

A P P E N D I X A

ALTERNATIVE SCENARIOS

This scenario has been used as an alternative to the scenario in Session 3 by workshop participants in Palestine.

Respecting And Reforming Local Attitudes And Culture **Maryam Midyeh: Educator on Women's Reproductive Rights**

I have been with the Family Planning and Protection Association (FPPA) in the city of Halboul since shortly after its inception in 1969. I began working at the Association in 1973, just after finishing high school—initially, for only two hours a week, and then, three days a week. I wanted to pursue a university education while serving at the FPPA, but my family's financial situation and attitudes about women's roles in society compelled me to reconsider this dream.

I did not abandon my desire for an education despite my family's views, but I knew I would have to achieve my goal some other way. I took advantage of the opportunity to train and take courses related to women's reproductive health at the FPPA, and then I set about implementing all that I was learning in the world around me. The more I spoke with women in the field the more I felt I could initiate change among women by helping them realize the importance of family planning and its impact on their own and their children's health.

Through my work I have observed that attitudes toward family planning have changed as society's attitudes towards women have changed. Years ago, the FPPA's principal role was the distribution of birth control pills, and a sole volunteer nurse was available only a few times a week to answer women's questions. Typically, a married woman with ten or more children would arrive at our office, requesting help with family planning. Now, however, young women who visit the Association are sometimes accompanied by their fiancés. Because their first priority is completing their studies, these couples want to understand contraceptive methods in order to avoid unwanted pregnancies in the first years of their marriage.

Success in educating women about family planning and their reproductive rights has not come easily and reflects my use of several tools, among them:

- *knowledge accumulated throughout the years in training courses;*
- *a willingness to go into the field and talk with women who would otherwise lack access to the FPPA's services;*

- *coordination with influential individuals whose support of family planning is crucial in overcoming the community's reluctance to accept this practice—from physicians to school principals, from the head of municipalities to the imams of the local mosques;*
- *an awareness of the cultural traditions that might lead men and women to reject family planning before even learning about the concept.*

Using these tools, I and others at the Association have conducted seminars, sponsored festivals, and shown films to encourage discussion of women's reproductive health and such related issues as the emotional and physical changes experienced by teenagers, HIV/AIDS prevention, the consequences of early marriage, and the effects of frequent pregnancies. Educating women about their reproductive rights entails at once respecting and reforming local attitudes and culture. In my time with the FPPA, I have come to understand that social change is the result of having a vision, perseverance, and sheer will—first by individuals and then groups who join in the quest for a better life.

Questions for Discussion

- What qualities and skills does Maryam Midyeh have that make her a leader?
- What is Maryam's vision for herself? For the women in her community?
- What tools does Maryam Midyeh use to implement her vision?
- Why does she approach influential individuals for assistance in achieving the FPPA's goals? For example, what role can a school principal play in educating the community about family planning? What role can the imams of local mosques play in helping the FPPA?
- How does Maryam Midyeh feel about the local culture and traditions? Does advocating for women's reproductive rights necessarily entail a clash with local culture and traditions? What role should women play in defining cultural norms?
- How does she measure the FPPA's success? How does she know that local attitudes toward family planning have changed?
- How do Maryam Midyeh and her colleagues at the FPPA communicate the importance of family planning? What role could technology play in communicating this message?
- If you worked with the FPPA, what strategies would you use to educate your community about the need for family planning?

This exercise has been used as an alternative to the group activity in Session 5 by workshop participants in Nigeria.

Exercise: Looking at a Problem from Different Perspectives

Allow approximately one hour for this exercise.

1. Read aloud the scenario below:

In a Nigerian church community with a large congregation, a growing number of young persons are experimenting with sex. There have been reports from nearby towns of teens with sexually transmitted diseases (STDs), even HIV/AIDS, and unwanted pregnancies. Many fear that the young people are undermining the moral fiber of family life and the sanctity of marriage in their community. Some are looking for ways to work with the young people to put a stop to the activity. One suggestion from concerned congregants is for the church's youth group to include information dealing with health and sexuality in their weekly meetings. However, the pastor and many parents are opposed to sex education and are not responsive to the request.

