women: Stronger Communities.....	47
Topic 6: Self-confidence.....	48
Case Study 1: The \$30 beginnings.....	49
Case Study 2: Flower power.....	51
Case Study 3: Women in Parliament.....	53
Case Study 4: Self-employed and self-reliant.....	55
Activity: I am... ..	57
Activity: You are... ..	57
Activity: Tied together	59
Glossary	61

Welcome

In Fiji, our communities make up our country. Across the islands of Fiji, men and women work together to strengthen and improve our homes and our communities. In turn, this strengthens our country. But it all starts at home, in our communities, and with each of us.

Women and men, young people and older people, all have important and valuable contributions to make to our communities and our country. This guide is a resource for individuals and groups who want to learn about and strengthen women's participation in the community. It can be used by women and men, boys and girls. Each topic is important for the whole community and for each of us.

This guide is full of activities, so that everyone can be involved in learning in a fun way. It encourages respect for one another, sharing knowledge with each other and taking action in our community.





Introduction

Live & Learn Environmental Education has developed this guide as part of the ‘Supporting human rights and social participation of women in remote areas in Fiji’ project, with funding from the European Union. This project seeks to build public demand for democracy and human rights by strengthening women’s groups and organisations and in turn creating an opportunity for women to voice their opinions and have full participation in society.

In remote areas of Fiji, community decision-making and power in the community is typically held by men. While women make up roughly half the population, they do not have equal representation in leadership positions or equal participation in community decision-making processes. Men and women have different needs, and these needs are equally important. If one group is excluded from decision-making, the needs of the community as a whole are not considered. A fairer and more beneficial approach, is to include the voice of all members of the community in decision-making – men and women, boys and girls. When women and men make decisions together, better decisions are made for the whole community.

.....
When everyone’s voice and opinion is heard we build a more compassionate, caring and inclusive society. This model of a society means that men and women work together for a better community – and this benefits everyone!
.....

Who is this guide for?

This resource has been developed for community facilitators, leaders and potential leaders, to encourage the participation of women as leaders and decision makers. It helps community leaders to discuss human rights, democracy and leadership in their communities. The facilitator can use this guide to have discussions and conduct activities on these topics. The activities are designed to make these topics relevant for people living in rural Fiji.

Why use this guide?

In 2011, Live & Learn conducted a **Rapid Assessment of Perceptions** (RAP) with communities in Fiji. The RAP research identified the need to strengthen rural communities' understanding of human rights, democracy and to develop leadership skills in women.¹

This guide aims to:

- Create awareness and encourage discussion on human rights;
- strengthen women's skills to encourage participation in community decision-making;
- build women's self-confidence and self-esteem so they have confidence to express their opinions;
- strengthen leadership skills of women.

How to use this toolkit

The 'Our Rights, Our Voice, Our Future' toolkit consists of this guide, three (3) posters and four (4) case studies.

You can choose how to use this toolkit to best suit your participants needs. One idea is to have weekly sessions lasting about two (2) hours each with a group of interested people. Each week you can focus on one section, or one or two topics.



🎯 Guide: 'Our Rights, Our Voice, Our Future'

At the beginning of this guide are some introductory activities in the section called 'breaking the ice' (page 13). These activities are fun and quick activities to encourage participation and introduce the group to each other and to you. You can do one of these activities at the start of each session or use another activity you are familiar with.

The guide also describes how the posters and case studies can be used. The more you conduct the activities, the more you will develop and discover effective methods of facilitating the activities.

The guide is divided into three (3) sections:

1. Human Rights
2. Democracy and Governance
3. Strong Women, Stronger Communities

Each section has two or three topics, that allow for discussion of different ideas. You can work through the guide starting from section 1 through to section 3, or you can choose the topic relevant to the group.



1. Live & Learn Environmental Education, 2011, *Rapid Assessment of Perception: Supporting human rights and social participation of women in remote areas in Fiji*.

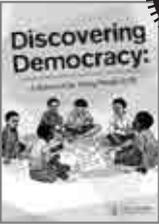
Each topic includes:

Learning outcomes: These tell you the goals of the topic and can help you decide if a topic is relevant to your participants.

Background information: This information helps you to introduce the topic and activities. It is important to read through this information before you run a session, so that you understand the ideas and words used. Reading through the topic will give you time to think of extra information participants might need; think about questions they will ask and prepare answers; and prepare the materials you need for each activity.

Activities and discussions: Every topic has different activities to run with participants. They will help you start a discussion on the topic and encourage everyone to participate. You can run through each of these activities or use your knowledge of the group to choose which activity or discussion is most relevant.

This guide is best complimented by the Live & Learn 'Discovering Democracy' book for young people. The 'Discovering Democracy' book contains activities to encourage leadership, enhance understanding of human rights, and establish community groups. For more information contact Live & Learn in Suva on Tel: +679 3315 868.



🎯 Posters

The posters are designed to create an understanding of human rights and enhance awareness of how human rights impact the daily lives of the participants. Pictures can be a good way to create discussion and allow people to raise topics and discuss issues that may be challenging or sensitive to others. It is important for the facilitator to familiarise themselves with the posters and the questions before the workshop.



🎯 Case studies

The case studies are designed to help motivate participants, especially women, to reflect on the potential they have to contribute to their communities in different ways. These case studies are real stories of local women and overseas communities. Through reading these examples, women can see the potential to use their skills and talents and increase their confidence to participate fully at the family, community and national levels.



Glossary

Throughout this guide you will see underlined words. Any word that is underlined is explained in the glossary on page 61.

Please look through the glossary before you start to use this guide so that you understand all of the words and can explain them to participants.

Training tips

To 'facilitate' means 'to make easy'. Your role as a facilitator is to create a space where people feel safe to share ideas and experiences and learn new things. This means that participants feel comfortable attending the sessions and expressing their honest opinions.



Tip 1: Make people feel comfortable

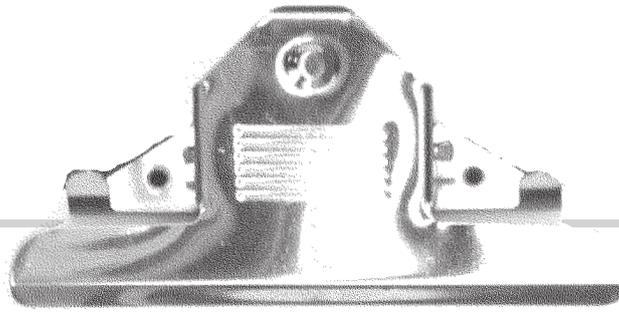
Think about the relationships between participants and make sure that you run activities and discussions in a way that helps all participants feel comfortable about sharing their thoughts. Think about how age and gender might influence people's participation. For example, you might want to divide the group into separate groups of women, men, boys and girls for some discussions, and then bring everyone back together to share what they discussed in their smaller groups.

You do not have to be an expert on the topic, but it is important to read and understand the information in each session before running a session. Take time to read through the guide, posters, case studies and the glossary, and ask others for help if you find any parts confusing.

Tip 2: Use visual examples

Use visual materials and examples whenever possible. This helps people to understand topics and see the relevance of the topics in their own lives. This toolkit has posters and case studies for you to use.





✓ Checklist – Preparing each session

- Read each session before running it, and make sure you fully understand the topics. Think about questions community members might ask.
- Circle any words that the group may not understand, and think about how you can explain them in local language. Write these words in the glossary at the end of the guide.
- Prepare any materials you need to run the activities – e.g. paper, pens, large sheets of paper and markers.
- Choose an appropriate time and place for the community to participate. Think about the other commitments people may have, and how easy or difficult it will be to get to the location.
- Invite the participants and confirm that they are attending. **Make sure people who have not finished school or who cannot read or write also feel welcome and confident to participate.**
- Organise a space for the session – somewhere private and without distractions, such as a house with plenty of space or community hall.
- If you feel you need some support, invite someone to help you.
- Allow enough time to work through each session. It is important to make sure that there is time for all of your participants to be heard and to ask questions, without being rushed.

Be inclusive

Encourage all different people to come to the sessions. Make a special effort to include marginalised people who may usually be left out of community activities. Make sure you include:

- People with disabilities
- In-married women (women from outside who are married into the community)
- People who have not completed school and illiterate people
- Unmarried mothers
- Young people and old people

TIP

Ground rules

As a group, agree on some 'ground rules' before the discussion begins. Ground rules are rules about how the group will work together during the session. Some ground rules may include: only one person speaking at a time, respecting each other's opinion, no interrupting and turning off mobile phones. Encourage participants to each suggest a ground rule, perhaps by using one of the activities on page 11, such as talking ball or secret hat.

Respecting traditional values and religion

Faith and traditional values will influence what people think and feel about the topics. Talk to the group about what traditional values and faith say about the topics.

Talking to a faith leader or a local Chief or elder before some sessions may also be helpful. You can discuss the session with them, ask for their input on parts of the session or invite them to attend the session.

