
WORKING WITH WOMEN AND CHILDREN IN ASGM

A TRAINING MODULE



CONTENTS

4	Foreword
5	Preface
6	Acknowledgment
7	About BAN Toxics
8	Training Approach
9	How the module is organized
9	Tips for Facilitators
11	Pre-Workshop Instructions
12	Materials
13	Training Design
	Module 1. All About Me
15	Who Am I
21	My KASH
22	My Purpose
27	Summary
	Module 2. My Rights as A Child
28	My Rights as Mandated by Philippine Laws
29	My Rights Based on the UN Convention
29	My Four Basic Rights
31	My Rights, Responsibilities and Expectations from my Parents
32	Me as a Child Advocate
33	Summary
	Module 3. My Rights as A Woman
34	My Rights according to Philippine Laws
38	RA 9262-Anti – VAWC Law
47	My Rights According to International Law
49	Summary
50	Additional Selected Philippine Laws on Women
	Module 4. My ASGM Community
55	Mining and I
56	My Vision for My Community
56	What Is ASGM
58	What is Mercury
63	Challenge
	Module 5. Gender and Development
64	Sex Versus Gender
65	Myths and Facts About Gender
66	Gender Identity
66	Socio-Cultural Differences between Men and Women
67	Gender Roles and Characteristics
67	Gender Bias
71	Gender Equality
72	Gender Division of Labor
74	Gender and Development
77	References

USER'S GUIDE

This training module is designed to promote children and women's rights in the Artisanal Small-scale Gold Mining (ASGM) communities who are often marginalized and victims of abuse. The module provides information and exercises to help participants develop self-awareness with the end in view that change comes from within. The module is structured to give relevant information on the basic rights of women and children but this can also be given to male participants and LGU officials. Also included in the module is a discussion about understanding ASGM and its impact, the dangers of continuous use of mercury in amalgamation, gender and development as a tool to promote women and children's development in the ASGM community.

The modules include learning objectives, descriptions of the training approach, methods, and techniques. Material has been gathered from many sources; these are acknowledged wherever possible.

Trainers are expected to use the module to facilitate future training workshops. Users of the module are expected to improve their knowledge, skills and attitudes towards advocating women and children's rights and responsible mining to achieve sustainable development in their ASGM communities.

We hope and expect this module to have a long and evolving life, growing to respond to the changing needs of men, women and children in the ASGM, field workers, and others who work in ASGM communities. We hope this module will be the beginning of enriching the lives of men, women and children in ASGM communities.

ACKNOWLEDGMENT

This module would not have been produced with the financial support provided by the US Department of State (USDOS).

BAN Toxics would like to thank the women and children in Diwalwal, trainers, and facilitators involved in the development of this module.

Authors (BAN Toxics Consultants):
Leah Genson and Arlene Hondrade
December 2014

Layout Design:
Rebecca Lagunsad / BAN Toxics

Cover Photo:
Luis Liwanag

ABOUT BAN TOXICS

BAN Toxics is an independent non-profit environmental non-governmental organization focusing on the Southeast Asian region on issues pertaining to environmental justice, prevention of toxic trade – products, wastes and technologies, trade, human rights and governance.

The organization believes that no segment of our society should suffer environmental harm by reason of poverty, belief, or race and that “the only world worth passing to our children is toxics-free”.

BAN Toxics is also the Southeast Asian office of the Basel Action Network (BAN), a global organization focused on confronting the global environmental injustice and economic inefficiency of toxic trade (toxic wastes, products and technologies) and its devastating impacts. It is also an active member of the Zero Mercury Working Group (ZMWG) and the International Persistent Organic Pollutants Elimination Network (IPEN).

BAN Toxics accomplishes its objectives through bridge-building with local and international groups, empowerment of local communities and advocacy at the national and global levels. Some of the notable accomplishments of BAN Toxics include a study on terminal storage options for mercury. In 2009, it spearheaded a national study on ASGM in the Philippines with support from Takagi Fund for Citizen Science. The results of the study were used as inputs in the formulation of a National Strategic Plan for ASGM in the Philippines.

TRAINING APPROACH

This training module provides trainers with the information, specific activities, and materials they need to effectively plan and deliver a training program to promote the rights of women and children who are often marginalized and victims of abuse. Because each trainer and each training situation is unique, planning is critical to the success of any program. This module encourages participation and provides structured learning exercises.

Applying the experiential learning cycle

This training approach is based on experiential learning theory (Kolb and Fry 1975; McCaffery 1986) and is participatory in design. It is a learner-centered approach involving active experience followed by a process of reviewing, reflecting, and applying what has been learned through the experience. Participatory methods keep learners active in the learning process. They are involving and interactive. They encourage communication and group work, and they are action oriented and experience based.

This experiential and participatory approach was chosen to enhance effective skills transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in participants' behavior. The experiential model helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications. Participants ground the lessons in their actual situation by considering the question, "What can or should I do differently as a result of this training experience?" For this model to be effective, it must be applied in both the design and delivery stages of training. The sessions and activities in this module provide trainers with guidelines for reaching the training objectives by applying the experiential training methodology. An understanding of the adult learner, the role of the trainer as a facilitator, and the experiential learning cycle are important in this approach.

The adult learner

Understanding the adult learner is critical to the success of this training approach. The adult learner has particular needs (Knowles 1978; McCaffery 1986; Zemke and Zemke 1981). Adult learners need continual opportunities to identify their needs and recognize the relevance of their learning in terms of their own lives. Adult learners need self-directed learning opportunities in which they can actively participate. They need to actively think, do, and reflect on experiences, discuss with others, and practice and learn new skills. The adult learner needs interactive communication with both the trainer and fellow learners, which is different from one-way teacher-to-student communication. The learner needs to continually reassess the question, "Where am I now and where do I want to go?"

The trainer

The role of the trainer/facilitator is to manage or guide the training process rather than to manage the content of learning. Adult learners can share the responsibility for their learning with the trainer. The experience of adult learners should be viewed and used as a rich resource in the learning environment and they should be encouraged to contribute to the learning environment whenever possible.

HOW THE MODULE IS ORGANIZED

INTRODUCTION

As a trainer/facilitator, you are responsible for creating the learning environment and maintaining the flow of the workshop. You must be aware of the needs of the participants and be sensitive to their concerns. The following are 10 tips to help you achieve a successful workshop.

TIPS FOR SUCCESS

Ten tips for your success as a trainer/facilitator:

1. Begin your working day by presenting:
 - Objectives
 - ScheduleMake sure that the trainees are aware of what they are expected to learn each day.
2. Manage time wisely. Time is a motivating factor in training. If you slow down, the participants will lose interest and commitment.
3. Give brief presentations. Encourage your trainees to speak up and participate actively in discussions and exercises.
4. Follow the instructions for the proposed exercises:
 - Use different techniques
 - Promote active participation
 - Increase interest and level of motivation
5. Avoid "shortcuts" while working on topics. Keep the same level of interest while making presentations, doing exercises, and listening to reports. Remember that as a trainer you are responsible for the results of the workshop.
6. Don't let your interest and willingness to teach be diminished. Show care for the participants' learning and be patient!
7. Be an attentive and good listener. The participants expect you to value their ideas and to look at them while speaking. These positive attitudes increase your credibility with the participants.
8. Praise your trainees for their efforts and for good performance. This shows that you recognize their input and this consequently increases their level of motivation.
9. Make sure that your trainees feel positive and that they are satisfied with the workshop. Ask for their feedback at the end of each day.
10. Be confident of your success as a trainer/facilitator. Go through the whole plan and be well prepared. Let them see you are competent and self-confident.

MANAGING GROUPS

Many of the exercises require the participants to work together in small groups and there must be a way to share the information with all participants. The most common way is to have group presentations. You are responsible for managing the group activities and ensuring active participation. The following tips will help.

TIPS FOR FACILITATING GROUPS

Seven tips for facilitating group exercises:

1. Be attentive to and supportive of the participants' needs in every situation.
2. Help them to understand the steps they must take to accomplish all the tasks.
3. Manage time effectively. Be sure to remind participants of the time remaining. Be firm! Keep to the schedule.
4. Show interest and be willing to assist them at all times. Circulate from group to group while they are working.
5. Follow the entire process. Remain in the classroom during all activities.
6. Provide the groups with constructive feedback.
7. Always summarize the major points made by the groups and relate them to the objectives of the session and exercise.

PRE-WORKSHOP

INTRODUCTION

Instructions to Trainers/Facilitators

As a trainer, you are responsible for the preparation and management of the entire program. This requires pre-workshop actions. You must discuss the pre-workshop responsibilities with the workshop's partner institutions. Some things that you must be sure to arrange are included in the following list. There may be several others. Pre-planning is essential to the success of your training workshop.

ACTIONS NEEDED

You must arrange for the following long before the workshop starts:

1. In pre-workshop communications, be sure to inform the participants of any information they will require prior to arriving at the workshop. This can be accomplished by means of a pre-workshop letter. Consult with the partner institutions about plans for pre-workshop communication with participants.
2. Arrange for appropriate officials to welcome the participants.
3. Provide a plastic envelope for each participant. This envelope will be used by the participant to organize the training materials from each session. Before they are distributed at the workshop, each envelope should contain the following items:
 - Ballpen/pencil
 - Training design
 - Tentative schedule (full workshop)
 - Registration form if needed
4. Plan for implementation of systematic activities. Prepare yourself to instruct participants during the opening session on the systematic activities of the workshop:
5. At the end of each day:
 - Invite a volunteer to prepare and present a brief recap the following morning, reviewing the day's activities and summarizing major lessons learned.
 - Conduct a brief evaluation of the previous sessions to know the absorptive capacity of the participants and adjust the methods and schedule.
6. Arrange for the certificates to be ready for distribution at the end of the workshop.

MATERIALS

- LCD projector (if available and appropriate)
- Projector screen/white board or cloth
- Flipchart stands (minimum 2)
- Flipchart paper/pads
- Markers for writing
- Meta cards
- Stapler
- Tape (strong masking tape and regular tape)
- Push pins
- Glue
- Scissors
- Pencils/notepads/pens
- Pencil sharpeners
- Extension cords
- Extra notepads and pens

TRAINING DESIGN

Working with Women and Children in ASGM

<p>DAY ONE MODULE 1: All About Me</p>	<p>08:00- 09:00 Arrival and Registration of Participants</p> <p>09:00 – 10:00 Opening Program</p> <ul style="list-style-type: none"> • Prayer • Singing of National Anthem • Welcome Remarks • Setting of Participants' Expectations • Workshop Overview and design 	<p>10:00 - 10:15 Snacks / Coffee break</p>	<p>10:15 – 11:15 Session 1-Who Am I</p> <p>11:15-12:00 Session 2 -My KASH</p>
<p>DAY TWO MODULE 2: My Rights as a Child</p>	<p>08:00- 09:00 Arrival and Registration of Participants</p> <p>09:00 – 10:00 Opening Program</p> <ul style="list-style-type: none"> • Prayer • Singing of National Anthem • Welcome Remarks • Setting of Participants' Expectations • Workshop Overview and design 	<p>10:00 - 10:15 Snacks / Coffee break</p>	<p>10:15 – 11:15 Session 1. My Rights as Mandated by Philippine Laws and UN Convention</p> <p>11:15 – 12:00 Session 2- My Four Basic Rights</p>
<p>DAY THREE MODULE 3: My Rights as a Woman</p>	<p>08:00- 09:00 Arrival and Registration of Participants</p> <p>09:00 – 10:00 Opening Program</p> <ul style="list-style-type: none"> • Prayer • Singing of National Anthem • Welcome Remarks • Setting of Participants' Expectations • Workshop Overview and design 	<p>10:00 - 10:15 Snacks / Coffee break</p>	<p>10:15 – 12:00 Session 1. My Rights According to Philippine Laws</p>
<p>DAY FOUR MODULE 4: Gender and Development</p>	<p>08:00- 09:00 Arrival and Registration of Participants</p> <p>09:00 – 10:00 Opening Program</p> <ul style="list-style-type: none"> • Prayer • Singing of National Anthem • Welcome Remarks • Setting of Participants' Expectations • Workshop Overview and design 	<p>10:00 - 10:15 Snacks / Coffee break</p>	<p>10:15 – 12:00 Session 1. Mining and I</p>
<p>DAY FIVE MODULE 5: My ASGM Community</p>	<p>08:00- 09:00 Arrival and Registration of Participants</p> <p>09:00 – 10:00 Opening Program</p> <ul style="list-style-type: none"> • Prayer • Singing of National Anthem • Welcome Remarks • Setting of Participants' Expectations • Workshop Overview and design 	<p>10:00 - 10:15 Snacks / Coffee break</p>	<p>10:15 – 12:00 Session 1. Sex Versus Gender, Myths and Facts About Gender, Gender Identity</p> <p>1:30 –3:00 Session 2. Socio-Cultural Differences between men and women, Gender Roles and Characteristics, Gender Bias, Gender Equality</p>

TRAINING DESIGN

Working with Women and Children in ASGM

12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH	12:00 - 1:30 LUNCH
1:30 – 3:30 Session 3. My Purpose 3:30-4:30 Summary and Evaluation 4:30 – 5:00 Closing Ceremony	1:30 – 2:30 Session 2. (Continued) (Exercise) 2:30 – 3:30 Session 3- My Rights, Re- sponsibilities and Expecta- tions from my Parents 3:30-4:30 Session 4 – Me as a Child’s Rights Advocate (Planning) 4:30 – 5:00 Closing Ceremony	1:30 – 3:30 Session 2. RA9262 – Anti-VAWC 3:30 – 4:30 Session 3. My Rights Ac- cording to International Law 4:30 – 5:00 Closing Ceremony	1:30 – 3:00 Session 2. What is ASGM 3:00 – 4:00 Session 3. What is Mercury 4:30 – 5:00 Closing Ceremony	3:00 – 4:30 Session 3. Gender Divi- sion of Labor, Gender and Development, Summary 4:30 – 5:00 Closing Ceremony

MODULE 1 - ALL ABOUT ME

DEVELOPING SELF-AWARENESS

Learning Outcomes:

Purpose: To help youth and women explore and develop a sense of self-awareness that will eventually result in empowerment.

Objectives: At the end of the session, participants will be able to:

1. Articulate their perception and understanding of their knowledge, abilities, skills and habits;
2. Identify their individual capabilities, strengths and weaknesses;
3. Make a commitment on what to personally willingly do for their ASGM community.

WHO AM I

ACTIVITY STARTER: Mirror Image (10-15 minutes.)

Instruction:

- This activity involves people in pairs, with one person mirroring the actions and movements of the other person.
- Facilitator invites a volunteer to stand facing you about half a meter apart. The facilitator initiates action, with the other person following in "mirror image".
- Make your movements interesting and slow enough for the other person to mime as if they were a full-length mirror.
- Also include zany stretches/contortions to get a few laughs, especially facial gymnastics. Include action sequences for tasks like brushing your teeth. The demonstration helps to loosen up conceptions and inhibitions.
- In pairs, one person stretches, the other follows. Then swap after

INTRODUCTION:

Knowing yourself is beyond figuring out your favorite color or your favorite subject in school or your favorite music album. Knowing yourself is the process of understanding you – the human being – on deeper levels than the surface. It is an unpredictable road that you must be willing to explore. It brings you face-to-face with your deep self-doubts and insecurities. It makes you take a serious look at the way you are living your life and put it to question. Knowing yourself means respecting your values in life, your beliefs, your personality, your priorities, your moods, your habits, your magnificent body, and your relationships. Knowing yourself means understanding your strengths and weaknesses, your passions and fears, your desires and dreams. It means being aware of your eccentricities and idiosyncrasies, your likes and dislikes, and your tolerances and limitations. Knowing yourself means knowing your purpose in life.