2. Ask the workshop participants to imagine that they are members of this congregation committed to resolving the impasse and helping the situation. Begin by brainstorming about the interests and needs of all the young people in the community. Have a volunteer take notes on a chalkboard or flipchart.

3. Ask the group to describe the situation from the perspective of the young people experimenting with sex. Consider whether some might feel that they are acting more grown up, or whether some are experiencing peer pressure. How might the situation be viewed by other young women? By other young men? What interests and needs are they trying to preserve? Have a volunteer take notes on a chalkboard or flipchart.

4. Look at the problem from the perspective of the pastor and the parents who are opposed to sex education. What do they fear will be the results of sex education? What do they want to protect in their community? What interests and needs are they trying to preserve? Have a volunteer take notes on a chalkboard or flipchart.

5. Ask the workshop participants to consider the interests and needs that have been discussed and to present ideas and solutions for resolving the situation. The participants should describe whose interests and needs their ideas address and why.

Questions Around the Group

- By considering the interests and needs of different congregants, were you more or less sympathetic to the perspectives of others?
- Did looking at the problem from different perspectives make it easier or harder to imagine solutions?
- Could you apply this approach to addressing other disagreements and conflicts? Would you? Why or why not?

This session has been used as a substitute for Session 10 by workshop participants in Jordan.

Session Objectives

- To discuss the importance of women's participation in elections as candidates and voters.
- To explore the impact of elections on women's rights and lives.
- To emphasize the need for knowledge and information in shaping and forming candidates' attitudes towards women's issues.
- To identify methods of developing goals and a mobilization strategy to help achieve those goals.

Women's Participation in General Elections: How to Make My Voice Heard and Effective

Sana'a, Um Muhammed, Nawal, Fadyah, Um Ziad, Hajjeh Safiah, Nisreen, Rula, and Hanan have all participated in several meetings to prepare themselves for the Jordanian parliamentary elections scheduled to take place next year. Nawal, a high school teacher in southern Jordan, came up with the idea for the meetings. She suggested it to Hanan, a journalist in a local daily newspaper, who agreed about the importance of women actively participating in the upcoming parliamentary elections. They both realized the necessity of organizing and coordinating the efforts of large numbers of women, especially those in leadership positions, within their own local communities.

An association that works on women's issues agreed to organize a training workshop to educate women about their citizenship rights. The workshop provided a forum for women to discuss their motivations for becoming involved in the election process, to exchange ideas about what democracy means to them, to raise issues of importance to women and men that should be addressed in the election, and to introduce possible strategies for achieving their goals. During the discussions, participants affirmed that "it is essential for women to participate in our country's politics and decision-making." They felt it was very important "to be represented by a woman who knows how women suffer because of discrimination and neglect." One woman pointed out "I am my husband's partner at home and his partner in the field. Why can't I be his partner in the lower house of Parliament?" The participants firmly believed that the roles women traditionally occupy in Jordanian society actually provide them with leadership skills that will serve them well as participants in Jordan's political system.

It was apparent to many of the participants that women seemed to lack a political vision or platform, not only concerning national issues but also women's issues. The workshop discussions helped them understand the need for outlining their goals, deciding on a political platform, and developing a mobilization strategy to achieve

their objectives. Participants decided that their overarching goal was to work together to democratically elect Jordanian women candidates. Participants then identified certain issues they would focus on, including:

- *eliminating all forms of discrimination against women;*
- *providing effective guarantees for the protection of human rights in general and women's rights specifically;*
- *providing sufficient protection for victims of violence, abused women, and children;*
- *working towards solutions for poverty, and providing social and health securities;*
- *giving priority to the creation of employment opportunities in order to combat unemployment;*
- *combating corruption and guaranteeing equal opportunities, particularly with respect to education and employment; and*
- *advocating for human justice both nationally and internationally.*