Making sure one (or a few) of the participants don't do all the talking

As a facilitator, you need to make sure that all participants have the opportunity to speak. If someone is talking too much, try saying, "You have some good ideas. Thank you for your contribution. How about we hear from what some others think?" One idea is to give each person the same number of items (e.g. stones, leaves, flowers, matches) and tell them they have to give one to you every time they speak. When they have no more items left they cannot speak again, and must allow others in the group to contribute.

Encouraging participation

During discussions, there may be silence as a sign of respect, for cultural reasons or because people do not know what to say or how to say it. Silences can give people time to think and learn, and they create an opportunity for people who don't usually talk to speak up. If, however, there are long silences and no one is speaking, try one of these options:

- Ask a question to start the conversation again
- break into smaller groups for discussions, then have one person report back to the whole group
- try one of the quick exercises listed on page 11 to encourage participation.

Encouraging Participation

Agree or disagree: Place a piece of paper with 'agree' on one side of the workshop space, and 'disagree' on the other. Read out a statement (e.g. 'women are good leaders') and ask participants to move towards the paper they agree with. If participants are unsure, they can be somewhere in the middle. To start a discussion, ask different participants why they chose the spot they are standing in. This activity can be fun because it gets the participants up and moving around.

Talking ball: To encourage participants who might be afraid to share an idea or opinion, you can throw a soft ball to the participant while asking them a question. The ball distracts them and makes it easier for them to say what they think. They can then throw it back to you, or to other community members, to continue the discussion. This is a good way to encourage different people to speak.

Secret hat (or bucket, or pot): Participants write down a note or question on a piece of paper, fold it up and put it in a hat. You then pass the hat around the group and everyone takes a piece of paper, reads the note or question aloud and comments on it. This can be a good way to start discussions about topics that might be sensitive or difficult. Remember to consider the group's ability to read and write. You can adjust the activity so they do not need to write, use a different activity, or walk around and quietly help anyone who needs assistance.

Hand up high: To see if participants agree or understand a topic, ask them to close their eyes and raise their hands in the air. If they don't agree, or don't understand, they keep their hand in a fist (closed). If they agree or understand, they open their hand, putting all five fingers in the air. If they are not sure or only understand or agree a little bit they only put two or three fingers in the air. This is so you can understand what the participants are thinking, without them having to speak up and tell you.



Women's participation²

Women are often excluded from decision-making processes, even when the decisions being made aim to address their needs. A gendered approach focuses on the level of participation of women and emphasises the importance of equal participation of men and women, boys and girls in community activities.

It is important to pay attention to the 'quality' of participation. Participation is not just about completing tasks and going to meetings. Very often, women's participation in decision-making is evaluated by the number of women attending a meeting. However, while they may attend the meeting, they may not speak, express their ideas or opinions, or feel comfortable to disagree.

We know women are genuinely participating in decision-making when:

- They have access to information
- They ask questions
- They express their views
- Their views are listened to and discussed
- They can influence decisions
- Decision-making integrates their concerns
- Decisions addressing women's concerns are implemented

Gender-based discrimination

If you look at the opportunities and resources available to women and their role in decision-making you will see that women are excluded from many positions of power. This exclusion is often based on the fact they are female, rather than any lack of ability. Excluding women from community decision-making is a form of discrimination.

Discrimination and gender can be difficult to talk about when discussing human rights. You may find that women and men in a training group see things from the point of view of their own gender. It is common that groups who do not directly experience marginalisation, discrimination or abuse will not see these issues in quite the same way. What is important to remember is that we are all equally important and all have the same right to live free from violence, discrimination, oppression and abuse.

Fact

What is gender? How is it different from sex?

Sex refers to differences between men's and women's bodies (biological differences). These differences mean we can have children (reproduction), and they usually cannot be changed. Sex is about being biologically 'male' or 'female' (and is the same for both humans and animals).

Gender is the idea of how men and women should behave in the family and the community. Gender is not something we are born with, it is something we learn from growing up in our society (socialisation). It is taught by society, it is not based on any facts, and it can be changed.

2. Adapted from Live & Learn Environmental Education. 2011. *Women and Men Working Together in Natural Resource Management*. Live & Learn Environmental Education, Solomon Islands, p. 10.



Activities

Breaking the ice

Learning outcomes:

1. Introduce ourselves and learn each other's names.
2. Learn what we have in common with each other.
3. Encourage participation at all levels, no matter age, gender or social position.

Background information

As a facilitator, you will work with different groups – some who already know each other and some who do not.

It is always fun to start with an ice-breaker. These activities introduce the participants to each other and to you, so everyone can learn each other's name and a little bit about each other. They also warm up the participants, so that they are ready for the topic or session you are going to present.

Note

Activities

You do not need to do all of the activities listed below – perhaps just one at the start of each session. There are 5 options to choose from.

Option 1: Ice breaker – Birthday line-up

Instructions:

1. Tell the participants they need to line up in order of their birthdays – so people born in January are at one end, and those born in December are at the other end. But the trick is – they are not allowed to talk! They must do it in silence.
2. Allow 5 minutes for the group to get in line.
3. Once in line, start from the beginning (January) and ask each person to say their name and birthday.

Reflection:

Ask the group how they found the activity – was it easy or hard? What made it easier or harder? How did they communicate without talking? Was everyone involved, or did one person take the lead? Did someone taking the lead help?



Option 2: Ice breaker – Silent introductions

Instructions:

1. Ask participants to form pairs and introduce themselves to their partner without speaking. They can act, draw or point to things. They can share information such as what food they like, what sport they play, where they are from, etc.
 2. After three minutes, exchange roles, so that the other person can introduce themselves.
 3. After both people have had a turn, bring everyone into a circle and have the pairs introduce each other to the group. Some of the comments might be incorrect, so let each person say their name and correct any mistakes!
-

Option 3: Ice breaker – Action introductions

Instructions:

1. Ask everyone to stand in a circle and take turns introducing themselves by saying 'My name is [Mary]' in a loud confident voice. When they say this they also need to do a fun action like jumping, stepping forward, dancing, reaching high into the air with their arms, etc.
2. After they say their name and do their actions, the rest of the group together must say back to the participant 'Your name is [Mary]' and copy the action. Go around the circle until everyone has introduced themselves.
3. At the end, see if the group can go around and repeat each person's name while performing their action all together.

Hint – this activity helps you to remember everyone's names. If you forget their name, try and remember their action and this will help you remember their name.

Option 4: Ice breaker – One chair short

Instructions:

1. Have participants sit in circle on chairs or pillows. Have just enough chairs or pillows for everyone in the group, then remove one. That person starts in the middle.
 2. Ask the person in the middle to say something about themselves – this can be anything! For example, it could be their favourite colour, what they ate for breakfast, what church they go to, what sport they play – anything!
 3. If anyone has this in common with the person in the middle, they must get up and move chairs. The person who was in the middle can take one of the empty chairs – but they will have to move fast! One person will be left stranded in the middle.
 4. The new person in the middle now shares something about themselves, and everyone who has that in common must get up and swap chairs.
 5. Keep going until everyone has had a turn (some people will have more than one go in the middle).
-



Option 5: Ice breaker - Two truths and a lie

Instructions:

1. Participants take it in turns to say their name, then three things about themselves – two are true and one is lie. The rest of the group has to guess which one is a lie.

For example: 'I have three brothers, I studied in PNG, and my favourite food is Palusami.'

2. Allow the group a minute to guess which answer is a lie. Then move on to the next participant.
 3. At the end, talk about some of the things the group has in common, for example, where they are from, what their favourite food is, etc.
-

PART

1

Human Rights



Human rights and our community³

Learning outcomes

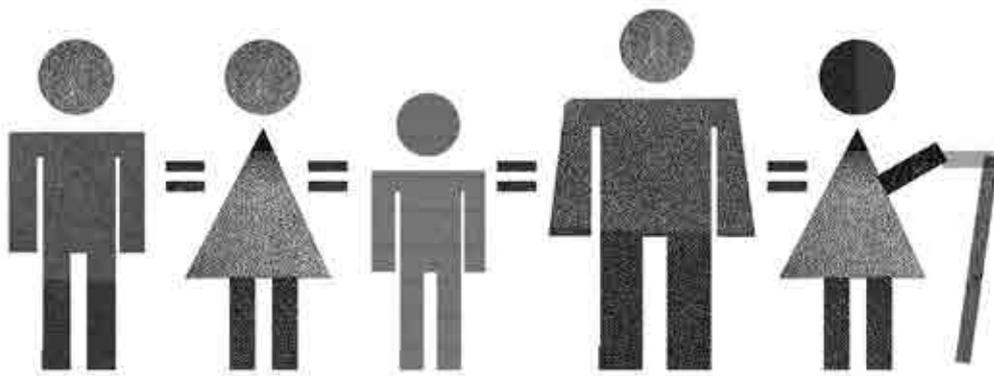
- Describe what human rights are and who they apply to.
 - Create awareness and discussion on human rights.
 - Understand how human rights are related to our personal and community values.
-

Background information

What are human rights?

Human rights are the rights of all people, no matter their age, religion, where they are from, or if they are men or women. This means that men, women, boys, girls, people with disabilities, married or unmarried people, young people and old people all have the same human rights.