You're not born knowing yourself. You do not get to know yourself simply by growing up and growing old. Knowing yourself is a conscious effort; you do it with intention and purpose.

INPUT

How to Get to Know Yourself

1. Get to Know Your Personality - Understanding your own personality is the first key. You have the collective opinion of others, which is one aspect. The idea is to get to know your personality inside out, to know what you are and what you are not like. Understand what makes you react a certain way in life's myriad of situations. Ask yourself "Why did I do that?" and answer it. Who are you behind your name? What are your characteristic traits? Who are you among friends? What about strangers? What persona do you portray to the outside world? What are you really like on a good day as well as a bad day, in the face of a challenge or a great reward? How do you react to the world around you?

2. Get to Know Your Core Values – Your core values are the morale codes and the principles you hold near and dear to your heart. In your work, in your home, in all aspects of your life, which values can you never compromise? Those are your core values. Is it honesty, integrity, security or flexibility? Is it dedication to others, wisdom and learning, financial comfort or fun? Do you value loyalty above excellence, responsibility above ambition, or innovation above improvement?
3. Get to Know Your Body - How well do you know your body, your breathing, your abilities, your limits of balance and flexibility? Have you ever said "my body can't do this" and that "my body type won't do that" without even trying a physical challenge? Before you close the door to wonderful possibilities, take another look. Take the time to become truly intimate with the loveliest temple on earth, your own body.
4. Get to Know your Dreams -Your dreams and hopes create the pathway into your future. They help you build the life you can be proud of living. Your dreams matter. Your dreams are important. Your dreams are worth going after. Don't believe anything less. And start getting to know your dreams well. Get to know the details and the specifics. If you want to become a musician, ask yourself: What instrument do you want to play? What level of proficiency do you want to learn? How big a part of your life would it be? And on and on until you know everything about your dream. Make your dreams part of your daily pursuits. Take them seriously. Work for these dreams. Glorify them instead of hiding them and being ashamed of them.
5. Get to Know your Likes and Dislikes - What do you like and just as important, what do you dislike? Simple, innocent question but knowing this about yourself gives you a lot of confidence about who you are. A lot of people go through life liking what's popular and disliking what's not "cool". Don't do that. Take the time to define your likes and dislikes, and don't put it up for a vote among family and friends. You decide. Defining your own likes and especially dislikes takes guts. It maybe impolite to dislike attending yet another 3-hour meeting with extended relatives, but look at the alternative. If you keep doing what frustrates you and neglect what brings you joy, you give up part of who you are. It's the least likely path to any happiness whatsoever. Stay true to your likes and dislikes. Nobody has to like them but you!

Self-awareness matters because, when you understand yourself deeply, you're able to live consciously instead of haphazardly. It's the difference between stumbling through life repeating the same patterns and creating your own destiny.

ACTIVITY 1 - The "5 MINUTE PERSONALITY TEST"

Below are ten horizontal lines with four different set of words. Put the number "4" next to the set that best describes you; a "3" next to what describes you next best; a "2" to the next best word or words, and a "1" beside what that least describes you. For each line of words, you will only have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

- 3 Likes Authority
- 4 Enthusiastic
- 2 Sensitive feelings
- 1 Likes

Instructions:

L O G B

1. ___ Likes authority ___ Enthusiastic _ Sensitive feelings _ Likes instructions

2. ___ Takes charge ___ Takes risks ___ Loyal ___ Accurate

3. ___ Determined ___ Visionary ___ Calm, even keel ___ Consistent

4. ___ Enterprising ___ Very verbal ___ Enjoys routine ___ Predictable

5. ___ Competitive ___ Promoter ___ Dislikes change ___ Practical

6. ___ Problem solver _Enjoys popularity _Gives in to others ___ Factual

7. ___ Productive ___ Fun-loving ___ Avoids confrontations
Conscientious

8. ___ Bold ___ Likes variety ___ Sympathetic
___ Perfectionist

9. ___ Decision maker ___ Spontaneous ___ Nurturing
___ Detail-oriented

10. ___ Persistent ___ Inspirational ___ Peacemaker
___ Analytical

___ TOTAL "L" ___ TOTAL "O" ___ TOTAL
"G" ___ TOTAL "B"

What Does This All Mean?

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond to most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L: Lions



Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities. Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively

Natural weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic disposition	:	Fast-paced, task oriented
Motivated by	:	Results; challenge, action, power, and credit for achievement Lions focus on the NOW instead of the distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to get right to the point.
Time management	:	Great at initiating communication; not good at listening (one way communicator)
Communication style	:	Impulsive; makes quick decisions with goal or end result in mind.
Decision making	:	Results-focused. Needs very few facts to make a decision.
In pressure or tense situations:	:	The lion takes command and becomes autocratic.
Greatest needs	:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants direct answers.
What the Lion desires	:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

O: Otters



Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great networkers—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and flash. Otters are the life of any party; and most people really enjoy being around them.

Natural strengths

- Enthusiastic
- Optimistic
- Good communicator
- Emotional and passionate
- Motivational and inspirational
- Outgoing
- Personal
- Dramatic
- Fun-loving

Natural weaknesses

- Unrealistic
- Not detail-oriented
- Disorganized
- Impulsive
- Listens to feelings above logic
- Reactive
- Can be too talkative
- Excitable

Basic disposition	:	Fast-paced. People-oriented
Motivated by	:	Recognition and approval of others
Time management	:	Otters focus on the future and have a tendency to rush to the next exciting thing.
Communication style	:	Enthusiastic and stimulating, often one-way; but can inspire and motivate others.
Decicion making	:	Intuitive and fast. Makes lots of "right calls" and lots of wrong ones.
In pressure or tense situations:		The otter attacks. Can be more concerned about their popularity than about achieving tangible results.
Greatest needs	:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
Desires	:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.



One word describes these people: **Loyal**. They're so loyal, in fact, that they can absorb the most emotional pain and punishments in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural strengths	Natural weaknesses
<ul style="list-style-type: none"> • Patient • Easy-going • Team player • Stable • Empathetic • Compassionate • Sensitive to feelings of others inflicted by others • Tremendously loyal • Puts people above projects • Dependable • Reliable • Supportive • Agreeable 	<ul style="list-style-type: none"> • Indecisive • Over-accomodating • May sacrifice results for the sake of harmony • Slow to initiate • Avoids confrontation even when needed • Tends to hold grudges and remember hurts • Fears change

Basic disposition	:	Slow-paced, people-oriented
Motivated by	:	Desire for good relationships and appreciation of others.
Time management	:	Golden Retrievers focus on the present and devote lots of time to helping others and building relationships.
Communication style	:	Two-way communicator; great listener and provides empathetic response.
Decision making	:	Makes decisions more slowly, wants input from others, and often yields to the input
In pressure or tense situations:		The Golden Retriever gives in to the opinions, ideas, and wishes of others. Often too tolerant.
Greatest needs	:	The Golden Retriever needs security; gradual change and time to adjust to it; an environment free of conflict.
Desires	:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace

B: Beavers



Beavers have a strong need to do things right and by the book. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and often-times unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural strengths

- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlled

Natural weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Wont make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic disposition	:	Slow-paced, task-oriented
Motivated by	:	The desire to be right and maintain quality.
Time management	:	Beavers tend to work slowly to make sure they are accurate.
Communication style	:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision making	:	Avoids making decisions; needs lots of information before they will make a decision.
In pressure or tense situations:		The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest needs	:	The beaver needs security, gradual change and time to adjust to it.
Desires	:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

MY KASH
(Knowledge, Abilities, Skills and Habits)

Knowing my KASH
(Knowledge, Abilities, Skills and Habits)

- Learning Outcomes:**
- Objectives: By the end of this activity, participants will have the opportunity to:
1. Demonstrate an understanding of what skills and qualities are;
 2. List personal skills and qualities;
 3. Identify hobbies and interests;
 4. Recognize skills and qualities needed as advocates

INPUT

We need to be aware of our gifts and strengths and we need to be aware of our limitations. We need awareness of our beliefs, our assumptions, our emotions and our motivations. Why? When we are unaware of our gifts, we rob ourselves and others of the joy of our unique contribution to the world around us. When we are unaware of our limitations we get in over our head, we get depleted, and we lose perspective. When we are unaware of our assumptions, emotions or motivations we may project our own feelings and needs onto others instead of taking the time to hear where others are coming from.

Even the impulse to help, while it is generally a good motivation, can be harmful if it comes more from my need to be helpful than from what is good for the person I am spending time with. We develop biases, assumptions, and stereotypes in life. It is part of what we do to make sense of the world. But, as we know, these assumptions rarely tell the whole story and can often be hurtful, especially when we are unaware that we have them.

The most important thing is to become aware of what our beliefs and assumptions are. When we become aware of these things as we are interacting with others, we develop the ability to ask ourselves: Is this experience confirming my assumptions or is there something else going on that I have not paid attention to before, something that I have missed because my assumptions were getting in the way?

INPUT ON KASH

Knowledge: What a person knows. Prompting questions to help identify knowledge include:

- What did I need to know to complete the task?
- What information did I use to make decisions or set priorities?
- What information did I have when I started the task or activity and what new information did I gain?

Attitudes: The values and principles are reflected in a person's behavior. Prompting questions to help identify attitudes include:

- What is important to me while completing the task?
- What principles, morals, or beliefs guide my decisions and actions?
- What are my values regarding life, work, school, etc.?
- What qualities or character traits did I show in my work (e.g., enthusiastic, reliable, responsible, courageous, respectful, etc.)?

Skills: What a person can do. Prompting questions to help identify skills include:

- What did I do to complete the task?
- What tools, programs or methods did I use?
- How did I use these tools, programs or methods?
- What steps did I take to decide what to do?

Habit: Is a routine of behavior that is repeated regularly and tends to occur unconsciously.

A habit, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. The process by which new behaviors become automatic is habit formation. As behaviors are repeated in a consistent context, there is an incremental increase in the link between the context and the action.

Structured Learning Exercise:

AN ANIMAL I ADMIRE

1. Think about the animal that you admire the most. It could be anything (e.g., bird, insect, snake, horse, dog, cat, horse, carabao etc.).
2. Write the name, draw a picture or paste a photograph of an animal you admire on a blank sheet of paper.
3. On the paper write as many words or phrases as you can (at least ten) to describe the qualities of the animal that you admire.
For example: A lion is powerful, graceful, loyal, playful, independent ...
4. Write the following sentences on the paper, leaving enough space to complete the sentences with the words you used to describe the animal in the previous question.

- I am _____
- I am becoming _____
- I am working on being _____

For example:

- I am graceful, loyal ...
- I am becoming playful....
- I am trying to become more independent by seeing how I survive the difficult times in my life. I try to rely on myself, but not be afraid to seek help when necessary.

MY PURPOSE

THE PURPOSE OF MY LIFE

“Finding the purpose of my life” is an objective of many people as they ponder the reasons for their existence. Life is the expression of the Reason for being. The Reason represents the intelligence that is within all things. For example, it is the power within a seed, when planted in the garden, grows step by step to the fulfillment of its reason for being. Everything has a purpose, a time and a season. Planting season is a wonderful example of the fulfillment of many plants as we enjoy the abundance of fruits and vegetables that are harvested at this time in the cycles or seasons of life.

The real you is your inner purpose. When you took your first breath of life, you became a living being. The time of birth determines the quality of the power within you and reveals your purpose in life.

Structured Learning Exercise: SKILLS AND ABILITIES, AS ASGM ADVOCATE

Instructions:

1. To help participants identify their skills and abilities, the facilitator distributes activity sheets (a) “Skills Cards” each participant identify the skills at which they are good at and choose as many as they can. (3 minutes)
2. Facilitator distributes activity sheets (b). Qualities Cards. Participants can choose as many qualities and fill up activity sheet (a). (3 minutes)
3. Facilitator distributes hobbies and interest activity sheets (b) and fill it up. (3 minutes)
4. Facilitator distributes activity sheets © and fill it up (3 minutes)

Plenary Presentation

When participants are done with the workshop, the facilitator will ask 5 volunteers to share outputs in front.

ACTIVITY SHEET (a) SKILLS CARDS

I CAN... READ AND UNDERSTAND INSTRUCTIONS SKILL CARD	I CAN... MEND AND FIX THINGS SKILL CARD
I CAN... DO THE MATH SKILL CARD	I CAN... FOLLOW INSRUCTIONS SKILL CARD
I CAN... ORGANIZE OTHERS SKILL CARD	I CAN... MANAGE MONEY SKILL CARD
I CAN... HELP OTHERS SKILL CARD	I CAN... COPE WITH EMERGENCIES SKILL CARD
I CAN... WORK WITH OTHERS SKILL CARD	I CAN... WORK ALONE SKILL CARD
I CAN... WORK UNSUPERVISED SKILL CARD	I CAN... GET ON WELL WITH PEOPLE SKILL CARD
I CAN... WRITE SPEECHES SKILL CARD	I CAN... THINK QUICKLY SKILL CARD

ACTIVITY SHEET (a) SKILLS CARDS

I CAN... COPE WITH EMERGENCIES SKILL CARD	I CAN... COOPERATE WITH OTHERS SKILL CARD
I CAN... DESIGN AND MAKE THINGS SKILL CARD	I CAN... COMPLETE TASK ON TIME SKILL CARD
I CAN... EXPLAIN IDEAS SKILL CARD	I CAN... READ MAPS SKILL CARD
I CAN... SPEAK ANOTHER LANGUAGE SKILL CARD	I CAN... TAKE RESPONSIBILITY SKILL CARD
I CAN... WORK UNSUPERVISED SKILL CARD	I CAN... PLAN HOW TO DO TASK SKILL CARD
I CAN... SOLVE PROBLEMS SKILL CARD	I CAN... GIVE ADVICE SKILL CARD
I CAN... HELP OTHERS SKILL CARD	I CAN... READ AND UNDERSTAND INSTRUCTIONS SKILL CARD
I CAN... LEAD A GROUP SKILL CARD	

ACTIVITY SHEET (b) QUALITIES CARDS

I AM... SENSITIVE QUALITY CARD	I AM... POLITE QUALITY CARD
I AM... PUNCTUAL QUALITY CARD	I AM... PATIENT QUALITY CARD
I AM... CONFIDENT QUALITY CARD	I AM... HARDWORKING QUALITY CARD
I AM... HONEST QUALITY CARD	I AM... ENERGETIC QUALITY CARD
I AM... SOCIAL QUALITY CARD	I AM... OUTGOING QUALITY CARD
I AM... OBSERVANT QUALITY CARD	I AM... CAREFUL QUALITY CARD
I AM... RESPONSIBLE QUALITY CARD	I AM... LOGICAL QUALITY CARD
I AM... CREATIVE QUALITY CARD	

ACTIVITY SHEET (b) QUALITIES CARDS

I AM...	I AM...
ENTHUSIASTIC	COOPERATIVE
QUALITY CARD	QUALITY CARD
I AM...	I AM...
DEPENDABLE	GENUINE
QUALITY CARD	QUALITY CARD
I AM...	I AM...
ENQUIRING	CAUTIOUS
QUALITY CARD	QUALITY CARD
I AM...	I AM...
SENSIBLE	HELPFUL
QUALITY CARD	QUALITY CARD
I AM...	I AM...
CONSIDERATE	REALISTIC
QUALITY CARD	QUALITY CARD
I AM...	I AM...
CALM	ASSERTIVE
QUALITY CARD	QUALITY CARD
I AM...	I AM...
ACCURATE	CURIOUS
QUALITY CARD	QUALITY CARD

I AM...
RESILIENT
QUALITY CARD

ACTIVITY SHEET (b) QUALITIES CARDS

I AM...	I AM...
STRONG	FUNNY
QUALITY CARD	QUALITY CARD
I AM...	I AM...
MOTIVATED	MUSICAL
QUALITY CARD	QUALITY CARD
I AM...	I AM...
ARTISTIC	MECHANICAL
QUALITY CARD	QUALITY CARD
I AM...	I AM...
PERSUASIVE	ORGANIZE
QUALITY CARD	QUALITY CARD
I AM...	I AM...
TIDY	ADAPTABLE
QUALITY CARD	QUALITY CARD
I AM...	I AM...
TOLERANT	
QUALITY CARD	QUALITY CARD
I AM...	I AM...
QUALITY CARD	QUALITY CARD

I AM...
QUALITY CARD

SUMMARY

Self-awareness is a journey towards self-discovery. It is all about understanding different facets of yourself: How you think, what you feel, how you react to a situation, how you trust your creativity and inner guidance. It is all about progressively raising your consciousness and awareness so you can experience more of life.