As part of their mobilization strategy, participants agreed to adopt the slogan "Five women in the next lower house of Parliament" and to work collaboratively to attain this goal. They decided that the initial phase of their mobilization effort would center around organizing meetings and workshops throughout Jordan that focus on women's role in the election process, citizenship rights, and leadership and communication skills. Additionally, they would organize knowledge-building campaigns that raise public awareness of the importance of women's participation in the political arena. They would provide special training for women candidates and their campaigns, offering information, services, and assistance during the campaign. Participants felt it important to utilize the media to enhance the image of women, highlighting their role in society and their achievements, and raising awareness of the importance of women's political participation in Jordan. Finally, participants emphasized the need to coordinate with women's associations, civil community organizations, and publicly elected officials in all areas of Jordan to gain their support and resources to achieve the goals identified by and for women.

Following the workshop, the Jordanian Coordination Committee for non-governmental organizations and other women's NGOs initiated a project that includes this mobilization strategy as well as an executive program that develops a political platform focusing on women and elections, to be implemented as the elections approach and women candidates begin their campaigns. The original workshop participants Sana'a, Um Muhammed, Nawal, Fadyah, Um Ziad, Hajjeh Safiah, Nisreen, Rula and Hanan will play a significant role in implementing the mobilization strategy and program. In addition, the women plan to take time following the elections to evaluate their activities and leadership skills in light of the election results.

Questions for Discussion

- What motivated the women to come together?
- Why was it important for them to have a unified vision and shared goal?
- What were the components of their mobilization strategy?
- Are there certain skills that women have that strengthen their ability to participate in the political process?
- Do you think women mobilize for action differently than men do? If so, how and why?
- How might this group of women build support for their candidates both locally and nationally?
- If you were in their position what would you have done differently? Why?
- How might the women use ICTs—telephones, email, and the Internet, among others—to further their goal?

The following exercise has been used as an alternative for the exercise in Session 10 by workshop participants in Nigeria.²⁷

Exercise: Mobilizing for Action The Case of Bariya Ibrahim Magazu

In September 2000, a girl under seventeen named Bariya Ibrahim Magazu from a small village in the Zamfara State in Nigeria became pregnant after being coerced into having sex with three men. She was sentenced to 100 lashes to be carried out 40 days after the birth of her baby and to another 80 lashes for qadhf (falsely accusing others of sexual activity) after the court decided that there was insufficient evidence to identify any of the men she named as the possible father of her baby. Bariya sought to appeal her sentence and the trial judge later moved for the sentence to be suspended until after the girl had finished breast-feeding. However, his ruling was ignored, and Bariya, still breastfeeding, was whipped even before the date of her original sentence. Informed only the night before her punishment, Bariya was driven early the next day to a nearby town and whipped publicly. Afterwards, humiliated, bruised, and in pain, she was left to make her way home alone. Despite the whipping, Bariya and her family decided to continue with the legal appeal.

According to newspaper reports, Bariya had wanted to call seven witnesses but her request was denied. Instead, the men she accused of having sex with her were acquitted because Bariya's testimony was judged insufficient to prove her case. She was required to provide at least four witnesses of good character to testify that "a hair could not pass between their bodies." On the other hand, the accused men were not required to swear their innocence on the Qu'ran, nor was medical evidence—blood or DNA testing—admitted.

Bariya Ibrahim Magazu does not want to appear in public anymore. Her presence is not required by the Zamfara State Shari'a Penal Code or the Zamfara State Criminal Procedure Code. Despite this, the Appeals Court is refusing to review her case unless Bariya is physically present in court. Bariya has a right to an appeal under Muslim law, under the Zamfara Penal Code, and as a citizen of Nigeria protected by its Constitution.

Scenario: A group of five friends meet every week to share stories and advice. One of the women in the group has learned of Bariya Ibrahim Magazu's plight, and she is outraged. She shares the story of Bariya's unfair treatment by the courts and her public flogging with her friends and they decide to find a way to support Bariya.