Human rights mean that all people should be treated equally and without discrimination. This does not mean we are all the same, but it means that all of our rights are the same. As human beings we have the right to be valued equally and treated with dignity and respect by other human beings.



We are all born with fundamental human rights, but we must also respect the rights of others. All people have the same rights.

3. Adapted from Live & Learn Environmental Education. 2013. *Educate. Advocate. Connect: For healthy strong and safe communities*, Live & Learn Environmental Education, Fiji, pp. 21-29; and Live & Learn Environmental Education. 2013. *Human Rights in the Pacific: Media Guide*. Live & Learn Environmental Education, Fiji, pp. 16-18.

Some of the basic rights that people from around the world have agreed on are:

1. The right to life
2. Freedom from torture
3. Freedom from other cruel and inhumane treatment
4. The right to a fair trial
5. Freedom of speech and thought
6. Freedom of religion
7. The right to health, education and an adequate standard of living
8. The right to share and participate in your cultural life

Why are human rights important?

Human rights are not just an idea – they are part of the Constitution, country laws, and international human rights agreements which our governments have signed. When human rights are not respected, this is called a human rights violation. Some examples of human rights violations include: child abuse, sexual abuse, domestic violence, poor health care, government or police using violence against citizens, and children not going to school.

.....
Protecting and promoting human rights creates safer communities for each other and ourselves.
.....

Many people do not know about human rights, or what a human rights violation is. People need to know what their rights are, so they can know if their rights have been violated and if they should report this to the police, a community leader, or a lawyer. If we do not talk about human rights and human rights violations, we promote a culture of silence.

Where does the idea of human rights come from?

The idea of human rights is very old, and comes from early civilisations and religions. Respect and caring for each other has been important in Fiji for hundreds of years. Because every community and country has a different way to protect its people, the United Nations uses the word 'human rights', to make sure we all understand what rights we have.

Fact

The United Nations

The United Nations is an intergovernmental organisation. It was created in 1945, after World War II, to promote world peace, economic and social development, and other forms of international cooperation. The United Nations replaced the League of Nations.

Are human rights against our culture?

Many values in Fijian communities and traditional culture are similar to the values protected by human rights. Values like respect, dignity, freedom and caring for one another are very important in communities in the Fiji. These values are at the heart of human rights.

Every person has the right to enjoy their cultural life. This means it is your human right to participate in and value your culture. However, culture cannot be used to justify the poor treatment of someone or the violation of their rights. **Human rights are basic ideas about how people should be treated and how we should treat one another so that everyone is safe and secure and treated with dignity.**

"Custom and human rights both concern rights. Human rights are understood to be the rights that are innate and inherent to each of us as individuals. Customary, traditional and cultural rights relate to our social mores as a distant people of community. They include the ownership of the land and natural resources, folklore, traditional knowledge and social systems. Both these species of rights belong to us by virtue of who and what we are. It follows that we will need to balance them with each other, if we wish to derive benefit from both..."

– Ratu Joni Madraiwiwi, former Vice-President of Fiji, 2006⁴

Supporting and protecting human rights involves working together for healthy, strong, happy and safe communities. It means taking care of your family and others in your community.



Men and women can contribute equally to building a strong community.

4. UNICEF, *Children's Rights and Culture in the Pacific*, http://www.unicef.org/eapro/media_6334.html



Activity

What are human rights?

Materials:

- Poster: 'What are human rights?'
- Ball, or something soft to pass around

Instructions:

1. Ask everyone to form pairs and talk with their partner about the question "What are human rights?"
2. After 3 minutes, ask each pair to join another pair, so that there are now small groups of four. Ask the small groups to share their answers with each other.
3. After 3 minutes, ask everyone to form a learning circle and for one person from each group to present what they discussed. Are any of the answers similar? Which ones? As a group, decide on a definition of human rights.
4. Place the poster 'What are human rights?' on the wall so that everyone can see it.
5. Ask everyone to form a learning circle, so that they can see the poster.



Reflections:

6. Tell the group that human rights are rights that belong to every person in the world. They are a fundamental to being a human. This means that every human has the same human rights. This does not mean that all people are the same, but that all people have the same human rights.
7. Lead a discussion with the group asking the following questions:

Note, you may like to pass a 'talking ball' around to encourage participation (see page 12).

 - How do you want to be treated by others? Why do you want to be treated this way?
 - What are some different ways people can treat one another?
 - What happens when you are not treated well? How does it make you feel?
 - What happens when you are treated well? How does it make you feel?
 - How are people treated in your community? Is everyone treated the same way? How about youth, women and men?

The poster says to 'treat others the way you want to be treated'. Ask the participants if they agree or disagree with this statement by placing signs saying 'agree' and 'disagree' on either side of the room. Ask participants to stand near to the sign they agree with (or somewhere in the middle if they are unsure).

- Ask the participants why they agree or why they disagree.
- Has anyone heard this statement before? Where?



Activity

Community values

Materials:

- Paper
- Pens
- Poster '30 Articles of Human Rights'



Instructions:

1. Break the group into smaller groups of 3 or 4 people each.
2. Ask each group to list down all the different personal and community values they have. They do not have to agree on them all, just encourage them to list as many as possible. For example: How are elders treated? How are children treated? How are leaders chosen?
3. Allow 10 minutes for the groups to prepare their list of personal and community values.
4. After 10 minutes ask the groups to form a learning circle. Ask each group to present their answers. Ask the group: Are there any community values that were commonly mentioned? What are they? Why are they important?
5. Place the poster '30 Articles of Human Rights' on the wall where everyone can see it. Tell the group that these are the official human rights that the United Nations has agreed on. Everyone has these same 30 rights.
6. Ask everyone in the group to take a turn reading out each of the human rights on the poster.

Reflections:

7. Lead a discussion with the group asking the following questions:
 - Do you agree with any of the human rights listed on the poster? Why? Why not?
 - Are any of the human rights on the poster similar to the personal and community values?
 - Why is it important to have human rights?

Understanding human rights⁵

Learning outcomes

- Understand the history and purpose of the Universal Declaration of Human Rights.
 - Be familiarised with the 30 articles of the Universal Declaration of Human Rights.
 - Identify how human rights are relevant at the personal and community level.
-

Background information

Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is the basis for the protection and promotion of human rights around the world. Many countries have included parts of it in their laws and constitutions. The UDHR stresses that human rights apply to everyone, everywhere, every day.

The United Nations is the major organisation whose role is to protect and promote human rights in the world. The United Nations (UN) is an international organisation that was established after World War II, to promote and protect human rights. On the 10th December, 1948, the United Nations General Assembly agreed on the UDHR. It was the first international statement to use the term 'human rights'.

The UDHR is an ideal standard agreed to by the nations of the world including those of the Pacific. Being a 'Declaration', when it was created, it was not intended to create direct legal obligations for countries. This means it is not a law itself. However, the UDHR is an expression of the fundamental values which are shared by all members of the international community. Over the years, it has also had a major influence on the development of international human rights law.

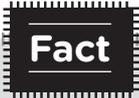
There are 30 rights in the UDHR. They cover key rights such as our physical needs, protection of individuals and groups, and the promotion of potential for people to improve and develop.

Fact

Fiji and the United Nations

Fiji joined the United Nations on the 13th of October 1970.

5. Adapted from Live & Learn Environmental Education. 2013. *Educate. Advocate. Connect: For healthy strong and safe communities*. Live & Learn Environmental Education, Fiji, pp. 30-32.



What are human rights?

Human rights cover our physical needs (the right to life, food and shelter). They also provide us with protection (the right to be free from torture, cruel treatment and abuse) and they ensure that we have the potential to develop (the right to education, to work, to participate in your community).

Human rights principles

Human rights are indivisible, inalienable and interrelated.

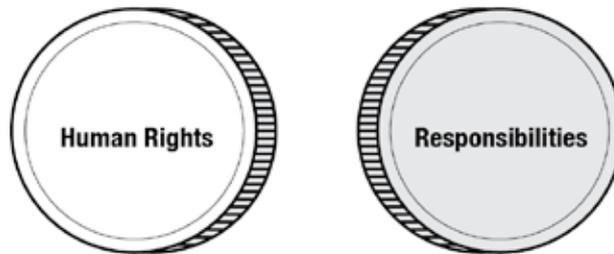
Indivisible – All human rights are equally important. One cannot be chosen over the other.

Inalienable – No-one can have their human rights taken away (apart from specific situations, such as if they are found guilty in a court of law).

Interrelated – All the rights together make up what is important to live a good, healthy life. The rights overlap and connect each other.

Responsibilities and rights

'Human rights' and 'responsibilities' are like two sides of the same coin – you cannot have one without the other. While we all have rights, we also have a responsibility to make sure that other people's rights are protected and respected.



Human rights violations

Even though we have international conventions and agreements, and human rights are protected under national laws, human rights violations can still occur.

Some human rights violations are crimes under our national laws. This means we can report them to the police. For example, child abuse, sexual abuse or domestic violence. Other human rights violations require advocacy and community mobilisation to address. For example, poor health care or poor education services.

You can advocate for the protection and promotion of human rights in your community. These are your rights.