Strengthening your self-awareness can lead to:

- Healing inner blocks so you uncover your authentic self
- Effective decision making in life
- Creating an environment that better suits your needs
- Sustaining a positive change in your life
- Focusing your energy and time towards what you really do best
- Discovering your true and unlimited potential

Self-awareness can lead to empowerment and advocacy which means:

- Living with enthusiasm and passion
- Taking responsibility for your choices and decisions
- Working towards your goals
- Knowing how your actions affect others
- Having confidence and pride in your abilities.

CHALLENGE

Your identity + KASH + Hobbies/Interest + Service = Your Purpose

Don't let all the different variables discourage you. Once you dedicate some time for introspection and reflection of those variables, you'll rapidly start to realize the direction you need to move in.

The key is to figure out how you can combine your passions and strengths in service to a cause, a person, community, or organization other than yourself. Do that and your values will fall into place.

MODULE 2- ME AND MY RIGHTS AS A CHILD

MY RIGHTS AS MANDATED BY PHILIPPINE LAWS

This module aims to:

1. Raise an awareness and understanding of the rights of a child embodied in the Philippine Constitution and United Nations Convention on the Rights of the Child and subsequent laws that strengthen the implementation of these rights.
2. Raise awareness of the participants on basic rights.
3. Develop among participants' effectiveness as child rights advocate to make a difference in ASGM communities.

COMMUNITY SINGING:

"Bawat Bata sa Ating Mundo"

INPUT

INTRODUCTION:

Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors, including their right to association with both parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, color, ethnicity, or other characteristics.

CHILD AND YOUTH WELFARE CODE (PRESEDENTIAL DECREE 603)

Art. 3. Rights of the Child. All children shall be entitled to the rights herein set forth without distinction as to legitimacy or illegitimacy, sex, social status, religion, political antecedents, and other factors.

- (1) Every child is endowed with the dignity and worth of a human being from the moment of his conception, as generally accepted in medical parlance, and has, therefore, the right to be born well.

- (2) Every child has the right to a wholesome family life that will provide him with love, care and understanding, guidance and counseling, and moral and material security.
The dependent or abandoned child shall be provided with the nearest substitute for a home.
- (3) Every child has the right to a well-rounded development of his personality to the end that he may become a happy, useful and active member of the society.
The gifted child shall be given opportunity and encouragement to develop his special talents. The emotionally disturbed or socially maladjusted child shall be treated with sympathy and understanding, and shall be entitled to treatment and competent care.
The physically or mentally handicapped child shall be given the treatment, education and care required by his particular condition.
- (4) Every child has the right to a balanced diet, adequate clothing, sufficient shelter, proper medical attention, and all the basic physical requirements of a healthy and vigorous life.
- (5) Every child has the right to be brought up in an atmosphere of morality and rectitude for the enrichment and the strengthening of his character.
- (6) Every child has the right to an education commensurate with his abilities and to the development of his skills for the improvement of his capacity for service to himself and to his fellowmen.
- (7) Every child has the right to full opportunities for safe and wholesome recreation and activities, individual as well as social, for the wholesome use of his leisure hours.
- (8) Every child has the right to protection against exploitation, improper influences, hazards, and other conditions or circumstances prejudicial to his physical, mental, emotional, social and moral development.
- (9) Every child has the right to live in a community and a society that can offer him or her an environment free from pernicious influences and conducive to the promotion of his health and the cultivation of his desirable traits and attributes.

- (10) Every child has the right to the care, assistance, and protection of the State, particularly when his parents or guardians fail or are unable to provide him with his fundamental needs for growth, development, and improvement.
- (11) Every child has the right to an efficient and honest government that will deepen his faith in democracy and inspire him with the morality of the constituted authorities both in their public and private lives.
- (12) Every child has the right to grow up as a free individual, in an atmosphere of peace, understanding, tolerance, and universal brotherhood, and with the determination to contribute his share in the building of a better world.

MY RIGHTS BASED ON THE UNITED NATIONS CONVENTION ON THE RIGHTS OF A CHILD

INPUT

The United Nations Convention on the Rights of the Child (UNCRC)

- The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
- Since being adopted by the United Nations in November 1989, the Committee on the Rights of the Child (CRC) has received 114 ratifications with only two countries in the world still to ratify.
- This means they have agreed to do everything they can to make the rights a reality for children around the world.
- All signatories are bound to the UNCRC by international law, and its implementation is monitored by the CRC.

UNCRC AND THE HUMAN RIGHTS PRINCIPLES

INALIENABLE:

Every human being is born with human rights, it cannot be taken away and it cannot be given up.

UNIVERSAL:

All rights apply to all, everywhere, all the time; goes beyond citizenship.

INDIVISIBLE AND INTERCONNECTED:

All rights have equal status, are linked and have effects on each other.

Denial of one right has an impact on other rights.

CONCEPT OF ACCOUNTABILITY:

Human Rights demand obligations for its fulfillment.

WHO IS CONSIDERED CHILD IN THE CONVENTION?

The **UNCRC** defines the child as a person under 18 years of age. It acknowledges the primary role of parents and the family in the care and protection of **children**, as well as the obligation of the State to help them carry out these duties.

MY FOUR BASIC RIGHTS

- I have the right to the things that are important to my health, safety and well being, including:
 - Food that is good for me.
 - Attending school.
 - Visiting the doctor and dentist to keep me healthy.
 - Clothing that fits well and keeps me warm.
 - Playing games and sports.
 - Practicing my religion and participating in cultural activities.
- I have the right to feel safe:
 - No one has the right to make fun of me or hurt me in any way, even if I did something wrong.
 - I have the right to have someone look after me.

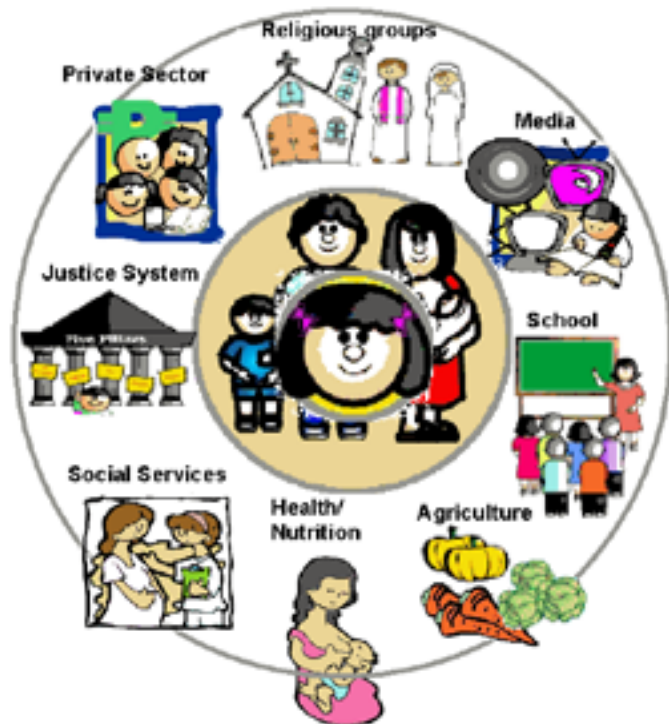
I have the right to develop my full potential:

- I have the right to education.
- I have the right to enjoy a nurturing environment.

I have the right to be heard when people are making decisions about my life:

- I have the right to express my feelings and wishes with everyone involved in my situation.
- I have the right to speak up if I think something is wrong.
- I have the right to speak with my social worker or my lawyer without anyone else around.

A CHILD FRIENDLY MOVEMENT



Workshop 1: Dramatization of common violations on children's rights

Instruction:

1. Each group should select one major rights of the child and prepare a short piece of theatre (about 2-3 minutes in length), acting out...
 - How the child's right is violated, and
 - The positive response of a the community.
2. Give each group a little time to prepare (about 5-7 minutes), then invite each group to perform their drama for the others.

Synthesis (about 15 minutes)

Once the participants have completed the activity, bring them all back together, and use the following questions to help draw out some of the key points that have been learned. Encourage all to participate.

Use these questions to stimulate discussion:

- How do you feel?
- What is the response of the community to promote children's rights?

Affirm each contribution, emphasizing the positive points raised.

INPUT

RESPONSIBILITIES OF THE CHILD ACCORDING TO PD 603

Art. 4. Responsibilities of the Child. Every child, regardless of the circumstances of his birth, sex, religion, social status, political antecedents and other factors shall:

1. Strive to lead an upright and virtuous life in accordance with the tenets of his religion, the teachings of his elders and mentors, and the biddings of a clean conscience;
2. Love, respect and obey his parents, and cooperate with them in the strengthening of the family;
3. Extend to his brothers and sisters his love, thoughtfulness, and helpfulness, and endeavor with them to keep the family harmonious and united;

(4) Exert his utmost to develop his potentialities for service, particularly by undergoing a formal education suited to his abilities, in order that he may become an asset to himself and to society;

(5) Respect not only his elders but also the customs and traditions of our people, the memory of our heroes, the duly constituted authorities, the laws of our country, and the principles and institutions of democracy;

(6) Participate actively in civic affairs and in the promotion of the general welfare, always bearing in mind that it is the youth who will eventually be called upon to discharge the responsibility of leadership in shaping the nation's future; and

(7) Help in the observance of individual human rights, the strengthening of freedom everywhere, the fostering of cooperation among nations in the pursuit of their common aspirations for programs and prosperity, and the furtherance of world peace.

Workshop 2:

My rights, responsibilities & my expectations from my parents

Instruction:

1. Divide participants into 4 groups with 5 members per group. Each group to choose a facilitator and recorder.
2. Facilitator will lead the group's discussion and the recorder will record and write the discussion in the manila paper for the plenary presentation.
3. Each group will be provided with matrix for discussion.
4. Each group will be given 15 minutes to discuss and prepare for their presentation.
5. After each group have presented, facilitator will summarize the discussion.

MY RIGHTS	MY RIGHTS RESPONSIBILITIES	MY EXPECTATIONS FROM MY PARENTS
To be born, to have a name, and nationality		
To have a family who loves and cares		
To live in a peaceful and wholesome community		
To have adequate food and a healthy and an active body		
To obtain a good education		
To develop full potential		
To be given opportunities for play and leisure		
To be protected against abuse, exploitation, neglect, violence and danger		
To be defended and given assistance		
To be able to express own views		

Video Clips: "Lipad"

Workshop 3: Letter Writing -- To my parents

Workshop 4 : Action Planning through creative expression

Instruction:

1. Divide the participants into groups of about five children. Provide art materials for their creative expression activity showing my role as a child rights advocate.
2. Ask each group to hang it on the wall and have a gallery walk.
3. Ask each group to share their reflections on the groups' outputs.

Suggested Activities:

Activity 1 Mini-book:

My rights and responsibilities as a child

Objective: To identify his or her rights with corresponding responsibilities

Materials: 6-page booklet, pencils, crayons, colored markers

Number of players/participants: 6-8 children

Procedure:

1. Prepare a blank booklet for each child in the group.
2. On every page, have him or her draw one right with corresponding responsibility.
3. Let them share their books to their family members and friends.

Activity 2 Mobile: Safety Rules

Objective: To identify safety rules at home, in school and in the community

Materials: Paper, pencil, string

Number of Participants: 4-6 children

Procedure:

1. Talk about safety rules at home, in school and in the community.
2. Facilitator tells the children that they will make safety rules mobile.
3. Divide the group into three (3).
4. Have each group make safety rules mobile.
5. Facilitator explains the steps in making safety rules mobile.
 - a. Write safety rules in strips of paper
 - b. Make a hole at the center of the upper most part of the strip of paper
 - c. Slip a string into the hole
 - d. Hang the mobile from the ceiling or window

Activity 3 Poster: Ways I Can Protect Myself

Objective: To state ways how one can protect oneself

Materials: Manila paper, white paper, pencils, colored markers, crayons

Number of Participants: 4-6 children

Procedure:

1. Talk about ways how one can protect himself or herself.
2. Ask each student to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers on the manila paper and post it on the wall.

Activity 4 Matching: Rights & responsibilities

Objective: To match rights with corresponding responsibilities

Materials: Manila paper, white paper, pencils, colored markers, crayons

Number of Participants: 4-6 children

Procedure:

1. Review rights and responsibilities.
2. Divide the group into two (2).
3. Have each group hold one (1) set of rights & responsibilities.
4. Each group will match each right with responsibilities.
5. The first to do the correct match will be the winner.

Additional reference materials:

(suggested modules to be used during sessions)

- 1) Child protection advocacy toolkits
 - Protective Behavior
 - Luv ko ni God
 - Anti-corporal punishment
 - Anti-child abuse
 - Anti-child pornography
 - Anti-human trafficking
 - Pavement Project for Street Children
- 2) Songs/Music
 - Karapatan ng mga Bata
 - Batang-Bata Ka Pa
 - Bawat Bata sa Ating Mundo
- 3) Video Clips
 - Lipad...
 - Karapatan ng mga bata

SUMMARY

The Convention on the Rights of the Child defines the full range of children's needs and provides a practical framework for addressing these needs in an integrated and holistic way, by fulfilling their rights.

It poses a challenge to traditional approaches to children that view them as incompetent, passive objects of adult protective care. Instead, it acknowledges children as both capable and entitled to active participation in decisions that affect their lives.

Full implementation of the rights contained in the Convention would herald a fundamental change in the status of children in all societies in the world and ensure their optimal health and development and fulfillment of potentials, thus, massive advocacy campaign be done not just among adults but among children as well.

MODULE 3 - MY RIGHTS AS A WOMAN

PURPOSE

This module aims to:

1. Raise awareness and understanding of the rights of women embodied in the Philippine Constitution and subsequent laws that strengthen the implementation of these rights.
2. Raise awareness on Republic Act 9262 -Anti-violence against Women and their Children Act of 2004
3. Raise awareness on the United Nations declaration of women's rights

The 1987 Philippine Constitution, ARTICLE XIII: Section 14.