1. Divide the workshop participants into teams of four. Each team will, like the friends in the scenario above, plan a course of action to help Bariya, her family, and her lawyers.
2. Among the questions each team should address are:
 - How do you want to help Bariya? What kind of support do you want to offer? What will be your campaign?

²⁷ For more information on this case, contact BAOBAB at baobab@baobabwomen.org.

- Will your campaign be local, national, regional or international?
- Would it be effective to appeal to other women to help Bariya? Why or why not? Would men be just as responsive?
- Can your team take advantage of communication technologies such as faxes, emails, or the media (e.g. newspaper articles or educational programs on the radio or television) to generate more support?
- What potential support networks can you think of that could help you achieve your goals?
- How will you monitor whether you are achieving your goals? What indicators would you use?
- How will you divide the responsibilities among yourselves to carry out the activities?
- Team members should draft a task list for themselves, outlining the steps that they will take over the course of the next few weeks to implement their plan.

3. When all the teams have completed their action plans, the workshop group will reconvene. A volunteer from each team will briefly describe her team's mobilization strategy.

Questions for Discussion

- What was your team's process of decision-making?
- What was the most difficult part of developing your mobilization strategy?
- Would it have been easier or more difficult to decide what specific steps need to be taken if there were more people on the team?
- How did you decide to divide responsibilities? Did drafting a list of tasks help clarify each team member's role? Was it helpful in other ways? If so, how? If not, why not?
- Do your team's activities seem realistic? Why or why not?
- Is there anything you would add to improve your team's activities, after hearing about those of the other teams?
- Do you think it makes a difference whether a team is made up of all women, all men, or mixed? Why or why not?

Observations

- Did this exercise help you to imagine planning your own campaign or project around a different issue? Why or why not?
- If you could imagine starting your own campaign, what would it be and how would you carry it out?

This session has been used as a substitute for Session 11 by workshop participants in Palestine.

Lobbying For The Right Of Women's Citizenship In Palestine

In November 1995, two Palestinian women notified the Women's Affairs Technical Committee (WATC) of a distressing experience. When these women sought to apply for their Palestinian passports, officials requested written permission from their "male guardians" granting them the right to obtain a passport, according to a regulation adopted by the recently established Palestinian Ministry of Interior.

WATC immediately drafted a petition explaining that this regulation violated the Palestinian Declaration of Independence issued in 1988 as well as the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Numerous women's organizations signed the petition, which WATC then presented to the Ministry of Interior. An official from the Ministry notified WATC that the Deputy Minister of Interior would participate in an open and live debate about the issue on television.

WATC took the initiative in shaping the upcoming debate by sending their petition to the Palestinian Broadcast Corporation (PBC). During the evening broadcast of "An Open Dialogue" with a Palestinian official, the Deputy Minister of the Interior was introduced and WATC was notified so that one of its representatives could protest the regulation requiring male permission for women to receive passports. Underscoring the discrepancy between this regulation and international law, WATC's representative asked the Deputy Minister, "When our President proclaimed the Palestinian Declaration of Independence, stating that women would be treated as equals, we applauded for 30 minutes! Is it really possible that all this applause was in vain?" The Deputy Minister replied by praising the struggles of Palestinian women, declaring his support for the "gentler sex," but he insisted that according to an agreement with Israel, he was compelled to implement present Egyptian and Jordanian laws until a Palestinian one could be issued.

Not willing to accept the Deputy Minister's position, WATC invited him to attend a meeting on 4 December 1995. WATC agreed to show the Deputy Minister the meeting's agenda in advance and to invite 25 local and international women activists from diverse political parties as well as journalists. The Deputy Minister used the meeting to list the Ministry of Interior's achievements, but emphasized the importance of Arab traditions in dealing with this matter as a Muslim sheikh recorded the minutes. WATC recorded the meeting's minutes, publishing them as a pamphlet that they distributed to human rights organizations and local media.