Activity

Our communities, our rights

Materials:

- Poster '30 Articles of Human Rights'
- Large sheets of paper
- Paper
- Pens



Instructions:

1. Ask participants to form groups of 3 or 4 people each.
2. In their groups, ask participants to look at the poster and choose a right that is practiced or exists in their community. Ask them to answer the following questions about this right:
 - What does this right look like in your community?
 - Who is responsible for protecting and promoting it?
 - How can you contribute to protecting this human right in your community?
3. Prepare a table on a large sheet of paper to look like this:

Human Right	What does this human right look like in your community?	Who is responsible for protecting and promoting it?	How can you contribute to protecting this human right in your community?
E.g. Article 26 You have the right to go to school	<i>Children in my village travel to school in the next village because our village doesn't have a school.</i> <i>Some girls do not go to school because they stay home and help their mothers at the house</i>	<i>Parents, teachers, the government. Children are responsible for going to school too!</i>	<i>I can encourage children to go to school, help them with their school work, help them get to and from school, and support their education.</i>

4. After 10 minutes, ask a speaker from each group to report back to the group. Put their answers on the sheet of paper so there are several examples for everyone to see.
5. Ask the participants to decide on what action they will take to promote the human right they discussed. Invite participants to share what they will do.

Reflections:

After each group has shared what action they will take to promote human rights in their community, lead a discussion asking the following questions:

- If one of your rights is abused or violated, what do you think should be done? Discuss the process in which issues at the community level are dealt with.
- How can we reach out and share our knowledge on human rights while respecting our community values and traditions?



PART

2

Democracy and Governance



Leadership⁶

Learning outcomes

- Identify the qualities and skills of good leadership.
 - Acknowledge that men, women and youth all have a right to be leaders in the community.
 - Identify different kinds of leaders in our communities.
-

Background information

Fact

What is a leader?

A leader is a person who leads or guides a group, organisation or country. A leader is someone followed by others. There are many different kinds of leaders in our communities: Chiefs, pastors, women's group leaders, mothers and fathers, teachers, sports captains, nurses, youth leaders and many more.

Sometimes leaders have different titles, like president, chief, manager, boss or principal. **Other leaders have no title but they are still strong leaders in the home, in the community and in the nation.** A leader is someone who guides other people towards a shared goal.

A good leader has the qualities, skills, experience and knowledge to inspire other people to get things done. Good leadership is about giving guidance and direction. A good leader makes a group stronger by encouraging its members to be committed and cooperate. Good leaders need to listen to others, be honest, lead by example and make wise and fair decisions to benefit everyone.

6. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, p. 47.

Here are three things all good leaders must do:



1. Represent everyone – Everyone (men, women, youth and children) who has an interest in a decision should be given a chance to take part in decision-making. Leaders should make decisions about what is best for everyone, not just themselves.



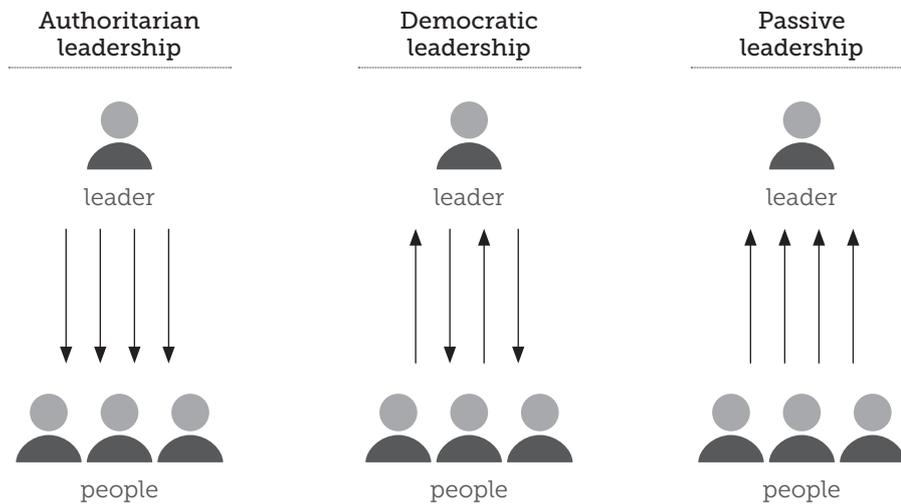
2. Make fair decisions – Rules must be put in place so that decisions can be made fairly and efficiently. There also needs to be a clear way for people to be heard if they disagree with the decision or if they think the agreed process has not been followed. This helps to avoid conflict and ensures cooperation when implementing the decision.



3. Make sure people can see what they do – Decision-making processes should be as transparent, flexible and as clear as possible. Everyone should be able to see who is responsible for what. Decisions made by leaders need to be communicated to all members of the group.

Types of leadership

There are three main types of leaders: authoritarian, democratic and passive.



The arrows in this diagram represent power and influence.

Authoritarian leadership is when a leader gives tasks and orders to people but does not listen to the people or ask them for suggestions, improvements or feedback. An authoritarian leader works towards their own vision, does not consult with others, and makes decisions alone or with a small, powerful group only.

Democratic leadership is when a leader consults people before making decisions or taking action. A democratic leader works towards a vision that is shared by the community. They discuss what is being considered with the community, they are willing to negotiate and compromise, and they make sure the goal they are working towards is clearly understood and agreed to by all people.

Passive leadership is when a leader does not have their own vision and is led by other individuals or groups in the community. A passive leader works to please the people in a particular group, and makes no decisions or takes no action unless told to by the people.



Activity

What makes a good leader?⁷

Materials:

- Large sheets of paper
- Markers

Instructions:

1. Ask the group to think about the skills, attitudes and behaviours of a good leader.
2. After a few minutes ask them to find a partner and share their thoughts with their partner. After a two or three minutes ask them to swap and the other partner can share what they thought about.
3. Make a note of all the responses on a large sheet of paper and put it at the front of the group so everyone can see it.
4. Go through each item in the list and ask participants:
 - Who has these skills, attitudes and behaviours? Men, women or both?
(For example, you could ask: Are women honest, or just men? Are women good listeners? etc.)
5. Once you have gone through the whole list, ask:
 - Do women have the skills, attitudes and behaviours of a good leader?
 - Why do think some people say that women cannot be leaders?

Note: This discussion helps participants to think of the skills, attitudes and behaviours that good individual leaders have. It shows that both women and men have the potential to be good leaders!

7. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, pp. 22-23.



Activity

Acting out leadership styles⁸

Instructions:

1. Split participants into three groups. If there are enough people, separate them into a group for women, men and youth. This is so everyone feels comfortable to share their opinions in the group.
2. Ask each group to think of a situation, decision or problem which they can all relate to (i.e. planning a church fundraiser, organising a feast day, deciding on rules for a Conservation Area). Each group will think of a different scenario.
3. Now give each group a different leadership style – **authoritarian, democratic, or passive** (use the information above to explain what these types of leadership look like).
4. Give the groups 5 minutes to prepare a short drama demonstrating the group dealing with the situation in the leadership style you have given them.
5. After five minutes, bring the groups together and ask them to perform their drama.
6. After each group has performed, lead a short discussion with the following questions:
 - Which leadership style did the group present?
 - What did the group do to demonstrate that leadership style?
 - Is this something you have seen in your community before? If so, where? How did people react to this leadership style in your community?

Reflections:

7. After all the groups have performed, ask them to sit with their group and lead a discussion by asking these questions:
 - Which leadership style do you prefer? Why?
 - Which style of leadership would benefit your community the most?
8. After the groups have discussed their ideas, ask for some volunteers from each group to share what they learnt from the discussion with the whole group.

8. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, pp. 95-103.

Conflict resolution⁹

Learning outcomes

- Identify different ways of responding to conflict
 - Understand a process how to resolve conflicts
 - Able to express own opinion openly and respectfully
-

Background information

Conflict happens every day in all different relationships – between individuals, couples, families, communities, organisations and nations. Conflict is when two or more people think that it is not possible for them both to get what they want.

Many people think that conflict is a bad thing, because they think that someone will 'lose'. But this is not always true. Conflict can be useful and good, but it must be managed carefully! Conflict can be an opportunity to change situations that are not working anymore. It is a chance to be honest about what we need, and work out positive solutions with others.

Common responses to conflict

Here are three common responses to conflict.

1. Avoidance or LOSE/LOSE



This happens when:

- we do not want to be involved in conflict
- we avoid the conflict
- we ignore the conflict
- we do not participate in solving the conflict (withdraw)
- we are scared of confrontation
- we do not want to cause trouble
- we feel powerless
- we do not know how to deal with the conflict.

9. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, pp. 95-103.

The effect is:

- the situation does not change
 - no solution is found
 - we might feel angry towards the other person in the conflict
 - the other person might feel angry towards us
 - the relationship between the people is spoiled or affected
 - there is a high chance we will have more conflict in the future
 - everyone loses (LOSE/LOSE).
-

2. Competitive or WIN/LOSE



This happens when:

- we want to win
- we view conflict like a sport or a competition
- we have a power struggle with the other group or person.