The State shall protect working women by providing safe and healthful working conditions, taking into account their maternal functions, and such facilities and opportunities that will enhance their welfare and enable them to realize their full potential in the service of the nation

REPUBLIC ACTS:

Laws passed by Congress and Senate that further strengthen the provisions of the constitutions:

RA 6725 (April 27, 1989) - An Act Strengthening the Prohibition on Discrimination Against Women with Respect to Terms and Conditions of Employment, Amending for the Purpose Article One Hundred Thirty-Five of the Labor Code, As Amended.

RA 6972 (November 23, 1990) - An Act Establishing a Day Care Center in Every Barangay Instituting Therein a Total Development and Protection of Children Program, Appropriating Funds Therefore, and for Other Purposes.

Republic Act 7192 of 1992 - An Act known as the "Women in Development and Nation Building Act", promotes the integration of women as full and equal partners of men in development and nation building.

RA 7322 (March 30, 1992) - An Act Increasing Maternity Benefits in Favor of Women Workers in the Private Sector, Amending for the Purpose Section 14-A of Republic Act No. 1161, as Amended and for Other Purposes.

RA 7600 (June 17, 1992) - An Act Requiring All Government and Private Health Institutions with Obstetrical Services to Adopt Rooming-in and Breast-feeding Practices and for Other Purposes.

RA 7822 (February 20, 1995) - An Act Providing Assistance to Women Engaging in Micro and Cottage Business Enterprises, and for Other Purposes.

RA 8369 (October 28, 1997) - An Act Establishing Family Courts, granting Them Exclusive Original Jurisdiction Over Child and Family Cases, Amending Batas Pambansa No. 192, as Amended, Otherwise Known as the Judiciary Reorganization Act of 1980, Appropriating Funds Therefore and for Other Purposes.

Republic Act 8353 - An Act known as the "Anti-Rape Law of 1997." Contains answers to commonly asked questions about the law and rape as a public crime. Also contains contact details of agencies and organizations that rape victims may approach for help.

Republic Act 9208 - An Act to institute policies to eliminate trafficking in persons especially women and children, establishing the necessary institutional mechanisms for protection and support of trafficked persons, providing penalties for its violations and for other.

Republic Act 8972 - Also known as the "Solo Parents' Welfare Act of 2000", An Act providing for benefits and privileges to solo parents and their children, appropriating funds therefore and for other purposes.

Republic Act No. 9710, or the Magna Carta of Women was signed by President Gloria Macapagal Arroyo on 14 August 2009. The Magna Carta of Women is the Philippine "Bill of Rights" for Filipino Women as CEDAW is the "international women's bill of rights." R.A. 9710 seeks to eliminate discrimination against women by recognizing, protecting, fulfilling and promoting the rights of Filipino women. These rights include all rights in the Philippine Constitution and those rights recognized under the international instruments signed and ratified by the Philippine Government. The Magna Carta of Women also guarantees the civil, political and economic rights of women in the marginalized sectors

Philippine Laws on Violence Against Women prior to RA 9262

1. RA 7610 – SPECIAL PROTECTION OF CHILDREN AGAINST ABUSE, EXPLOITATION AND DISCRIMINATION ACT OF 1992

Salient Features:

CHILD is:

- Any person below 18 years old.
- Those unable to protect themselves because of a physical or mental disability or condition.

Child Abuse means:

- Maltreatment that includes psychological, emotional, and physical abuse, neglect, cruelty, or sexual abuse;
- Any act or word that debases or demeans the dignity of a child as a human being.

Child prostitution means:

- Children - male or female
- Exploited in prostitution when they are coerced or influenced by an adult or any group of sexual intercourse or lascivious conduct

The following are guilty of Child Prostitution

1. Those who act as procurer of child prostitution;
2. Take advantage of relationship or influence to procure a child;
3. Give money or goods to a child to make her/him engage in prostitution;
4. Those who commit sexual intercourse or lascivious conduct with a child;
5. Those who derive profit therefrom such as an owner or manager of a disco, sauna, resort or similar establishments;

Other Acts of Abuse against a child

Any person who shall keep or have in his company a minor under 12 years old, or 10 or more his junior in any public or private place, hotel, beer joint, discotheque, pension house, massage parlor, beach or resort.

The Following can file a complaint against child abuse

1. Offended party
2. Parents or guardians
3. Ascendant or collateral relative within the 3rd degree of consanguinity
4. Social workers or representative of child-caring institution
5. Barangay Chairperson
6. At least 3 concerned citizens where violations occurred

2. RA 7877 SEXUAL HARASSMENT ACT OF 1992

Sexual Harassment is:

- any unwanted sexual advances or request for sexual favors
- Sexual conducts that creates pressures, discriminates or produces a hostile environment

Forms of Sexual Harassment are:

1. Physical contact
2. Verbal contact like suggestions, jokes, threats, obscene comments
3. Written contact like letters, notes, text or email messages
4. Visual contact like gestures, posting obscene or offensive posters, cartoons, etc.

Sexual Harassment is committed:

- In the work or business environment, by an employer, manager, supervisor, etc. who makes the sexual favor a condition for employment, wage increase, promotion or the likes
- In the education or training environment, by a teacher, instructor, professor, coach or anyone having authority or influence, who makes the sexual favor a condition for passing a grade, scholarship, etc.

3. RA 8353 – ANTI-RAPE LAW OF 1997

RAPE

- as a crime against persons is no longer a private crime
- Men can be victims of rape, too

MARITAL RAPE

- Married women can be victims of rape
- The husband may be the offender

How is RAPE Committed?

- Rape by penile penetration
- Rape by sexual assault – insertion of the penis into the anus or mouth
- Insertion of objects into the vagina or anal orifice
- Jurisprudence has recognized the insertion of fingers or the tongues into the vagina is rape.

RAPE is committed through:

- Force
- Intimidation
- Threat – to harm the victim or his/her family
- Fraudulent machinations
- Grave abuse of authority

4. RA 9208 – ANTI-TRAFFICKING IN PERSONS ACT OF 2003

Trafficking can happen-
With or without the victims consent or knowledge

Who are trafficked?

- Women and men
- Children (girls and boys)

Who are the traffickers and buyers?

- Illegal recruiters
- Organized crime groups
- Local pimps and procurers
- "Talent" Managers
- Male buyers (local and foreign) of prostitute women and children

Who may file complaint for trafficking in persons?

- Any persons who has personal knowledge of the commission of any offense
- Trafficked persons
- His or her parents, spouse, siblings, children or legal Guardians.

Structured Learning Exercise:

Focus Group Discussion (10 Minutes)

Instructions:

1. Divide the participants into groups of 4-5 members.
2. Each group to choose a leader who will lead the discussion and a secretary to record the discussion for plenary presentation.
3. Provide each participants a copy of the poem "I GOT FLOWERS TODAY"
4. Ask somebody from the participants to read out loud the poem.
5. Each group members will share their reaction, and comments, regarding the poem
6. After the discussion, group leaders will present their output