Contacts within the media were crucial. The director of the PBC News Department had been following WATC's activities and projects with interest. Concerned about the emerging Palestinian state, the director interviewed one of WATC's members about her demand for a 30 percent quota for women in the Palestinian Legislative Council

(PLC). She, in turn, invited the director to visit WATC's office. Impressed with WATC's work and especially the pamphlet documenting the meeting with the Deputy Minister of Interior, the director of the PBC News Department asked for another live debate between the women and the Deputy Minister. The request resulted in several television interviews with women who recounted stories of their personal contributions to their families and communities only to be told that they needed their fathers', brothers', and/or husbands' permission to be counted as full citizens with passports.

WATC sent letters to foreign consulates and embassies informing them of the discriminatory passport regulation and seeking international support for Palestinian women. News coverage of WATC's campaign expanded from local to international media outlets when women demonstrated in Ramallah to demand representation in the PLC and the revocation of the passport regulation. Among the demonstrators were 12 candidates for the PLC elections, 8 men and 4 women, all of whom vowed to support women's rights and denounced the Ministry of Interior's regulations. CNN, French TV, and the Canadian Broadcasting Corporation covered this demonstration.

Encouraged by international media coverage and growing national support, WATC persisted in its campaign for women's right to citizenship—organizing demonstrations; cooperating with human rights associations; reaching out to individual ministers, including President Yasser Arafat; and writing editorials in newspapers. As WATC's campaign intensified, the PBC newsroom received a fax from the Deputy Minister of the Interior on 19 January 1996. The document stated that men and women would be treated equally and that his office would not ask women for the permission of their "male guardians" when they apply for passports.

Questions for Discussion

- What actions did WATC take in its lobbying campaign to change the Ministry of Interior's regulation? How did WATC strive to create a sense of shared meaning among others in the community?
- What role did the media play in WATC's campaign? What role did other communication technologies play?
- What obstacles did WATC encounter in its effort to achieve a broad consensus about women's rights to full citizenship? What are some obstacles to creating shared meaning among diverse or even like-minded groups? How would you overcome these obstacles?
- Is creating shared meaning always possible and/or desirable? Why?
- What criteria could you use to measure the success of this campaign?
- How does the media in your community respond to women's rights issues? What are some of the locally relevant strategies that you could use to gain the media's interest and support for political, legislative, or economic campaigns that help women?

This session has been used as a substitute for Session 12 by workshop participants in Morocco.

Organizing to Protect the Legal Rights of Women Employees

A young woman worker in a textile manufacturing company in the industrial area of Rabat was experiencing physical and psychological harassment by the workshop foreman, and decided to protest against this abuse of power. Her colleagues stood with her and went on strike for three months. During this movement of solidarity, the women workers were supported by the women's section of the Trade Union of Moroccan Workers, who asked l'Association Démocratique des Femmes du Maroc (ADFM) to support their action.

ADFM immediately began organizing for action. A letter was first sent to the manager of the textile company. ADFM then issued a press release that was widely dispatched among the media, and called a press conference to give greater visibility to the strike and, more importantly, to the harassment of women workers.

Following this event, ADFM began an initiative to highlight gender disparities in labor laws, particularly as they relate to women laborers and young female employees. ADFM focused on the protection of the legal rights of women employees who are victims of harassment and gender discrimination in the labor market.

ADFM worked in collaboration with women's organizations and affiliated trade unions to pressure decision makers to reform the existing labor laws. The coalition presented amendments to the Minister of Employment and organized meetings with parliamentary groups in order to defend its propositions within the parliament. Recently proposed labor legislation now considers sexual harassment to be a transgression liable to penalty.

Questions for Discussion

- How would you have reacted if you were the young woman worker? What actions would you have taken to denounce sexual, physical, and psychological harassment?
- What is the methodology adopted by ADFM to deal with this problem? What are the advantages and disadvantages of this methodology? What would you have done differently?
- How was the initiative strengthened by the creation of a coalition? Could joining a coalition ever weaken an organization or its campaign efforts? If so, how?
- What elements must be emphasized at the individual and organizational levels for the creation of any successful coalition? What criteria could you use to measure its success?