The effect is:

- someone is happy in the short term
 - no long-term solution
 - the conflict might come back in the future, especially if the other person is not happy
 - one person wins, one person loses (WIN/LOSE).
-

3. Problem solving or WIN/WIN



This happens when:

- we make compromises so that everyone is happy with the solution
- we give up something that we wanted, so that everyone can agree
- we talk about what we need and why we need it
- we feel comfortable talking with the other person or group.

The effect is:

- everyone involved is happy with the solution
- we maintain a good relationship with the other person or group
- the solution lasts a long time
- both people win (WIN/WIN).

What do you want? Why do you want it?

In a conflict situation, to reach an agreement that makes everyone happy, we need to ask each other and ourselves: **What do you want? Why do you want it?**

Sometimes what we want is in conflict with what others want. This means we think that we cannot all have our way. But if both groups ask themselves **why** they want it, then we might find that we can come to an agreement that we are all happy with – a win-win!

For example:

Jone wants to borrow his Uncle Timoci's bicycle because he has to go to the store to buy rice for dinner. Uncle Timoci's bicycle is breaking, and he wants to fix it before anyone uses it again. Jone tells Uncle Timoci that he wants to take the bicycle (what he says he wants). Timoci tells Jone that he cannot use the bicycle, and Jone gets angry.

So, Uncle Timoci asks Jone why he wants to use the bicycle. Jone says he needs to go to the store to buy rice for dinner and if he does not hurry, his parents will be upset. Uncle Timoci was going to drive into town to pick up his brother, so he offers to take Jone with him so he can get there even faster.

By asking **why** Jone wanted to use the bicycle, Uncle Timoci was able to solve the conflict and make both people happy – Jone was able to go to town, and Uncle Timoci was able to keep his bicycle at home.

TIP

Asking 'why?'

Why we want something in a conflict is usually hidden because we do not talk about it – we talk about **what** we want instead of **why** we want something. This means that we usually end up with short-term solutions, not long term ones.

Resolving conflicts, step by step

Whenever we have a conflict, either as individuals or as a group, there are some simple steps that can help us to think of resolutions and agree on one together.

1. Separate the person from the problem

Sometimes when we have a conflict with someone, we get angry at the person, instead of focusing on how to solve the problem. If we can separate the person and the problem, we can then work together with the person to solve the problem.

2. Take turns to say what you think and feel

Take it in turns to say why you are upset and what you think the problem is. This is a time to speak about your feelings and thoughts – not to judge the other person. This is a good opportunity to say what is on your mind. It is important that each person has a turn to speak without interruptions.

3. Identify the problem

“The problem we are trying to solve is ...”

Talk with the person and understand exactly what the problem is. Define the problem so that you both know what you are trying to resolve. Separate this problem from the person!

4. Develop criteria for resolution

“We’ll know a solution is a good one if ...”

Think of what your criteria is for a resolution – i.e. you must both be happy with it, it must not be harmful to the other person, it must be in the best interest of the family, it will be a long-term solution, etc.

5. Brainstorm options

“There are a lot of options, like ...”

Together, think of all of the possible options for resolution. IMPORTANT – this is not a time to judge whether the solution is a good one or not. Write down or talk about every idea that you can both think of, even if they are ideas that you do not like, are not happy with, or that seem a bit crazy. Think of as many ideas as you possibly can!

6. Use your criteria

“The best option is ...”

Using your criteria from step 4, go through each idea and check if it meets your criteria for a good solution. You might find that no one idea is perfect, but that by combining a few ideas, you can meet your criteria and agree on an ideal solution. This step is where most of the discussion will happen. Make sure that everyone involved gets to share their opinion and participate. If you are finding it difficult, you can use the criteria to go through each option.

7. Make an agreement

“We agree to ...”

After deciding on the best option, agree on it with the other person. Maybe it would help to write it down, or tell a respected person or family member who you both trust, so that you both know what you have agreed on. Talk about what you will each do next as part of the agreement.

8. Meet again

After the agreement has been made, make time later (depending on the decision, maybe the following day or week or month) and discuss whether the agreement is working for you both. Does anything else need to be changed? Are there any problems with the agreement? Talk about them now and go through the process again to address any problems.



Activity

The women and the coconut¹⁰

Instructions:

1. Share with the participants the three different common responses to conflict: avoidance (lose/lose), competitive (win/lose) and problem solving (win/win) using the information from pages 32-33.
2. Read the following story to the participants, asking the questions as you go:

Two women are sitting in the village and a coconut falls from a tree. At the same time, they both reach to take the coconut. There is a problem – they both want the coconut!

- What would a lose-lose situation look like here?
- What would a win-lose situation look like here?

Both women want the coconut, but they want to maintain their relationship.

- What would compromise look like?

The women want to maintain their relationship, so they decide to share the coconut, and each take half. But both women are unhappy because they did not get what they wanted. So instead, they ask each other, **why** do you want the coconut?

One woman responds, “I am thirsty and want to drink the water.”

The other woman says, “I am making cassava pudding and need to scrape the coconut to bake with.”

One woman then takes the water, the other takes the shell, and they are both happy. Win-win!

Reflections:

When we are in a conflict, it is important to say **why we want something**, not just what we want. In this situation, both women could have what they wanted, but they needed to talk to each other first about **why** the each wanted to coconut.

After resolving a conflict, it is helpful to talk about how conflict can be prevented in the future.

3. Ask the participants: Is there anything else the women can do to prevent this from happening again? (Hint: They can plant a new coconut tree, go to the garden together, etc.)

10. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, p. 101-102.



Activity

Local drama¹¹

Materials:

- Large sheets of paper
- Markers

Instructions:

1. Write the word 'CONFLICT' in the middle of the paper and place somewhere everyone can see. Ask the group the following questions:
 - What does the word 'conflict' mean to you?
 - What are some causes of conflict?
 - What types of conflict do we face in our daily lives?
2. Explain that people respond to conflict in different ways. Share the information on pages 32-33 and discuss some of the common responses to conflict with the group (avoidance, competitive, problem solving).
3. Divide the participants into three groups. Try and make sure there are men and women and youth in all of the groups.
4. Provide each group with characters for their drama:
 - Group A – wife and husband
 - Group B – parents and children
 - Group C – youths
5. Now provide each group with a different 'response to conflict' (avoiding, fighting, problem-solving).
6. Ask the groups to prepare a drama to perform to the group, involving the characters you have provided the groups and the response to conflict. They are to depict the following:
 - The relationship of the people involved
 - a potential conflict that would typically arise between the two characters
 - the response to conflict you have provided (avoiding, fighting, problem-solving).
7. Allow 20 minutes for the groups to prepare their dramas.
8. When the groups are ready, ask each group to perform their drama to the whole group.

11. Adapted from Live & Learn Environmental Education. 2012. *Discovering Democracy*. Live & Learn Environmental Education, Fiji, p. 36.

9. After each performance, ask the performers and audience the following questions:
- Who were the people depicted in the drama?
 - What was the conflict?
 - What was the response to conflict?
 - Was the conflict resolved? How? What was good about this way of method? What are some ideas for how it could be better?

Reflections:

After each group has performed, lead a discussion asking these questions:

- Would you use different responses to different people in different situations?
- Which response is the best? Why?
- How have conflicts been dealt with traditionally in your community? Has this changed? How? Why?
- What are the differences, benefits and weaknesses of the changes?



Anger is a strong emotion – a feeling that everyone experiences from time to time. Many people confuse anger and violence, thinking they are the same thing. Violence is a behaviour which sometimes is used to express anger – but there are other ways to express anger that does not hurt people. Anger is not an excuse to be violent. Violence is a choice.

Working together for tomorrow¹²

Learning outcomes

- Identify and understand different methods of making decisions.
 - Strengthen women's skills to encourage participation in community decision-making.
 - Explore the impact of women's contribution in community development and how it benefits the whole community.
-

Background information

Governance is the process of making decisions and carrying them out. Governance is essential for community development. Governance happen in groups at all levels of society. Governments, businesses, NGOs, churches, communities and families all have different governance practices.

Good governance is about making decisions based on what is best for everyone, rather than what is best for one person or family. It is also about making sure that the voices of all people (men, women, youth and children) are heard in decision-making, especially about the sharing of resources.

Good governance in community development is about making decisions that contribute to a better future for the whole community. This means thinking about the long-term effects of our decisions. Although some decisions might benefit us today, they may cause problems in the future. Good governance in community development is about making good decisions for the future as well as the present. This can be difficult, which is why it is important to hear from all of the people who might be affected by a decision, as they may have interesting or new ideas and opinions to contribute.

Making good decisions

There are different ways to make fair decisions. Decision-making influences every part of our lives including our health, our religion, our education, our access to resources and our relationships. Making good decisions is at the heart of leadership and governance.

12. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, pp. 53-62.

There are three main ways to make decisions: **consensus**, **majority** and **authority** decision-making.

1. Consensus decision-making

Consensus means agreement. Consensus decision-making means an agreement on a decision by all members of a group, even if it is not their first choice. It is a way of making decisions that allows many people to participate and share their opinion. People work together and cooperate to make decisions, even if they don't always get their way.