I GOT FLOWERS TODAY

~~~~~  
*I got flowers today  
It wasn't my birthday or any other day  
We had our first argument last night  
and he said a lot of cruel things that really hurt me  
I know he is sorry and didn't mean the things he said  
because he sent me flowers today.*

*I got flowers today  
It wasn't our anniversary or any other special day  
Last night he threw me into the wall  
and started to choke me  
It seemed like a nightmare  
I couldn't believe it was real  
I woke up this morning sore and bruised all over  
I know he must be sorry...  
because he sent me flowers today.*

*I got flowers today  
It wasn't Mother's Day or any special day  
last night he beat me up again.  
and it was much worse than all the other times  
If I leave him what will I do?  
How will I take care of my kids?  
What about money?  
I'm afraid of him and scared to leave.  
but I know he must be sorry...  
because he sent me flowers today*

*I got flowers today.  
Today was a very special day.  
Last night, He finally killed me.  
He beat me to death.  
If only I have gathered enough courage  
and strength to leave him.  
I would not have gotten flowers today.*

## INPUT

# Myths of VAWC

**Myth 1- A man can do whatever he wants to his wife.**

**THE TRUTH:**

- No man has the right to beat his wife.
- Nothing a woman does gives a man the right to hurt her, even if he thinks she deserves it — even if she herself thinks she deserves it.

**Myth 2 - He wouldn't beat her if he didn't love her so much.**

**THE TRUTH:**

- Beating is not a sign of love.
- Love means showing respect and kindness.

**Myth 3 - Only ignorant men beat their wives.**

**THE TRUTH:**

- Violence is not just a problem of poverty and ignorance.
- Violence can happen in any home: rich or poor, educated or less educated, in the city or in the rural areas.

**Myth 4 - It's just because he drinks**

**THE TRUTH:**

- Alcohol does not cause violence, but it often makes it worse.
- Violence is also common in places where people do not drink alcohol.

**Myth 5- It's their business. It's not right to interfere with private affairs of couple**

**THE TRUTH:**

- Violence is not just a family matter. Many women are hurt or killed.
- Violence is a social and community health problem.

**Myth 6- It's best for the children if she stays with him. He can still be a good father to them.**

**THE TRUTH:**

- It is not always better for the family when a woman stays with a violent man. He is teaching the children terrible, wrong ways to deal with their feelings, and about how women should be treated.
- He is not being good to his children if he is beating their mother or them.

## CYCLE OF VIOLENCE

### 3 PHASES:

- I. **"Tension-Building Stage"**- Battering male engages in minor battering incidents and verbal abuse while the woman, beset by fear and tension, attempts to be placating and passive as possible in order to stave off more serious violence;
- II. **"Acute Battering Period"**- Severity of the abuse and attacks escalate, usually triggered by an external or internal event in the life of the battering male but provocation for more severe violence is sometimes provided by the woman who can no longer tolerate or control her phase-one anger and anxiety;
- III. **"Contrition and loving or the hearts and flowers phase"**- Man will often mix his pleas for forgiveness and protestation of devotion with promises to seek professional help, to stop drinking and to refrain from further violence. This period of relative calm may last for a few months, but in a battering relationship, the affection and contrition will eventually fade and phase one of the cycle will start anew.

## ENOUGH IS ENOUGH!

On March 8, 2004, the House of Representatives and House of Senate passed a law and subsequently signed by then President Gloria Macapagal-Arroyo that protects women and their children against violence committed to them.

## Republic Act 9262 - "ANTI-VIOLENCE AGAINST WOMEN AND THEIR CHILDREN ACT OF 2004".

**Violence against women and their children is defined as** "any act or a series of acts committed by any person against a woman who is his wife, former wife, or against a woman with whom the person has or had a sexual or dating relationship, or with whom he has a common child, or against her child whether legitimate or illegitimate, within or without the family abode, which result in or is likely to result in physical, sexual, psychological harm or suffering, or economic abuse including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty."

### STATUTORY CONSTRUCTION

Liberal construed to promote the protection and safety of victims of violence against women and their children.

### VAWC is a Public Crime

A public crime is a public offense which may be prosecuted upon the filing of a complaint by any citizen having personal knowledge of the circumstances involving the commission of the crime.

**WOMEN VS**

- Husbands
- Former husbands
- Boyfriends/partners
- Those whom they have a common child
- Has or had sexual or dating relationship

### THEIR CHILDREN

Legitimate  
Illegitimate  
Children under her care or custody within or without the family abode

### Woman refers to the following:

- Wife
- Former wife
- One with whom the person has or had a dating or sexual relationship
- One with whom he has a common child

### Child refers to a person:

- Below 18 years of age or older, but
- Who is unable to fully take care of himself/herself from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition.

## ACT OR ACTS WHICH CONSTITUTE VIOLENCE AGAINST WOMEN AND THEIR CHILDREN PUNISHABLE UNDER THIS LAW

**PHYSICAL VIOLENCE** refers to acts that include:

- Bodily or physical harm
- Causing, threatening, attempting to cause physical harm to the woman or her child or
- Placing the woman or her child in fear of imminent physical harm.

**SEXUAL VIOLENCE** refers to an act which is

- Sexual in nature like rape,
- Sexual harassment,
- Acts of lasciviousness,
- Treating a woman or her child as a sex object,
- Making demeaning and sexually suggestive remarks,
- Forcing the wife and mistress/lover to live in the conjugal home or sleep together in the same room with the abuser,
- Forcing the woman or her child to watch indecent shows or do indecent acts,
- Or prostituting the woman or child.

**PSYCHOLOGICAL VIOLENCE** refers to acts or omissions causing or is likely to cause mental or emotional suffering of the victim like

- Intimidation,
- Harassment,
- Stalking,
- Peering in the window or lingering outside the residence of the woman or her child,
- Entering or remaining in the dwelling or on the property of the woman or her child against his or her will,
- Destroying the property,
- Public ridicule or humiliation,
- Repeated verbal abuse and marital infidelity,
- Or unlawful or unwanted deprivation of the right to custody and/or visitation of common children.

**ECONOMIC ABUSE** refers to acts that make or attempt to make a woman

- Financially dependent like withdrawal of financial support or
- Preventing the victim from engaging in any legitimate profession, occupation or business,
- Deprivation or threat of deprivation of financial resources and the
- Right to the use and enjoyment of their property,
- Controlling the victim's own money or properties or
- Solely controlling the conjugal money or properties.

#### **WHO ARE LIABLE**

- Husband or ex-husband
- Boyfriend or ex
- Father of the Woman's Child
- Lesbian girlfriends/partners or ex partners
- Any person with whom the woman has/had a sexual or dating relationship

#### **WHAT CAN A WOMAN/CHILD DO WHEN OFFENDED?**

1. File a Petition for a Protection Order
2. File a Criminal Action for Violation of Anti-VAWC
3. File a Criminal Action with reservation of a separate civil action; or
4. File a Civil Action for Damages

**PROTECTION ORDER** is an order issued for the purpose of preventing or safeguarding further acts of violence against a woman or her child, minimizing any disruption in the victim's daily life, and facilitating the opportunity and ability of the victim to independently regain control over her life.

## **KINDS OF PROTECTION ORDER**

### **1. BARANGAY PROTECTION ORDER (BPO)**

Issued by the Punong Barangay, or in his absence the Barangay Kagawad, ordering the perpetrator to desist from causing or threatening to cause physical harm or bodily injury against the offended party. This is effective for 15 days.

### **2. TEMPORARY PROTECTION ORDER (TPO)**

Issued by the court on the date of filing of the application or in the course of the hearing and effective for 30 days.

### **3. PERMANENT PROTECTION ORDER (PPO)**

Issued by the court after notice and hearing and effective until revoked by the court upon application of the person in whose favor the order was issued.

#### **RELIEFS GRANTED UNDER THE PROTECTION ORDER**

1. Prohibition from committing or threatening to commit acts of violence;
2. Prohibition from harassing, annoying, telephoning, contacting or communicating with petitioner;
3. Removal or exclusion of respondent from residence of petitioner, regardless of ownership of the residence, either temporarily or permanently;
4. Directing respondent to stay away from the residence, school, place of employment of petitioner or designated family or household member;
5. Directing lawful possession and use by petitioner of an automobile and other essential personal effects, regardless of ownership;
6. Granting a temporary or permanent custody of a child/children to petitioner;
7. Directing respondent to provide support to the woman and/or her child if entitled to legal support;
8. Prohibition to use, possess any firearm or deadly weapon and to surrender the same to the court including revocation of license and disqualification to apply for license;
9. Actual damages;
10. Directing DSWD or any appropriate agency to provide temporary shelter; therapy, counseling, and
11. Other reliefs

## WHO MAY FILE PETITION FOR PROTECTION ORDER

1. Offended party
2. Parents or guardian
3. Ascendants, descendants and other relatives
4. Social Worker
5. Police Officer
6. Punong Barangay or kagawad
7. Lawyer, counselor or therapist
8. Two (2) concerned and responsible citizens

## WHERE TO APPLY FOR A PROTECTION ORDER

**BPO** is issued by the Barangay where the parties reside or where the respondent resides.

**TPO** and **PPO** are issued by a Family Court where the petitioner resides. If none, in the RTC, MeTC, MTCC, MTC or MCTC where the petitioner resides.

### Temporary Protection Order (TPO)

- Issued by the court on the day of filing
- Ex parte
- Priority over all other cases
- Effective for 30 days; extendible
- Enforceable anywhere in the Philippines
- Violation: fine of P5,000 to P50,000 and/or imprisonment of six (6) months

### Permanent Protection Order

- Issued after notice and hearing
- Priority over all other proceedings (such as election cases, habeas corpus etc.)
- Effective until revoked by the court upon application of the person whose favor the order was issued
- Enforceable anywhere in the Philippines
- Violation: P5,000 to P50,000 and/or imprisonment of six (6) months
- Violation shall constitute contempt of court

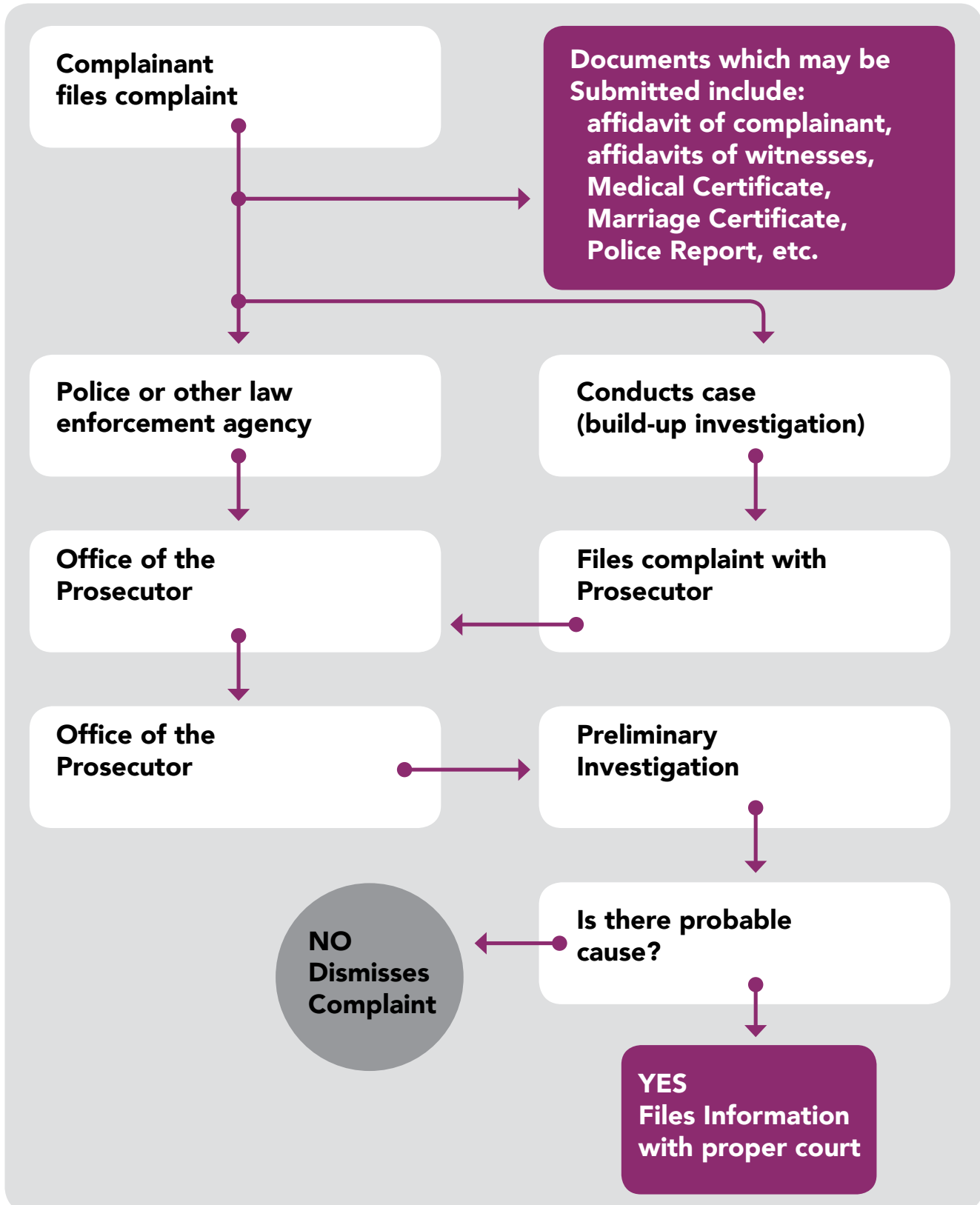
## PENALTIES:

- A. Causing physical harm to the woman or her child
  1. If constituting **attempted, frustrated or consummated parricide or murder or homicide or mutilation** – punished in accordance with the provisions of the Revised Penal Code;
  2. If constituting **serious physical injuries** – penalty of prision mayor;
  3. If constituting **less serious physical injuries** – punished by prision correccional; and
  4. If constituting **slight physical injuries** – punished by arresto mayor.
- B. Threatening to cause the woman or her child physical harm is punishable by imprisonment of two (2) degrees lower than the prescribed penalty for the consummated crime, but shall in no case be lower than **arresto mayor**.
- C. Attempting to cause the woman or her child physical harm is punishable by **arresto mayor**.
- D. Placing the woman or her child in fear of imminent physical harm is punishable by **arresto mayor**.
- E. Attempting to compel or compelling the woman or her child to engage in conduct which the woman or her child has the right to desist from or to desist from conduct which the woman or her child has the right to engage in, or attempting to restrict or restricting the woman's or her child's freedom of movement or conduct by force or threat of force, physical or other harm or threat of physical or other harm, or intimidation directed against the woman or her child – punished by **prision correccional**.
- F. Inflicting or threatening to inflict physical harm on oneself for the purpose of controlling her actions or decisions – punished by **arresto mayor**.
- G. Causing or attempting to cause the woman or her child to engage in any sexual activity which does not constitute rape, by force or threat of force, physical harm, or through intimidation directed against the woman or her child or her/his immediate family is punishable by **prision mayor**.
- H. Engaging in purposeful, knowing, or reckless conduct, personally or through another that alarms or causes substantial emotional or psychological distress to the woman or her child is punishable by **prision mayor**.
- I. Causing mental or emotional anguish, public ridicule or humiliation to the woman or her child is punishable by **prision mayor**.

## DURATION OF PENALTIES

| TYPE                                                   | ENTIRE LENGTH        |          | MINIMUM LENGTH       |                     | MEDIUM LENGTH               |                     | MAXIMUM LENGTH              |          | ACCESSORY PENALTIES                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------|----------------------|----------|----------------------|---------------------|-----------------------------|---------------------|-----------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | MIN                  | MAX      | MIN                  | MAX                 | MIN                         | MAX                 | MIN                         | MAX      |                                                                                                                                                                                                                                                                                                                                  |
| <b>Reclusión perpetua</b>                              | <b>40 YEARS</b>      |          |                      |                     |                             |                     |                             |          | Civil interdiction for life or during the period of the sentence as the case may be, and perpetual absolute disqualification.                                                                                                                                                                                                    |
| <i>Reclusión temporal</i>                              | 12 yrs and one day   | 20 yrs   | 12 yrs and one day   | 14 yrs and 8 months | 14 yrs and 8 months         | 17 yrs and 4 months | 17 yrs and 4 months         | 20 yrs   |                                                                                                                                                                                                                                                                                                                                  |
| <i>Prisión mayor and temporary disqualification</i>    | 6 yrs and one day    | 12 yrs   | 6 yrs and one day    | 8 yrs               | 8 yrs and one day           | 10 yrs              | 10 years and one day        | 12 yrs   | <ul style="list-style-type: none"> <li>• If disqualification is imposed, 12 years and 1 day.</li> <li>• Temporary absolute disqualification and that of perpetual special disqualification from the right of <b>suffrage</b>.</li> </ul>                                                                                         |
| <i>Prisión correccional, suspension, and destierro</i> | 6 months and one day | 6 yrs    | 6 months and one day | 2 yrs and 4 months  | 2 yrs, 4 months and one day | 4 yrs and 2 months  | 4 yrs, 2 months and one day | 6 yrs    | <ul style="list-style-type: none"> <li>• If suspension is imposed, 6 years.</li> <li>• Suspension from public office, from the right to follow a profession or calling, and that of perpetual special disqualification from the right of suffrage, if the duration of said imprisonment shall exceed eighteen months.</li> </ul> |
| <i>Arresto mayor</i>                                   | 1 month and one day  | 6 months | 1 month              | 2 months            | 2 months and one day        | 4 months            | 4 months and one day        | 6 months | Suspension of the right to hold office and the right of suffrage during the term of the sentence.                                                                                                                                                                                                                                |
| <i>Arresto menor</i>                                   | one day              | 30 days  | one day              | 10 days             | 11 days                     | 20 days             | 21 days                     | 30 days  |                                                                                                                                                                                                                                                                                                                                  |

## PROCEDURE IN FILING CRIMINAL CASE



## Rights of Victims

- Right to be treated with respect and dignity
- Legal assistance from PAO or any public assistance office; support services from DSWD, LGUs
- To be informed of their rights and services available including right to apply for protection order
- Additional 10 day paid leave from work aside from present paid leave benefits
- Certification that action is pending
- All legal remedies and support under the Family Code
- Actual, compensatory, moral & exemplary damages
- Exception from payment of docket fee and other expenses if indigent or there is immediate necessity

### Confidentiality of Records

- Court records and barangay records
- Right to privacy of victim
- Violation: Contempt power of the court  
1 year imprisonment and fine of not more than P500,000.00

### Battered Woman Syndrome (BWS)

- BWS is scientifically defined as a pattern of psychological and behavioral symptoms found in women living in battering relationships as a result of cumulative abuse.
- Victim with BWS do not incur criminal liability or civil liability;
- A victim with BWS is not disqualified from having custody of her children
- Perpetrator of woman with BWS shall not have custody
- Court shall be assisted by expert psychiatrists/psychologists in the determination of the state of mind of victim-survivor

### Counseling & Treatment of Offenders

- DSWD shall provide rehabilitative counseling and treatment of perpetrators
- Constructive ways of coping with anger and reforming their ways
- When necessary, the Court shall order offender to submit to psychiatric treatment or confinement
- (IRR) DSWD with NGOs and LGUs shall ensure effective psychosocial rehabilitation of offender which includes but not limited to the following:
  1. Development of policies and procedures relative to the delivery of rehabilitation services ensuring its effectiveness and efficiency.
  2. Provision of appropriate training to City/Municipal Social Workers and other service providers who are implementing rehabilitative/treatment programs.
  3. Establishment of system of accreditation of counselors and rehabilitation programs in coordination with concerned institutions and the academe for regulatory purposes.