Consensus decision-making allows a group to use all of the group members' ideas and knowledge. By combining their knowledge, the group can often **make a better decision** than what one person would think of alone. For consensus decision-making to work, it is important that the members of the group trust and respect each other and believe that each member agrees on the best interests or goals of the group.

It is important to have a good leader or facilitator to help a group reach a consensus and make sure that everyone's concerns have been heard and addressed.

>> Consensus decision-making

Advantages:

- Members are more engaged and committed to a decision when they have had the opportunity to contribute to the decision-making process.
- Everyone agrees on the decision.
- Everyone is able to participate in the decision-making process.
- This method encourages creative decisions which are based on good information and input.
- All members feel they have had equal opportunity to influence the decision and will continue to support the group.

Disadvantages:

- It can take a long time to make a consensus decision.
- People who do not want to cooperate might dominate the groups' discussion to try and make everyone agree with them.



2. Majority decision-making

Majority decision-making is when a decision is made based on what most members of the group want. Majority decision-making usually involves each member of the group being given one vote and then the votes being counted.

This method is a quick way to make decisions, however it can mean that some people's opinions are not considered. This can cause challenges in the future when taking action after a decision has been made. Sometimes a large group of people within our community or organisation might often think the same thing, and therefore they often get to make up the majority for decision-making. This means the other people in that community or organisation (the minority) might often have their opinions ignored in the decision-making process. They will feel powerless in the group, and may be frustrated and not committed to the final decision.

>> Majority decision-making

Advantages:

- This method of making decisions is fast.
- This method uses democratic participation in the process.
- It is good when not all of the group members trust each other or have the same goal.
- Useful when there is strong disagreement on issues or values.

Disadvantages:

- The views of minority groups may not be addressed, which can break up the group into smaller groups that do not agree. It also means the needs of groups that are not powerful (e.g. people with disabilities, women, etc.) will not be given as much attention as the needs of powerful groups.
- Not everyone agrees with the decision that has been made.



3. Authority decision-making

Authority decision-making is when one person makes decisions on behalf of a group. The group may think of ideas and have discussions about the decision, but the final decision is made by one person, or a small elite group. Sometimes, the person/people with authority may not consult the group at all, and make the decision without talking with the group first.

>> Authority decision-making

Advantages:

- Decisions can be made very fast, without the group forming to discuss. Decisions can be made quickly in an emergency
- This method is useful when everyone in the group is not willing to participate or cooperate.
- This method is useful when there is little commitment in the group.
- This method is helpful when there is a clear solution.

Disadvantages:

- Members of the group may not think the decision-making process was fair.
- Members may be unhappy with the decision.
- The person/people with authority might make a decision that benefits them, but not the group.
- The group may not feel ownership about the decision or the work that needs to happen afterwards.
- The leader misses a valuable opportunity to learn from the members of the community or organisation.





Activity

Governance role plays¹³

Materials:

- Large sheets of paper
- Markers
- Story to give to the participants. You may like to use a real-life situation the group is familiar with or are dealing with at the moment.

Instructions:

1. Divide the participants into groups of 4 or 5 people each.
2. Ask each group to reflect on some possible scenarios in the village or settlement where people have to work together. E.g. youth farming day, women's art display, village clean up, village meeting where women and youth concerns are presented.
3. Ask half the groups to role play their scenarios demonstrating good leadership and good governance. Ask the other half of the groups to role play their scenarios demonstrating bad leadership and bad governance.
4. Encourage the participants to have fun with their stories and exaggerate their performances so their meanings are clear.
5. Allow each group 15 minutes to prepare their role play stories.
6. Ask the groups to take turns to perform.

Reflections:

After all groups have performed their role plays, lead a discussion by asking these questions:

- What happened in each drama? Why did it happen?
- Who in the community will people listen to?
- Who in the community can influence people to take action? Why?
- Who in the community will people not listen to?
- What happens if one group of people are not listened to?
- Does the story from the drama make you think of any examples of governance in your community?
- What have you learnt?

13. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, p. 43-44.



Activity

What is a good decision?¹⁴

Materials:

- Large sheets of paper
- Markers

Instructions:

1. Ask participants to split into groups of three. Ask each group to think of five qualities that make a 'good' decision. These are things that participants think are important to consider or include when making a decision.
2. After a few minutes, ask all the participants to share the qualities they have thought of. Put the paper somewhere so that all participants can see and write their suggestions on it.

Reflections:

3. When everyone is finished, you will have a checklist of what is important when making decisions. Lead a discussion by asking these questions:
 - Can women/men/youth make good decisions? Why? Why not?
 - Who makes decisions in your community or organisation?
 - Is decision-making shared among all the members of the community? Why? Why not?
 - Are there any barriers or challenges to sharing decision-making in your community or organisation?



Some examples of good decision-making qualities may include:

- transparent – people can see what decision has been made
- based on reliable and trustworthy information
- all people who will be affected have had a chance to share their opinions and have been listened to (consultation)
- it is clear who is making the decision
- the decision is carried out and followed through (implemented)
- fair and just, without favouring any person or group
- represents everyone

14. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip*. Live & Learn Environmental Education, Solomon Islands, pp. 55-56.



Activity

Empower a woman to empower a nation!

Materials:

- Poster ‘Empower a woman to empower a nation!’



Instructions:

1. Ask participants to form small groups of 3 or 4 people.
2. Display the poster ‘Empower a woman to empower a nation!’ Ask each group to choose one picture from the poster and discuss these questions:
 - What does the picture show?
 - Did your grandmother have the opportunity to do this? Why? Why not?
 - Do you have the opportunity to do this? Why? Why not?
 - Will your grandchildren have the opportunity to do this? Why? Why not?
 - How does this activity benefit the woman’s family? Her community? Her country?
 - What are the challenges for women to participate in this activity?
 - How can the community support women to participate in this activity in the future?
3. Allow 20 minutes for the groups to discuss their questions, then ask them to present back to the group.

Reflection:

4. The poster says to ‘Empower a woman to empower a nation!’ Ask the group what they think this means. Do they agree or disagree with the statement? Why?



Activity

A vision for the future

This activity uses the ‘secret hat’ method to encourage participation. See page 12 for more information.

Materials:

- Large sheets of paper
- Pens
- Hat (or bucket or pot)

Instructions:

1. Write this question on the paper and display so that the whole group can see it clearly:

What kind of change would you like to see in your community in the future?

2. Ask each participant to write or draw their answer on a piece of paper. Tell them that this activity is anonymous – that means no-one will know who wrote which answer. Remind participants NOT to put their name on the paper.
3. Walk around and help anyone who needs assistance with writing. Allow 5 minutes for everyone to complete their answer.
4. When everyone is ready, walk around with the hat and ask everyone to fold their paper and put it inside.
5. Now pass the hat around the circle. Ask each participant to pull out one piece of paper and read out the answer, or say what has been drawn. Ask them:
 - What kind of change would this person like to see in the future?
 - Do you also want that kind of change? Why? Why not?
 - Does anyone else in the group want that kind of change? (participants can just raise their hands if they agree – **notice if there is a difference between men and women**).
6. Continue around the group until all of the pieces of paper have been read out.

Reflections:

7. Lead a discussion with the group asking the following questions:
 - Were there any answers that were the same or similar to each other? What were they?
 - Did men and women want the same changes for the future? Why? Why not?
 - What can everyone do to encourage and promote these changes for the future?

PART

3

Strong Women: Stronger Communities



Self-confidence

Learning Outcomes

- Identify the positive contribution women make to our communities.
- Build confidence by identifying positive qualities and skills in each participant.
- Encourage women to have confidence to express their opinions.

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This section presents four case studies which are included on pages 49-56 and as separate handouts at the back of this guide. If you are missing the handouts, you can photocopy pages 49-56 of this guide.

You may wish to choose the case studies that are relevant to your participants and just present those, or you may like to break the group into smaller groups and have them each work on different case studies and then report back to the group. Each case study has discussion questions for the participants to engage with the story. Following the case studies are some activities. These are aimed to encourage participants to reflect on their strengths and build confidence to increase participation in the future.



Case Study 1

The \$30 beginnings

Originally from Matuku, Lau, Losalini Waqaduadua Baraki was raised in Nasau, Koro. Her early family life was one of hard work and survival.

When Losalini travelled to Suva to give birth to her daughter, she was challenged by her supportive dad to look for other opportunities because of the struggles back on her home island. She chose to start a stall in the Suva market because she was used to selling crops back in Koro.



Her dad provided her first loan of \$30.00 with which she bought loose bananas. She paid back the money the same day and hasn't looked back since starting 30 odd years ago.

Losalini observes that "now we have more indigenous Fijians selling in the market because they have just woken up to the benefits of working there." Previously, she was one of the very few who did so.

She doesn't find any problems with working as a middle-man. In fact, she buys everything and sells everything herself. She says, "I sell only the best quality produce, even if it means buying at a higher rate." That is the secret of retaining her customers. Coupled with that is the position of her stalls, which is right at one of the main openings of the market.

She currently runs six stalls from Monday to Wednesday and she fills another six stalls outside of the market from Thursday to Saturday.

Her daughters all assist her with housework and selling. She even employs some others who come to her for work to earn some money.

Some of the challenges she faces include the high price of produce and employees not turning up for work.

Losalini has managed to put her daughters, including two foster children, in school, buy all that she wants and do whatever she wants as a result of doing 'marketing'.

She absolutely recommends selling in the market to other women. She says, "women who can talk nicely and work hard can do this job."

.....
Her recommendation to other women is, "there are plenty jobs, start small, work hard, don't just depend on your family or husband, because you can help the survival of your family."
.....

Discussion Questions

1. What are the benefits of the business for Losalini? For her family?
For the wider community?
2. List down all good things that Losalini could do to support her family.
3. Is it possible to start the same thing in your community?
If yes, describe how? If not, what are the challenges?
4. What challenges did Losalini overcome in running her business?
5. What is Losalini's advice for other women in Fiji?
6. Why does Losalini say that women should not just depend on their families or husbands? What benefits are there to being able to depend on yourself?
7. What do you think is a valuable lesson/s in this story?

Case Study 2

Flower power¹⁵

Aileen Burness started South Sea Orchids in 1996.

When starting out, Aileen's husband Don, a trained horticulturalist, set up an orchid business in Suva, and leased pot plants. An opportunity to manage the Garden of the Sleeping Giant in 1983 made them move to Nadi.



It was in 1994 that Aileen got the idea for South Sea Orchids. The basic idea was to empower local women by training them to grow flowers, and then sourcing the flowers from them to sell to florists, all under the label of South Sea Orchids. Part of her plan was to give back to Fiji, and while everyone told her it was 'a nice idea', they thought it wouldn't work. South Sea Orchids is a business that is founded upon assisting village women to earn an income through floriculture. She began running workshops on growing orchids and motivating women to do things for themselves.

After starting with just 15 village women, there are now 250–270 women who supply flowers, particularly anthuriums and orchids from two key villages, to South Sea Orchids. Aileen pays the women for all the flowers she receives from them. She then markets the flowers and sells the cut flowers to businesses across Fiji.

The scheme is really helpful to the florists and growers as it provides them with one guaranteed place they can go to sell their flowers. Many of the women work from home, even the florists, and continue to meet their family responsibilities too.

In 2007, Aileen gained AusAID program funding to support 15 families in 'Koroipita', a rotary housing project. Koroipita is Fiji's first violence-free community and is an important initiative by the Government of Fiji in partnership with the Fiji Women's Crisis Centre. In addition to addressing violence issues, Aileen's program is assisting Koroipita in its women's economic empowerment, by building shade houses for gardens and supporting the women as they started to grow flowers to earn an income.

More recently, Aileen and her daughter Debra have been working on 'HART' (Housing Assistance Relief Trust), a project that supports 15 women in a settlement to generate an income through flowers.

15. Adapted from International Finance Corporation. 2010. *Economic Opportunities for Women in the Pacific*. International Finance Corporation. Washington DC, pp. 4-6.

Challenges

The downturn in tourism because of the coups in Fiji affected the garden tourism side of the business. The hurricanes of 2004-2005 and the January 2009 floods also destroyed a lot of her plants.

The loss of irreplaceable plants was probably the worst thing as they cannot be brought from Hawaii anymore due to changes in quarantine rules.

To survive, South Sea Orchids had to cut back staff numbers. As a result, Aileen and Don do a lot more of the work themselves.

The biggest challenge facing the newly trained women in Aileen's program, is getting access to finance to start their own small business.

Gender discrimination is a major hurdle in Fiji, with people expecting Aileen's husband to be making the major decisions about the business.

Because of Aileen's investment in the village women, they helped in keeping her business going during the tough times.

Discussion Questions

1. What are the benefits of the business for Aileen? For her family? For the wider community?
 2. What are some of the challenges Aileen faced? How did she overcome them?
 3. What are some of the challenges to running a business in your community? How can you overcome them?
 4. What are some skills that we need to know in order to run a successful business in our community?
 5. If you are planning to start a business, list down your vision, mission and a short description of how you are going to operate your business.
 6. What do you think is a valuable lesson/s in this story?
-

Case Study 3

Women in Parliament¹⁶

In April 2003, the Welsh Assembly became the first legislative body in the world to be made of equal numbers of men and women. In the 60 person strong assembly, which was created in 1999, there are 30 men and 30 women. Even at the highest level, women have representation; the new cabinet has five women and four men.



However it was not always like this. Before 1997, Wales had only four female members of the British Parliament. So, how was this dramatic change achieved? According to Julie Morgan, Labour MP for Cardiff North and a key campaigner in the battle for equal representation of women, there has been a long tradition of women who have been active behind the scenes in politics, but because of the male working class culture and trade union politics that dominated Wales, they found it hard to come through the political party hierarchy.

With the creation of the new assembly in 1999, women like Morgan realised that they had an ideal opportunity to achieve a more representative gender balance. But the only way to do it at that stage was through positive action. A number of influential women decided to argue for a mechanism known as 'twin-ning' which means to pair two constituencies, asking party members to vote for one man and one woman and allowing the constituencies to sort out amongst themselves which area got which candidate.

"It was an extremely difficult policy to get through," says Morgan. "We had very strong resistance from some Ministers at the time. It was seen as taking democracy from the party."

The debate became heated, but the policy was finally passed by a tiny majority at the Welsh Labour Party's 1997 conference in Swansea.

Katherine Rake, director of the Fawcett Society, which campaigns for fairer political representation for women says, "what the Welsh experience shows is that positive – action mechanisms work. You can transform the political landscapes if you are committed to introducing positive measures..."

The Assembly's biggest achievements may be in changing the way that women are perceived in public life in Wales, suggest Helen Mary Jones, member of the Assembly for Mid and West Wales. She hopes it will encourage more women to come forward for public appointments. "Having parity [equality] is going to send such a strong signal in public life in Wales and beyond. We have changed from a bit of an equal opportunities backwater to being an equal opportunities star. It's fantastic, we are all so proud."

16. van der Gaag, Nikki. 2004. *The No-Nonsense Guide to Women's Rights*, New Internationalist Publications in association with Verso, UK, pp. 78-79.

Discussion Questions

1. What are the benefits of having equal representation of men and women in parliament?
 2. Are there equal numbers of women and men in village committees in your community? Why? Why not? How does this impact your community?
 3. How would having more women leaders benefit your community?
 4. Is it difficult for women to reach leadership positions in your community? Why? What can be done to overcome these challenges?
 5. What do you think is a valuable lesson/s in this story?
-

Case Study 4

Self-employed and self-reliant

Lavinia Duaibe comes from the village of Waciwaci, Lakeba in the Province of Lau. She is 62 years old and married to Atekini Duaibe, from Nasoqo, Wainimala, in the Province of Naitasiri. Lavinia was brought up in the village and when she was small she moved to the main city to further her studies in the early years of her life before she got married.



Lavinia has 7 children and worked for 7 years at the beginning of her married life. She made a personal decision to stay home to manage her family because her husband travels a lot for work. Since being married, she stayed in Suva as a house wife. Living at home and managing her household, Lavinia has gained vast experience including but not limited to cooking, which has led her to do catering for diverse customers. She enjoys baking, especially pastry and cookies. Lavinia also makes amazing chutney and jams depending on the supply of seasonal fruit in her garden. She is a regular sight at Pacific Markets and is also a supplier of cookies at various business houses around Suva.

Lavinia has also used her other skills for business purposes. Lavinia started sewing clothes for her children, linen and drapery for her home and this has extended to sewing custom-made designer outfits for customers. Similarly, she has a huge garden in her cottage Mali Place which allows her to enjoy gardening and also produce floral arrangements. She has facilitated floral arrangement training for women all over Fiji through the Young Women Christian Association. She is also an artist who uses diverse forms of expression and media. Occasionally, she engages in interior designing, coordinating weddings and also designing and making wedding gowns.

Many of the Lavinia's skills are self taught. She has learnt through observation, taking risks, trial and error and from being surrounded by inspirational skilled artists like her grandmother, mother, aunts and friends. Her skills were first developed in her home and as she improved her craftsmanship the work expanded beyond her home to the marketplace.

Lavinia enjoys reading magazines and books and is heavily involved in community-based capacity building initiatives. She is always sharing her knowledge to encourage women to become self-sufficient and to empower them to be functional homemakers.

Lavinia is testament that circumstances do not determine the quality of life women can have as they learn to be creative while living with minimum resources. Women can pool resources to clothe, feed their households and empower children to determine their own destinies. Some of Lavinia's children have acquired some of her skills and have adopted a passion for sewing or baking. She is passionate about learning and observing the world around her, and moving to greater perfection in what she does.

Lavinia's advice to women

- Do not let the lack of resources limit your ability to create.
- Be active and use what is available to you.
- Try things out and don't worry about the mistakes you may make in the process, for you will improve.
- Find the hidden skills that you have.
- Find funds to take courses, even if you have to borrow, and pay it back later.
- Start with what you have. If you can cook, you can always practice and improve to a standard whereby you can sell your produce and make some money.