- Those issued with BPOs or TPOs and PPOs shall be subject to mandatory, rehabilitative counseling and treatment.

## HANDLING OF VAWC CASES BY BARANGAY OFFICIALS

- Upon receiving information, verify and seek police assistance.
- Enter the dwelling whether or not PO was issued and ensure safety of victim-survivor.
- Interview, investigate and document testimonies; inform victim-survivors of their rights and remedies; records shall be confidential; right to privacy respected.
- Arrest perpetrator observing rules on warrantless arrests and confiscate any deadly weapon in the possession of the perpetrator or within plain view.
- Escort victim-survivor to the nearest hospital or available medical facility for treatment and medico-legal examination; assist in securing medico-legal report.
- If not arrested, advise perpetrator to leave the house to prevent violence and to go to



- In case victim-survivors are to be placed in shelters, assist in taking their belongings and in their transfer.
- Report incident and refer to the Local Social Welfare and Development Office of the LGU and the PNP Women's and Children's Protection Desk within 4 hours from the time of reporting.
- If victim-survivor a minor applying for BPO, assist and refer to NGOs, social workers for counseling, temporary shelter and other support services.
- Monitor respondent's compliance to BPO.
- Ensure the safety and continued support during the 15-day period.
- Assist in filing complaint.
- Ensure that all pertinent documents forwarded to the law enforcers.
- Maintain separate logbook which shall be kept confidential.
- Not attempt to influence victim-survivors to abandon claim; arbitration not applicable.
- Counsel and explain to respondent obligation to support.

**Failure to report:** Fine <P10,000.00 or criminal, civil, administrative liability

**Administrative Complaint**---Sangguniang Pang-lunsod or Bayan for gross neglect of duty or misfeasance

### Prohibited Acts

- Barangay Official or the court hearing the application for a PO shall not order, direct, force or in any way influence the applicant to compromise or abandon any of the reliefs sought.
- No mediation or conciliation of acts of VAWC in the barangay (Sec 410-413 LGC amended).

### Exemption from Liability

- No criminal, civil, administrative liability:
- Any person, private individual, police authority, barangay official acting in accordance with law, who responds or intervenes without using violence or restraint greater than necessary to ensure safety of the victim.
- Location of service provider shall not be disclosed.
- Rights of persons arrested shall be respected.

### (IRR) Mandatory Services & Entitlements for VAWC Victim-Survivors

The DSWD and LGUs shall:

- Provide emergency shelter, psycho-social counseling and other rehabilitation services.
- Ensure that service providers in institutions/ centers for women and children are gender sensitive and uphold the rights of women and children.
- Make available relevant skills training and other livelihood development services.
- Ensure their successful social re-integration and after-care.
- Continue to develop relevant programs and strategies to ensure protection, healing, recovery and social re-integration and address their emerging needs and concerns.

### Structured Learning Exercise:

Dyad/Triad (15 minutes)

Instructions:

1. Divide participants into dyad/triad to discuss and share following the guide questions below.
2. Dyad/Triad will be given options to share or not to share their discussion in the plenary.
3. To end the workshop, facilitator will process the participants about their experience and ask some volunteers to share.

| <b>Acts of Violence<br/>As provided in RA 9262</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Personal experience/<br/>knowledge about<br/>somebody in my commu-<br/>nity who is experiencing<br/>these acts of violence</b> | <b>Personal Response to<br/>the acts of violence that<br/>I experience/for someone<br/>I know in my community</b> | <b>Suggestion to stop<br/>VAWC in my ASGM<br/>community</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>PHYSICAL VIOLENCE</b></p> <ul style="list-style-type: none"> <li>•Bodily or physical harm.</li> <li>•Causing, threatening, attempting to cause physical harm to the woman or her child or</li> <li>•Placing the woman or her child in fear of imminent physical harm.</li> </ul>                                                                                                                                                                                                                                                    |                                                                                                                                   |                                                                                                                   |                                                             |
| <p><b>SEXUAL VIOLENCE</b></p> <ul style="list-style-type: none"> <li>•Rape</li> <li>•Sexual harassment,</li> <li>•Acts of lasciviousness,</li> <li>•Treating a woman or her child as a sex object,</li> <li>•Making demeaning and sexually suggestive remarks,</li> <li>•Forcing the wife and mistress/lover to live in the conjugal home or sleep together in the same room with the abuser,</li> <li>•Forcing the woman or her child to watch indecent shows or do indecent acts,</li> <li>•Prostituting the woman or child.</li> </ul> |                                                                                                                                   |                                                                                                                   |                                                             |
| <p><b>PSYCHOLOGICAL VIOLENCE</b> refers to acts or omissions causing or is likely to cause mental or emotional suffering to the victim like</p> <ul style="list-style-type: none"> <li>• Intimidation,</li> <li>• harassment,</li> <li>• Stalking,</li> <li>• Peering in the window or lingering outside the residence of the woman or her child,</li> </ul>                                                                                                                                                                              |                                                                                                                                   |                                                                                                                   |                                                             |

| <b>Acts of Violence<br/>As provided in RA 9262</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Personal experience/<br/>knowledge about<br/>somebody in my commu-<br/>nity who is experiencing<br/>these acts of violence</b> | <b>Personal Response to<br/>the acts of violence that<br/>I experience/for someone<br/>I know in my community</b> | <b>Suggestion to stop<br/>VAWC in my ASGM<br/>community</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Entering or remaining in the dwelling or on the property of the woman or her child against his or her will,</li> <li>• Destroying the property,</li> <li>• Public ridicule or humiliation,</li> <li>• Repeated verbal abuse and marital infidelity, or</li> <li>• Unlawful or unwanted deprivation of the right to custody and/or visitation of common children.</li> </ul>                                                                                                                                                                   |                                                                                                                                   |                                                                                                                   |                                                             |
| <p><b>ECONOMIC ABUSE</b><br/>refers to acts that make or attempt to make a woman</p> <ul style="list-style-type: none"> <li>• Financially dependent like withdrawal of financial support or</li> <li>• Preventing the victim from engaging in any legitimate profession, occupation or business,</li> <li>• Deprivation or threat of deprivation of financial resources and the</li> <li>• Right to the use and enjoyment of their property,</li> <li>• Controlling the victim's own money or properties or</li> <li>• Solely controlling the conjugal money or properties.</li> </ul> |                                                                                                                                   |                                                                                                                   |                                                             |

## MY RIGHTS ACCORDING TO THE INTERNATIONAL LAWS

### INPUT

#### Universal Declaration of Human Rights - In six cross-cutting themes

##### 1. DIGNITY and JUSTICE

Dignity and justice for each and every human being means we must treat each other with respect, tolerance and understanding. Governments must do the same, in law as well as in practice, for the individuals who make up communities, societies and nations. In fact the Declaration's core values of non-discrimination and equality are ultimately a commitment to universal justice and recognition of inherent human dignity.

##### 2. DEVELOPMENT

Poverty is a key factor that undercuts the realization of the full potential of the human being and societies. The Universal Declaration of Human Rights provides a vision of the world in which everyone, regardless of who they are and where they live, has equal opportunity to grow and develop in freedom and equality and to the fullness of their potential. It also makes clear our responsibility to help other people and nations, through individual and joint actions, and to create a social and international order that enables the enjoyment of all human rights --- civil, cultural, economic, political and social. So, in 2000, world leaders committed themselves to making 'the right to development a reality' and achieving the Millennium Development Goals by 2015 in order to bring a better life to the poverty-affected people of the world. This global agreement acknowledges that individuals and societies can only develop fully through concerted national and international efforts.

**As a response to the achievement of the Millennium Development Goals (MDG) the Philippines enacted Republic Act No. 9710 on August 14, 2009, The Magna Carta of Women Act.**

Gender and Development (GAD) refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles they ascribed to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights.

Gender Mainstreaming refers to the strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. It is the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in all areas and at all levels.

##### 3. ENVIRONMENT

The **environment** is never specifically mentioned in the Universal Declaration of Human Rights, yet if you deliberately dump toxic waste in someone's community or disproportionately exploit their natural resources without adequate consultation and compensation, clearly you are abusing their rights. Over the past 60 years, as our recognition of environmental degradation has grown so has our understanding that changes in the environment can have a significant impact on our ability to enjoy our human rights. In no other area is it so clear that the actions of nations, communities, businesses and individuals can so dramatically affect the rights of others, because damaging the environment can damage the rights of people, near and far, to a secure and healthy life.

#### 4. CULTURE

The concept of human rights is bound closely to the belief that culture is precious and central to our identity. The way we are born, live and die is affected by the culture to which we belong. To take away our cultural heritage is to deny us our identity. At the same time, we can all benefit from our experiences of other cultures and we have something to offer them in return. The Universal Declaration of Human Rights says “everyone has the right freely to participate in the cultural life of the community” and by implication, this also means that no one has the right to dominate, direct or eradicate that culture or impose theirs upon us.

#### 5. GENDER

At conception, we all start life as equals, but at birth we are immediately treated differently based on whether we are a boy or a girl. The Universal Declaration of Human Rights acknowledges that men and women are not the same but insists on their right to be equal before the law and treated without discrimination.

**Gender** equality is not a ‘women’s issue’ but refers to the equal rights, responsibilities and opportunities of women and men, girls and boys, and should concern and fully engage men as well as women. However, after 60 years, it is clear that it is the human rights of women that we see most widely ignored around the world, from female infanticide, sexual slavery and rape as an act of war, to exclusion from education, health and the right to compete equally for jobs. The right to be free of discrimination on the grounds of sex is specifically embodied in Article 2 of the declaration, but even a cursory reading of all 30 Articles is enough to remind us that in much of the world, the Declaration has yet to fulfill its promise to women.

#### 6. PARTICIPATION

Wherever we live and in whatever sort of society, one of our basic rights is to be allowed to take a full part in the life of our community. Without participation we cannot experience and enjoy the wide range of rights and freedoms that the Universal Declaration of Human Rights seeks to guarantee. Our participation should be active, free and meaningful. Our views to improve our lives and our community should be heard and answered. We can have a say in the decisions of our local community and in national affairs. Article 21 explicitly says everyone has the right to take part in elections and government. Crucially, participation also means that the voices of people who are often excluded should be heard and heeded, especially when we are marginalized or discriminated against because of our disability, race, religion, gender, descent, age or on other grounds. We should be in a position to influence our own destiny and take part in decisions affecting us.

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## SUMMARY

“Domestic violence has, for a long time, been hidden in the homes of affected families. However, its effect on the victims, who are usually women and children, must not be a cause for shame and should not be ignored. The culture of silence must be broken and domestic violence must be stopped.” -- *Former President Gloria Macapagal-Arroyo on 10 Nov 2004 as a foreword in the primer on RA 9262 produced by DILG*

The Philippine Government through the Magna Carta of Women Act of 2009 declared this policy about women and development.

“Recognizing that the economic, political, and socio cultural realities affect women’s current condition, the State affirms the role of women in nation building and ensures the substantive equality of women and men. It shall promote empowerment of women and pursue equal opportunities for women and men and ensure equal access to resources and to development results and outcome. Further, the State realizes that equality of men and women entails the abolition of the unequal structures and practices that perpetuate discrimination and inequality. To realize this, the State shall endeavor to develop plans, policies, programs, measures, and mechanisms to address discrimination and inequality in the economic, political, social, and cultural life of women and men.

The State condemns discrimination against women in all its forms and pursues by all appropriate means and without delay the policy of eliminating discrimination against women in keeping with the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and other international instruments consistent with Philippine law. The State shall accord women the rights, protection, and opportunities available to every member of society.

The State affirms women’s rights as human rights and shall intensify its efforts to fulfill its duties under international and domestic law to recognize, respect, protect, fulfill, and promote all human rights and fundamental freedoms of women, especially marginalized women, in the economic, social, political, cultural, and other fields without distinction or discrimination on account of class, age, sex, gender, language, ethnicity, religion, ideology, disability, education, and status. The State shall provide the necessary mechanisms to enforce women’s rights and adopt and undertake all legal measures necessary to foster and promote the equal opportunity for women to participate in and contribute to the development of the political, economic, social, and cultural realms.

The State, in ensuring the full integration of women’s concerns in the mainstream of development, shall provide ample opportunities to enhance and develop their skills, acquire productive employment and contribute to their families and communities to the fullest of their capabilities.

In pursuance of this policy, the State reaffirms the right of women in all sectors to participate in policy formulation, planning, organization, implementation, management, monitoring, and evaluation of all programs, projects, and services. It shall support policies, researches, technology, and training programs and other support services such as financing, production, and marketing to encourage active participation of women in national development.

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## ADDITIONAL SELECTED PHILIPPINE LAWS ON WOMEN

### **Presidential Decree No. 442: Labor Code of the Philippines (1974), as amended**

This codifies various laws and policies to protect workers in the private sector, providing for their benefits, incentives, rights and procedures for implementing them. It includes provisions for the protection of women workers.

### **Presidential Decree No. 1083: The Code of Muslim Personal Laws of the Philippines (1977)**

This Code recognizes the legal system of Muslims as part of the law of the land. This Code is applicable in matters such as marriage, divorce, paternity, filiation and custody where both parties are Muslim or if the man is Muslim and the marriage was conducted according to Muslim law. If a marriage between a Muslim man and a non-Muslim woman was not conducted according to Muslim law, then civil law is applied to them in family law cases.

### **Executive Order No. 209, as amended: Family Code of the Philippines (1987)**

The Family Code is an integration of laws concerning marriage and family relations, including annulment, legal separation, and declaration of nullity of marriage; filiation and support; property relations, and inheritance. The Family Code amends related provisions of the Civil Code, particularly those that make the wife subservient to the husband. A number of provisions of the Family Code, however, remain discriminatory to women. For instance, Art. 211, provides that while the husband and wife exercise joint parental authority over their children, in case of disagreement, the husband's decision shall prevail.

### **RA 6657: Comprehensive Agrarian Reform Law (CARL) of 1988**

### **RA 9700: Comprehensive Agrarian Reform Program Extension with Reforms (CARPER) (2009)**

CARL provides for a system of acquisition of lands and compensation therefor, identifies the qualified beneficiaries, sets retention limits for landowners and also defines the parameters for the redistribution of lands to qualified beneficiaries. It provides for special areas on concern in its Chapter X. Among these special areas, to be given due consideration in the distribution and ownership of land and representation in decision-making bodies, are subsistence