"Choices are very strong in charting a life ahead of you. Start with a hobby and turn it into a business. Put your hands on anything and it will improve over time. Look for help from government and NGO programs that provide advice to improve the quality of your output. Create a network for social activities where you can exchange ideas and improve your potential. Never give up!"

Discussion Questions

1. List the skills that Lavinia has used in her businesses. Do these skills exist in your community? Note down the skills that you, your group, or your community has.
2. Lavinia has developed her skills while being a house wife. Note down two important things that you feel as an individual or as a group could help to improve your skills while staying at home.
3. How can you be supported to develop your skills by the people around you? How can you support others around you?
 - Where has Lavinia learned her skills? Where can you go to learn new skills or improve your skills?
 - Lavinia listed down some advice for women. Which piece of advice best suits you or your group? Why?
 - Lavinia says she likes to always keep learning. Why do you think she finds this important? What are the benefits? How can we keep learning in our day-to-day lives?
 - What do you think is a valuable lesson/s in this story?



Activity

I am...

Materials:

- Paper and pens for each person

Instructions:

1. Ask participants to find a space on their own and explain that they will be doing this activity alone, and no-one else will be looking at their notes or asking them to share their thoughts.
2. Invite participants to write ten positive sentences about themselves that start with the words, “I am...” Examples might be “I am an intelligent young woman.” Or “I am a really good friend to others.”
3. Allow participants to move away from the group and sit somewhere private to complete the activity. Remember that some participants may not feel confident writing, so let them think of their statements privately.
4. Allow 15 minutes for participants to write down or think of their statements. When they have finished, invite them to fold up the paper and take it home to keep.

*Remind participants that the statements are private and no one will read them so they should try to be honest.*¹⁷



Activity

You are...

Instructions:

1. Invite participants to find a partner. Encourage them to choose someone they may not have worked with before or do not know very well.
2. Each pair nominates a speaker and a listener (they will swap half way through).
3. Give the speaker five minutes to **share with their partner a skill they have that they are proud of.** (*ie. It can be any skill, such cooking for the family or managing a budget.*)¹⁸

17. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip.* Live & Learn Environmental Education, Solomon Islands, p. 79.

18. Adapted from Live & Learn Environmental Education. 2012. *Gud Disisons, Gud Lidasip.* Live & Learn Environmental Education, Solomon Islands, p. 79.

4. Remind the second partner to listen carefully to their story, showing that they are listening by using their body language. Ask the listeners to notice the good qualities and strengths of the speaker.
5. After the first speaker has told their story, ask the listener to tell the speaker what they learnt about the speaker from the story. Ask them to give examples, for example: “Sara, I can tell you have a positive attitude, because you kept trying to complete that task even though you found it difficult. This also shows you are committed”).
6. After five minutes, ask the participants to swap roles, so the speaker now listens and the listener tells their story.
7. Some examples of good qualities the listener may notice are below:

- | | | |
|-------------------|-----------------------|---------------------|
| • Confident | • Efficient | • Considerate |
| • Proud | • Cooperative | • Enthusiastic |
| • Caring | • Intelligent | • Forgiving |
| • Ambitious | • Decisive | • Thoughtful |
| • Organised | • Friendly | • Energetic |
| • Careful | • Courageous | • Team player |
| • A good friend | • Trustworthy | • Positive attitude |
| • Diplomatic | • Wise | • Generous |
| • Honest creative | • Optimistic | • Warm and giving |
| • Leadership | • Smart | • Responsible |
| • Loyal | • Accepting of others | • Make others laugh |
| • Committed | • Charitable | • Polite |

Reflection:

When all the participants have finished, bring them together and lead a discussion with the following questions.

- How did people find that activity?
- How did it feel to have someone else notice good qualities about you?
- Is there a time you can remember when you helped build someone’s self-esteem by noticing their good qualities?

Sometimes we talk about other people and gossip about them. This can make people have low self-esteem and feel bad about themselves. Good leaders can see the good qualities in others and encourage people to use those strengths. This helps that person to contribute to the group in a way that they are comfortable, and makes them feel good as they have something to offer.

.....



Activity

Tied together

Materials:

- Wool or string

Instructions:

1. Have the participants stand in a big circle.
2. Give a ball of wool or string to one person in the circle.
3. Instruct the participants that they have to unravel the wool or string and pass the reel to another person in the circle, thanking him/her for something he/she had done earlier. Continue until everyone in the circle is holding on to a section of the thread/ twine.
4. A person cannot receive a reel twice.

Reflection:

Lead a discussion with the group asking these questions:

- How did you feel at the end of this activity?
- Is there a lesson you've learned from this activity?

Different option: Another way of conducting this activity is to divide the participants into smaller groups, e.g., men, women, youth, development committee, health committee, education committee, etc. Let them pass the wool or string from one group to another.

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Glossary

Word	Local translation 	Definition
advocacy	<input type="text"/>	Advocacy is a set of organised activities designed to influence the policies and actions of others in order to achieve positive change in people's lives.
article	<input type="text"/>	The name given to the different rights in a treaty, which are usually numbered.
consensus	<input type="text"/>	An opinion, agreement or position reached by a group as a whole.
democracy	<input type="text"/>	A government ruled by the people, either directly or through elected representatives.
discrimination	<input type="text"/>	When one group of people are treated differently from another group of people, and are not given the same opportunities or the same rights.
empower	<input type="text"/>	To give someone power and confidence to control their life and protect their rights.
governance	<input type="text"/>	The action of controlling a country or organisation. The process of making decisions and planning what to do next. Governance happens in many areas of life, such as in the family, church groups, community organisations and in the country.
human rights	<input type="text"/>	Human rights are the rights of all people, regardless if they are a man or woman, boy or girl, young or old. Human rights are based on the principle that all humans should be treated equally and without discrimination. Governments all over the world have agreed on a list of rights called the Universal Declaration of Human Rights (UDHR). The UDHR is an ideal standard, an expression of fundamental values.
human rights violation	<input type="text"/>	The act of breaching or disrespecting a person's human right.

Word	Local translation 	Definition
inclusive	<input type="text"/>	Involving all people in the process, such as women, men, older people, people with disabilities and youth.
leadership	<input type="text"/>	The process of influencing people while working to achieve a common goal.
marginalisation	<input type="text"/>	Separating a person or people from the rest of society by removing them from social relations and preventing them from full participation in any activity.
negotiate	<input type="text"/>	A discussion intended to produce a solution that everyone agrees with.
participation	<input type="text"/>	Having the opportunity to express a view, influence decision-making and achieve change.
power	<input type="text"/>	Power is the ability to change a situation or influence others.
self-esteem	<input type="text"/>	How we think about ourselves. People might say we have high self-esteem or low self-esteem.
self-confidence	<input type="text"/>	Being able to trust your own abilities, thoughts and judgements. A feeling of inner worth and value.
transparent	<input type="text"/>	The state of being transparent means people can easily see, perceive or detect.
United Nations	<input type="text"/>	An international organisation consisting of 193 member countries. The United Nations meets and makes international laws and agreements to achieve peace and prosperity throughout the world.
values	<input type="text"/>	Values are the meanings we attach to certain beliefs, experiences and objects. Different people have different beliefs and values. When we care about something, we might say we 'value' it.
violate	<input type="text"/>	The act of hurting, damaging, causing injury to someone or to break a rule.
vision	<input type="text"/>	A goal or plan for the future.

Feedback

To be completed by facilitators.

Your comments are important and will help improve this guide. Please let us know what you think by answering the questions below. We suggest you photocopy or rewrite the questions rather than tear out this page.

This will allow others to contribute to the improvement of this guide.

Please fax or mail your comments to the Live & Learn office (for contact details see inside the front cover). Alternatively, you can provide feedback via email: resources@livelearn.org

Name and location: _____

Organisation or community: _____

Contact details (optional): _____

Briefly explain how you used this guide (e.g. are you an NGO worker, government, community member or health care worker?).

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In your opinion, is this guide easy to follow?
(if not please tell us what was not clear).

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In your opinion, was there information missing from this guide?

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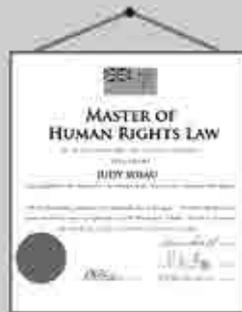
How could this guide be improved?

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Please list any other comments or suggestions below:

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Thank you!



This toolkit has been developed for community facilitators to encourage the participation of women as leaders and decision-makers in Fijian communities.

This toolkit aims to:

- Create awareness and community discussion on human rights and gender equality.
- Strengthen women's skills to support their participation in community decision-making processes.
- Build women's self-confidence and self-esteem so they have confidence to express their opinions.
- Strengthen leadership skills of women.

When the voice and opinions of all people in our community are expressed and heard we build a stronger more compassionate and inclusive society. This benefits everyone!



If the woman or the man stops paddling, what will happen?

When women and men work together,
with equal input, they can go forward together.



European Union



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