fishermen, veterans and retirees, agriculture graduates, and rural women. The CARPER primarily extends the land distribution program of CARP by five years. It also redefines the scope of the program, and does away with the provision for voluntary land transfer, which was used by landlords to distribute the land under the controversial Stock Distribution Option.

### **RA 6949: National Women's Day Law (1990)**

This law institutionalized the celebration of women's day every March 8. It also mandates all heads of government agencies and instrumentalities, including government-owned and controlled corporations as well as local government units, and employers in the private sector to encourage and afford sufficient time and opportunities for their employees to engage and participate in any activity conducted within the premises of their respective offices or establishments to celebrate National Women's Day.

### **RA 6955: Mail Order Bride Law of 1990**

Republic Act No. 6955 was enacted primarily to protect Filipino women from exploitation, in accordance with the State policy of ensuring the enjoyment of a decent standard of living by the Filipino people. This law defines as a crime the act of establishing or engaging in the business of matching Filipino women to foreign nationals either on a mail order basis or through personal introduction. It enumerates the specific acts that constitute a violation of its provisions, and provides for the specific penalty for their commission. This law applies equally to natural and juridical persons (corporations and the like), whether citizens or aliens, and provides that in the case of an alien violating its provisions, he will be deported and barred forever from entering the Philippines. It also specifically states that none of its provisions are to be interpreted as restrictions of the freedom of speech and of association.

### **R.A. 7160: An Act Providing for a Local Government Code of 1991**

The Local Government Code has been amended to provide representatives for women in all of the 1,600 local legislative assemblies (Sangguniang Panlalawigan, Sangguniang Panlungsod, Sangguniang Bayan and Sangguniang Barangay) nationwide. This is consistent with the 1987 Constitution recognizing women's vital role in nation-building.

### **RA 7192: Women in Development and Nation-Building Act (1992)**

The Act promotes the integration of women as full and equal partners of men in development and nation-building. To attain this goal, it instructs the National Economic Development Authority (NEDA) to ensure that a substantial portion of “foreign development assistance funds” to support programs for women be utilized by government agencies for the benefit and participation of women in national development. Moreover, it provides women equal rights in entering contracts and loan agreements, equal privileges in clubs and organizations devoted to public purpose, and equal opportunities for admission, training, and commissioning in all military schools of the Armed Forces of the Philippines and the Philippine National Police.

### **RA 7392: Midwifery Act of 1992**

This law requires midwives completion of new curriculum and compliance with regulations to ensure their competence. This law also disallowed the services of “hilots” or traditional birth attendants who do not comply with midwifery training and licensure requirements.

### **RA 7277: Magna Carta for Disabled Persons (1997)** **RA 9442: Magna Carta for Persons with Disabilities (2007)**

RA 9442 amended RA 7277. The new law contains the rights and privileges of persons with disabilities, among others, providing at least 20% discount on selected goods and services.

### **RA 7279: Urban Development and Housing Act (1992)**

Also called the “Lina Law”, this act provides that certain lands owned by the government may be disposed of or utilized for socialized housing purposes. This law seeks to provide social housing to the marginalized sector by addressing their access to land and housing, relocation, demolitions, and promoting private sector participation in housing. The law also mandates local government units to provide shelter to qualified beneficiaries and to undertake measures to curtail the activities of professional squatters and squatting syndicates.

### **RA 7322: Maternity Benefits Law (1992)**

This law provides for maternity leave benefits to women who gave birth, or had an abortion or miscarriage, regardless of the woman’s marital status. In case of natural birth, a woman is entitled to 60 days of paid maternity leave. In case of caesarian birth, a woman is entitled to 78 days of paid maternity leave.

### **RA 7600: Rooming-in and Breastfeeding Act of 1992**

The law provides incentives to all government and private health institutions with rooming-in and breastfeeding practices. This law is in furtherance of the State policy to encourage the practice of breastfeeding. Notably, it provides that the expenses incurred by a private health institution in complying with its provisions are deductible expenses for income tax purposes. Also, government health institutions are given additional appropriations equivalent to the savings they may derive as a result of complying with the provisions of this law.

### **RA 7610: Special Protection of Children Against Abuse, Exploitation and Discrimination Act (1992)**

In its declaration of state policy and principles, this law provides that “the best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children as enunciated in the United Nations Convention on the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.”

Article XI, Section 27 of the law provides that complaints may be filed by an officer, social worker or representative of a licensed child-caring institution or at least three (3) concerned responsible citizens where the violation occurred, but there is no mandatory reporting required. The Implementing Rules and Regulations (IRR) of R.A. No. 7610 contains mandatory provisions on reporting child abuse cases, but reporting has been applied in a limited way only to care givers, nurses, doctors and teachers. As such, fellow priests and bishops or superiors of the offending cleric are not liable for non-reporting under this law. Since the ecclesiastical culture is fairly hierarchical and highly secretive in cases like this, it is difficult to establish personal knowledge and non-reporting.



### **RA 7688: Women Representation in the Social Security Commission (1994)**

The Act guarantees women representation in the Social Security Commission.

### **RA 7796: TESDA Act of 1994**

This law creates the Technical Education and Skills Development Authority, providing for its powers, structures and for other purposes. The law mandates women's representation in the TESDA Board.

### **R.A. 7941: Party List Law (1995)**

The 1987 Constitution provides that there shall be party-list representatives and the women sector is to be allocated a seat therein (Art. VI, Sec. 5 [2]). Before the enactment of Republic Act No. 7941, the sectoral representative for women was appointed by the President. This law now provides for the election of party-list representatives through the party-list system including the women sector.

### **RA 8042: Migrant Workers and Overseas Filipinos Act of 1995**

The law institutes policies for overseas employment and establishes higher standards of protection and promotion of the welfare of migrant workers, their families and overseas Filipinos and affords full protection to Filipino migrant workers. While it is not a State policy to promote overseas employment as a means for sustaining economic growth and achieving national development, it recognizes the contributions of migrant workers and creates agencies, which will assist migrant workers. Moreover, under this Act, the Philippine government may impose a ban on deployment of migrant workers in pursuit of the national interest or when public welfare so requires. The Act expands the definition of illegal recruitment such that even a licensee can be held guilty of illegal recruitment in certain instances. Further, the act affirms the fundamental equality before the law of women and men and the significant role of women in nation-building. Recognizing the contribution of overseas migrant women workers and their particular vulnerabilities, the State shall apply gender sensitive criteria in the formulation and implementation of policies and programs affecting migrant workers and the composition of bodies tasked for the welfare of migrant workers.

### **RA 8044: Youth in Nation-Building Act (1995)**

This law provided for the creation of the National Youth Commission mandated to be the sole policy-making and coordinating body of all youth-related institutions, programs, projects and activities of the Philippine Government. It also established a National Comprehensive and Coordinated Program on Youth Development based on the principles of promoting and protecting Filipino youth's physical, moral, spiritual, intellectual and social well-being; inculcation of patriotism, nationalism and other basic desirable values to the youth; encourage the youth to be involved in character-building and development activities; and mobilization of the youth's abilities, talents and skills and redirecting their creativity, inventive genius and wellspring of enthusiasm and hope for the freedom of our people from fear, hunger and injustice.

### **RA 8171: Repatriation of Filipino Women (1995)**

Republic Act No. 8171 provides for the manner by which Filipino women and other natural-born Filipinos may reacquire their Philippine citizenship through repatriation as provided under Commonwealth Act No. 63, even after marrying a foreigner. It enumerates the conditions and process for reacquiring Philippine citizenship through repatriation, as well as the disqualifications therefrom.

### **RA 8187: Paternity Leave Act of 1996 RA 8187**

The act grants a seven-day paternity leave with full pay to all married male employees in the private and public sectors for the first four deliveries of his legal spouse with whom he is cohabitating. Under this law, "delivery" does not only mean that the employee's spouse has given birth. It also covers the instance where the employee's spouse has suffered a miscarriage. Significantly, the purpose of this law is to enable the male employee "to effectively lend support to his wife in her period of recovery and/or in the nursing of the newly-born child".

### **RA 8369: Family Courts Act of 1997**

Republic Act No. 8369, known as the Family Courts Act of 1997, provides for the establishment of family courts in every province and city in the Philippines, and grants them exclusive original jurisdiction to hear and decide child and family cases. It also establishes in every judicial region a Social Services and Counseling Division (SSCD) tasked to provide appropriate social services to all juvenile and family cases filed

with the court and to recommend the proper social action. This Division is also tasked to develop programs, formulate uniform policies and procedures, and provide technical supervision and monitoring of all SSCD in coordination with the judge.

#### **RA 8371: The Indigenous People's Rights Act (IPRA) of 1997**

The IPRA seeks to recognize, promote and protect the rights of then IPs. These include the right to ancestral domain and lands; right to self-governance and empowerment; social justice and human rights; and the right to cultural integrity. The aim of the act is to rectify historical violations of rights of indigenous Filipino people during eras of rule by the Spanish crown, the American colonial government, and later the Philippine republic.

#### **RA 8425: Social Reform and Poverty Alleviation Act (1997)**

The law aims to alleviate poverty by empowering Filipino families to meet their needs by actively pursuing asset reform and redistribution of economic resources and institutionalizing the Social Reform Agenda (SRA). It created the National Anti-Poverty Commission (NAPC) that serves as a coordinating and an advisory body. A representative from the women sector shall be a member of the NAPC. A People's Development Trust was also created for the use of registered microfinance organizations and local government units in programs implementing the SRA.

#### **RA 8505: Rape Victim Assistance and Protection Act of 1998**

The law mandates ways to provide assistance to rape victims including the establishment of Rape Crisis Centers that will be supervised by the Crisis Intervention Unit of the DSWD. Children and Women's Desk shall be institutionalized in every PNP headquarters and properly trained women officers shall be assigned to it.

#### **RA 8550: The Philippine Fisheries Code of 1998**

The law aims to improve the productivity of the country's fishery sector and provide conservation and protection to aquatic resources. The Code makes provision for the management and conservation of fisheries and aquaculture in the Philippines and the reconstitution or establishment of fisheries institutions both at the national and local level. Under this law, the definition of fisherfolk included women as fishers.

#### **RA 8972: Solo Parents Welfare Act of 2000**

Republic Act No. 8972, known as the "Solo Parents Welfare Act of 2000," provides for the development of a comprehensive program of social development and welfare services for solo parents and their children, to be carried out by several government agencies in coordination with local government units and non-governmental agencies. In line with this, it establishes an inter-agency committee, headed by the Department of Social Welfare and Development (DSWD), which shall formulate the implementing rules and regulations of this act. Notably, this law specifically prohibits discrimination against a solo parent with respect to terms and conditions of employment on account of his or her status. The law provides additional leave credits with pay for solo parents.

#### **RA 9257: Expanded Senior Citizen's Act of 2003 RA 9994: Expanded Senior Citizen's Act of 2010**

The law grants additional benefits and privileges to senior citizens. This act is an amendment of RA 7432, which is known as an act that aimed to maximize the contribution of senior citizens to nation-building, granting benefits and special privileges and for other purposes. Under RA 9994, all eligible senior citizens are entitled to the twenty percent discount and VAT exemption on the sales of good and services, as well as other health and welfare benefits.

#### **RA 9255: An Act Allowing Illegitimate Children to use the Surname of Their Father**

Republic Act 9255 (An Act Allowing Illegitimate Children to Use the Surname of their Father) aims to spare illegitimate children the shame and stigma which accompanies their unique status. Prior to the amendment, the Family Code requires illegitimate children to use the surname of their mother and regardless of any circumstances, are prohibited from using their father's surname. Under RA 9255, illegitimate children can now use their father's surname provided two conditions are met: first, the father gives his consent, and second, the natural or biological mother of the child authorizes the use of the father's surname in lieu of hers.

#### **RA 10158: Law Decriminalizing Vagrancy (2012)**

This law decriminalized vagrancy, which was previously punished under Art. 20 of 2 the Revised Penal Code along with prostitution. However, this law is considered discriminatory because prostitution remains a crime and exempting vagrants only favors pimps who get scot-free.

## MODULE 4 - MY ASGM COMMUNITY

### Learning Outcomes:

**Purpose:** To help women and children explore and develop a sense of awareness about their mining community.

**Objectives:** At the end of the session, participants will be able to:

1. Have a deeper understanding about Artisanal Small-scale Gold Mining and the dangers of mercury use in amalgamation.
2. Reflect on the changes that took place in their community.
3. Identify problems and issues in their community.
4. Commit to do concrete actions as advocates of change in their community.

### INTRODUCTION:

Community – defined as a group of people who share the same things, such as where they live, culture, language, beliefs, interests and a way of life. Culture includes the way people live, their beliefs and values.

Small-scale mining communities are - with few exceptions - located in far off rural areas.

Mining frequently constitutes in these areas the principal motor for development, creating complementary opportunities for national micro-size, small-size, and medium-size enterprises, providing the required infrastructure to the miners and their families.

Involvement of women in small-scale mining activities is generally high. Women's participation in ASGM involves not only mining but also the supply of food, drink, tools and equipment, as well as sexual services. Women are also involved in the trading of minerals such as gold and gemstones. The participation of women can bring direct benefits through better control of family revenues and spending. However, where women participates in ASGM in the family context, it is often the male head of household who controls the income derived from mining and women do not necessarily receive a proportionate amount of the income generated.

Despite the increasing figure of women in the sector, they still often encounter gender bias and discrimination. Because of lack of training (formal or informal) they have difficulty in obtaining support from commercial institution, and have no voice in decision-making. They are oftentimes paid less than their male counterparts but they do not complain. These women are also the most vulnerable to sexual advances and even trafficking.

Most artisanal gold miners are from socially and economically marginalized communities, and turn to mining in order to escape extreme poverty, unemployment and landlessness. The dangers force miners especially women to not only risk persecution by the government, but also mine shaft collapses, and toxic poisoning from the variety of chemicals unsafely used in processing. Despite the many dangers of this activity, artisanal mining operations continue to spread as the demand for metals increases and other livelihoods such as farming, are no longer economically viable.

Artisanal small-scale gold mining frequently use toxic materials in their attempts to recover metals and gems. Women miners work in difficult and often very hazardous conditions and, in the absence of knowledge or any regulations or standards, toxic substances are released into the environment, posing large health risks to the miners, their families and surrounding communities.



*ASGM Community of Mt. Diwata, Diwalwal, Compostela Valley, Province*

## MINING AND I

### Structured Learning Exercise 1:

Focus Group Discussion (10 MINUTES)

Instructions:

1. Divide the participants into groups of 5 with a facilitator who will guide the participants to answer the following questions:

- A. What is your understanding about Artisanal Small-scale Gold Mining?
- B. Why is mining important to you, your family and your community?
- C. Does your family operate a small-scale mining area? Is this owned? Or rented?
- D. Who financed your mining operation?
  - a. Family income
  - b. Loan
  - c. Financier from the community/outside?
- E. Who are working in the mining area in your family?
  - a. Myself (child/woman)
  - b. Parents
  - c. Siblings
  - d. Relatives
- F. What particular mining process are you involved with when working in the mining site?
- G. How much money do you earn when working in mining?
- H. How do you spend percentage of your income?
- I. Do you have savings from your income?
- J. What are the minerals being extracted in the mining site?
- K. In what manner these minerals are extracted? What are the technology being used?
- L. What happens to the waste product? Are there any mechanisms in place to take care of the waste materials?
- M. What are the benefits/good things you get from the mining industry in your community?
- N. What are the other sources of income of your family?

### Structured Learning Exercise 2:

THE RIVER OF LIFE (15 MINUTES)

By imagining that people, events, projects were a river, participants can articulate, using the landscape, water, boats, trees etc., the major events and milestones in their lives. This exercise will bring several perspectives together and immediately offers to show the big pictures of the participants' mining community.

Instructions:

1. In a manila paper, draw a big river and fill this up with drawings of pictures and images of the following situations in your community. {Timeline: from the time you arrive in your community (60s,70s, 80s, 90s to present)}
  - a. People – Who are they, how many
  - b. Environment – Status, quality
  - c. Socio –Economic – Social infrastructures, business
  - d. Political structures – Leaders, barangay, purok
  - e. Spiritual/values - Churches, church leaders
  - f. Peace and order – Presence of military, NPA, etc
  - g. Education - Pre-school, elementary, high school, college
  - h. Programs and Projects – Government-initiated, NGO, business

## MY VISION FOR MY COMMUNITY

### Structured Learning Exercise 3:

TV DOCUMENTARY. (10 MINUTES)

Instructions:

1. Divide the participants into 2 groups. Each group will recreate their "ideal community" using different props they will gather around the venue showing the ideal status of the following:

- People
- Environment
- Socio-economic
- Political
- Spiritual/values
- Peace and order
- Education
- Programs and projects

2. After the participants are done recreating their "ideal community", facilitators will act as TV crew (camera man/woman and anchor man/woman). They will take photographs of their ideal community that they will show on TV that the whole country/world to see. The anchor man/woman will interview several people regarding their community using the following guide questions.

1. What are the concrete steps/processes you have done/instituted to achieve your ideal community?
2. Who helped you achieve this development?
3. What advice can you share to the viewers to achieve their ideal community?

## INPUT

### What is Artisanal Small-scale Gold Mining (ASGM)?

- It is the extraction of minerals, most commonly gold, by miners working in small or medium sized operations, using rudimentary techniques. Simple practices with little economic investment are often used.

- Mining activities that uses crude or rudimentary methods to extract and process minerals and metals on a small scale it encompasses all small, medium, informal, legal and illegal miners who use rudimentary processes to extract minerals from secondary and primary ores.
- Artisanal miners work in difficult and often very hazardous conditions in the absence of the required safe mining knowledge or any regulations or standards.
- Toxic materials can be released into the environment, posing large health risks to the miners, their families and surrounding communities thus, gold mining operations are particularly dangerous, as they often use the mercury amalgamation process to extract gold from ores.
- Mercury is often used to separate the metal from the ore and is generally handled by people with little or no awareness of its risks, training to minimize risks or safety equipment.
- ASGM usually involves the use of substantial amounts of mercury in mineral processing, often in highly unsafe and environmentally hazardous conditions.
- An artisanal miner or small-scale miner is, in effect, a subsistence miner. They are not officially employed by a mining company, but rather work independently, mining or panning for gold using their own resources.
- ASGM includes enterprises or individuals that employ workers for mining, but generally working with hand tools.
- An estimated 13 - 20 million men, women, and children from over 50 developing countries are directly engaged in the artisanal mining.

Despite serious dangers occasion by this activity, artisanal gold mining operations continue to spread due to:

- Rise in the demand for gold. It is believed that ASGM produces 20-30% of the world's gold, or approximately 500-800 tons per annum.
- Unattractive nature of other means of livelihoods such as farming in the areas where the mineral is substantially available.
- ASGM provides an important source of income for miners, particularly in rural communities and regions where economic alternatives are extremely limited.
- At least 100 million people in over 55 countries depend on ASGM for their income.

As gold processing activities are often conducted in the home, women and their families can be at great risk from mercury poisoning and silicosis. In Camarines Norte, most women play the role of a “cooker” – someone who ‘cooks’ gold (smelting) and someone who cooks food for the miner. Unfortunately, they cook gold and food in just one area.

In many cases, the roles of women in artisanal mining communities differ significantly from those of men, and extend well beyond direct participation in mining activities. This added facet brings with it different contributions and a completely unique set of risks and opportunities.

### **What problems are generated by artisanal mining?**

**Environment** - Gold mining activities have mainly been done through crude methods of mining with consequential hazards to the health of the miners, their respective families and the communities surrounding such mining activities.

Some environmental hazards of mining activities are:

- Mercury pollution
- Water pollutions
- Landscape degradation
- Destruction of habitats
- Loss of organic soil
- Deforestation
- Billions of tons of waste
- Thousands of abandoned mine workings
- Reduction of biodiversity
- Stream sediments of surface and ground waters

### **Health hazards**

- Use of mercury, gold amalgamation - Toxic vapors of mercury are released during burning of the amalgam. About 80% of mercury are easily absorbed via respiratory tract causing mercury poisoning. High concentrations of mercury were detected in breastmilk of women living in artisanal communities.
- The use of cyanide compounds - Cyanide is bought by miners involved in small-scale gold mining and largely used for gold leaching (gold cyanidation)

### **Social problems**

High crime rate, contagious diseases, venereal diseases, drug addiction, alcoholism, low level of communal hygiene regain control over her life.

### **EXECUTIVE ORDER 79, SERIES OF 2012 INSTITUTIONALIZING AND IMPLEMENTING REFORMS IN THE PHILIPPINE MINING SECTOR PROVIDING POLICIES AND GUIDELINES TO ENSURE ENVIRONMENTAL PROTECTION AND RESPONSIBLE MINING IN THE UTILIZATION OF MINERAL RESOURCES**

WHEREAS, Section 16, Article II of the 1987 Constitution provides that the State shall protect and advance the right of the Filipino people to a balanced and healthful ecology in accord with the rhythm and harmony of nature;

**SECTION 11. Measures to Improve Small-Scale Mining Activities.** To improve and address issues on small-scale mining, the following measures shall be undertaken:

- a) Small-scale mining activities shall comply with RA NO. 7076, or the People's Small-Scale Mining Act of 1991, and the Environmental Impact Statement System requirements under Presidential Decree (PD) No. 1586;

**e) The use of mercury in small-scale mining shall be strictly prohibited; and,**

### **Amalgamation and Burning Process**

- Artisanal gold miners combine mercury with gold-carrying silt to form a hardened amalgam that has picked up most of the gold metal from the silt
- The amalgam is later heated with blow torches or over an open flame to evaporate the mercury, leaving small gold pieces.

- The gaseous mercury is inhaled by the miners and often by their immediate family, including their children.
- Mercury that is not inhaled during the burning process often settles into the surrounding environment or circulates globally for future deposition far from the site.
- The deposited mercury is absorbed by a variety of living organisms.
- Elemental mercury are transformed into methyl mercury.
- Methyl mercury is one of the most dangerous neurotoxins that contaminate the food chain through bioaccumulation.
- Ores recovered from alluvial deposits are also subjected to gravity concentration and the other processes follow suits.

## WHAT IS MERCURY?

### Physical/Chemical Properties

- Silvery, heavy, mobile, liquid phase
- Only liquid metal at room temp.
- Odorless
- Melting Point:  $-38.83^{\circ}\text{C}$
- Boiling Point:  $356.73^{\circ}\text{C}$
- Density:  $13.55\text{g}\cdot\text{cm}^{-3}$
- Low melting point due to unique electron configuration
- High surface tension
- Poor conductor of heat
- Good conductor of electricity

### Chemical Properties

- Insoluble in water
- Does not react with oxygen in air very steadily
- When heated, reacts with oxygen in air to form mercury oxide
- At high temperature, Hg vaporizes to form highly toxic fumes
- Extremely toxic and rarely found free in nature
- Often found as mineral cinnabar,  $\text{HgS}$
- Cinnabar heated in air  $\rightarrow$  Hg vapor is distilled & cooled to form liquid Hg

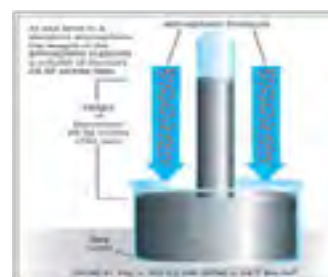
### Three (3) Classes of Mercury

- Mercury (Element) Hg
- Organic (Methylmercury and Phenylmercury)
- Inorganic Compounds known as Mercurial salts:
  - Mercury(I) chloride (mercurous chloride)
  - a.k.a. Calomel
  - Mercury(II) chloride (mercuric chloride)

## PROPERTIES OF HG

### Specific Gravity:

- Mercury is 13.6 times heavier than water
- This density enables it to be used in water level gauges measuring inches of Mercury to feet of water; where each inch of Mercury read will support a column of water 1.13 feet high.



- Allows us to determine atmospheric pressure

## Historic Uses

- Fur removal from pelts to make hats in the mid-1700s to mid-1800s
- Vapors from process were very toxic
- Mercury poisoning was said to make one "mad as a hatter"
- Also used in mining to separate gold and silver from ore to create an amalgam for recovery

### 1800s

- Treat depression
- Toothaches

### 1900s

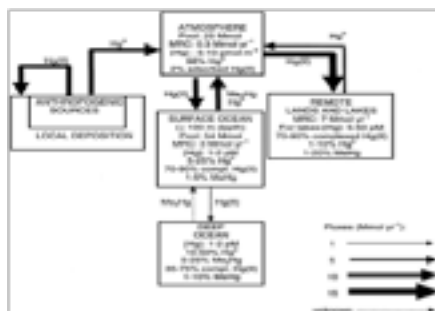
- Laxatives
- Teething powders
- Mercurochrome
- **Through catalytic reactions, Hg is used to make polymers, chlorine and caustic soda, as well as to extract gold from ore**

**Amalgams**

- Hg dissolves to form amalgams with gold, zinc and other metals
- Hg reacts with aluminum to form a Mercury/aluminum amalgam
- This reacts with air resulting in aluminum oxide; corrodes aluminum, not allowed on aircraft because it may react with aircraft metal, thereby weakening it

**Mercury Cycle**

- Natural waters super-saturated with Hg0 compared to atmosphere
- Flux from water to atmosphere
- Hg0 oxidized to Hg (II) in atmosphere
- Returns to Earth's surface
- Global spread
- Residence time
- Over time, Hg (II) is reduced back to Hg0 and returns to the atmosphere



- Larger predatory game fish have higher levels of Hg
- Hg concentrates in muscle tissue of fish

**Toxicity to aquatic life**

- Once mercury is in surface water it goes through complex cycle
- Brought down to sediment and into food chain or released back into atmosphere
- Levels of dissolved organic carbon and low pH levels enhance mobility of Hg making it more likely to enter food chain
- Mercury compounds are acutely toxic to fresh-water microorganisms

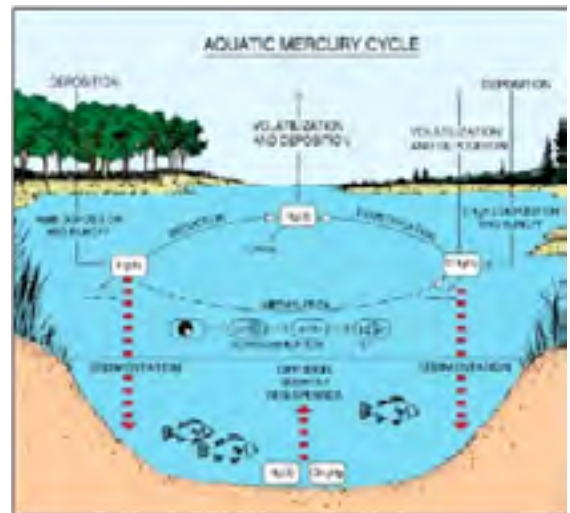
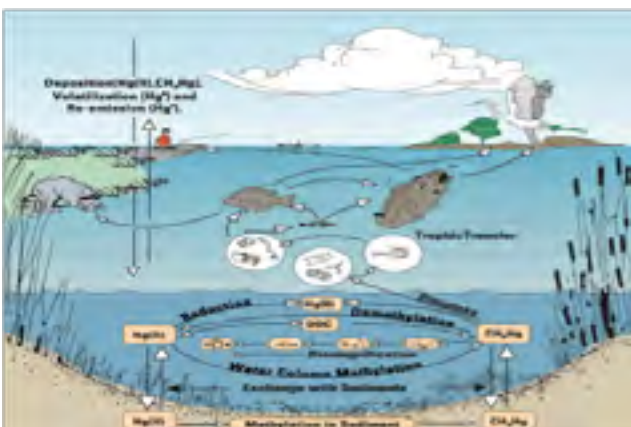


Figure 6. Mercury cycling within the aquatic environment is very complex. The various forms of mercury can be converted from one to the next, most important is the conversion to methyl mercury (CH<sub>3</sub>Hg<sup>+</sup>), the most toxic form. Ultimately, mercury ends up in the sediments, fish and wildlife, or cycles back to the atmosphere by volatilization. Adapted with permission from Library of Theoria, Inc.

**Hg in the aquatic environment**

- Airborne mercury deposits into the ground
- Rivers, streams and wetlands
- Sulfate-reducing bacteria buried in sediment transforms the inorganic Hg into CH<sub>3</sub>Hg
- Bioaccumulates in fish, aquatic invertebrates and mammals
- Concentration of Hg in organism increases with increasing trophic level in food chain



- Freshwater fish show lethal response to mercury in acute concentrations starting at 30ug/L
- The LC50/96-hour values for fish are less than 1 mg/L.
- Many aquatic invertebrates are very sensitive to mercury (especially larvae)
- Methyl mercury passes the blood brain-barrier and nuclear membranes to react directly with cellular and nuclear components
- Accumulation of Hg in the brain, compared to blood and muscle, is much less in fish than mammals (lack external barriers and internal detoxification system)





## So how does it go from aquatic life to humans?

### Routes of Exposure

- The major pathway of concern for the miner is through the inhalation of mercury vapor from burning mercury amalgam.
- Some mercury is also absorbed directly through the skin when amalgamation is done by hand.
- Typically, amalgamation and burning are done with no protective measures (such as retorts or gloves) and often in the presence of children or even in the home.

### Health Effects

- Inhalation of vapor; major exposure route
- Symptoms may include corrosive bronchitis progressing to pulmonary edema or fibrosis
- Mercury can cross the blood, brain and placental barriers, posing an increased risk to children

**Biomagnification.** Many trace metals are efficiently accumulated in planktonic bacteria and microalgae, but most are not biomagnified: Their concentrations in the biomass do not increase (they often decrease) at higher levels in the food chain.

- MeHg is not easily or quickly excreted from marine organisms
- All the MeHg that remains in an organism upon being consumed is transferred to the predatory species

- Higher trophic levels feed more often and, thus, accumulate more MeHg at a faster rate
- Biomagnification continues up the food chain until the highest trophic levels where mercury levels can exist at toxic levels



Figure 1. Accumulation of mercury in the food chain.

(Reprinted from Clean the Rain, Clean the Lakes: National Wildlife Federation, 2001)

- The more trophic levels, the more mercury accumulated at the top
- Mercury concentrations can range from under .001ppm in plankton to over 1.0ppm in large fish and mammals

### Phytoplankton and Bacteria

- Entry of mercury into the aquatic food chain
- Mercury first travels across the lipid membrane of unicellular organisms
- At high concentrations, Hg(II) transported into the cell via specialized MerT transport protein
- At low concentrations, lipid soluble mercury complexes diffuse across membrane
- Mercury taken up is then methylated by the bacteria creating methylmercury
- Methylmercury is either retained in the bacteria and travels up the food chain or is released by the bacteria to be absorbed by phytoplankton to proceed up the food chain

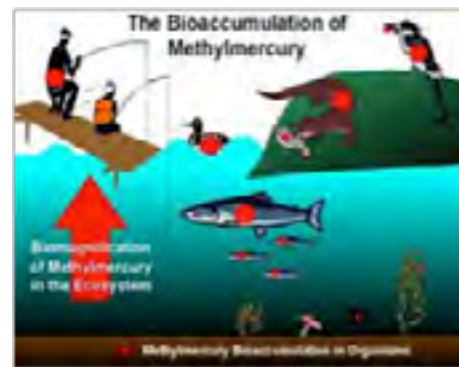


Figure 1. Accumulation of mercury in the food chain.

(Reprinted from "Clean the Rain, Clean the Lakes" National Wildlife Federation, 2002)

### Food Chain Consequences

- Mercury vapor also settles in homes, onto food preparation areas, soil and into local bodies of water.
- Mercury vapor is a danger not only to the local population, but can be carried long distances in the atmosphere.
- Mercury deposited in water is eventually taken up in bacteria in aquatic environments Bio accumulates in the food chain and is the primary source of mercury in our food



## TOXICITY EFFECTS ON HUMAN

### Chronic Exposure

Mercury may accumulate in the body, resulting in permanent damage and changes to:

- Kidneys
- Nervous system
- Muscles

Even in low doses, methyl mercury poisoning causes neurological problems and is especially dangerous for women of child-bearing age. With extremely high mercury concentrations found in breast-milk of nursing mothers in ASGM communities, infants are especially at risk. Mercury dust is also carried on the clothing of miners and brought back to their homes in this manner. Health surveys across ASGM sites worldwide show high levels of mercury in miners. Some miners are being exposed to levels of mercury that exceed more than 50 times the World Health Organization (WHO) public exposure limit.

## Mercury Poisoning

- Symptoms include ataxia, numbness in the hands and feet, general muscle weakness, narrowing of the field of vision and damage to hearing and speech. In extreme cases, insanity, paralysis, coma, and death follow within weeks of the onset of symptoms. A congenital form of the disease can also affect fetuses in the womb.
- Extremely high levels of mercury in humans can cause severe damage to brain, kidneys, and lungs
- Diseases associated with mercury poisoning are acrodynia, Hunter-Russell syndrome, and Minamata disease

## Mercury Safety

- Always use mercury in a fume hood with adequate ventilation or with a vapor containment system.
- Use catch basins and pans made of smooth impervious material with steep edge lips to capture any droplets.
- Work on impervious surfaces with no cracks or crevices.
- Do not store or use mercury near sinks, drains, or hard to reach places.
- Do not store near acetylene, ammonia, boron, methyl azide, and ground sodium carbide, as these create explosive mixtures with mercury
- Avoid using mercury whenever possible. Use alternative equipment or materials when possible.
- Do not eat, drink, smoke or store food in any area where mercury is used or stored.
- Always wear proper personal protection when handling mercury. Avoid contact with skin.
- Wear thick nitrile gloves
- Wear face shield if splashing is possible
- Transfer of liquid mercury between containers should be performed inside a fume hood over a tray or pan.
- Always wash hands thoroughly after working with mercury or other chemicals.



## In Case of Mercury Spills:

- **In case of a spill:**
  - **S**top and think. Stop working. Stop the spill.
  - **W**arn others
  - **I**solate the area
  - **M**onitor yourself carefully and completely
  - **S**tay in or near the area until help arrives
- **DO NOT** attempt to clean up mercury spills. Special equipment is required. Call for assistance.
- Periodically check for mercury contamination. Reduce general lighting and use a flashlight to visually spot mercury beads.

## How can mining communities minimize mercury use and exposure?

### Mercury Free Gravity Concentration Method

The **gravity concentration method** - a process used to concentrate the mineral of interest by taking advantage of the differences in specific gravities of gold and gangue minerals in the ore. As an indigenous method, the process involves concepts of physics, chemistry and biology, coupled with environmental sensitivity— which paves the way for the efficient and effective extraction of gold from ores.

Gravitation is a natural phenomenon in which physical bodies attract each other with a force proportional to their masses. It is the agent that gives weight to objects with mass and causes them to fall to the ground when dropped

### Advantages of Gravity Method

- Use of relatively simple pieces of equipment, thus low capital and operating costs are needed
- Little or no chemical substances are required
- Works equally well with relatively coarse particles and fine- grained materials
- Thus, proper grinding is important to concentrate and eliminate undesirable mass
- Improper grinding will cause:
  - 1.The concentrate is not enriched in gold
  - 2.Gold is lost during the gravity concentration.

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## CHALLENGE

**What about you?**

**What can you do to make your community mercury free?**



# MODULE 5 - GENDER AND DEVELOPMENT

## Learning Outcomes:

Objectives: At the end of this module, participants should have a better understanding of the following:

1. The concept of gender and the difference between gender and sex;
2. The concept of gender equality and its rationales;
3. The importance of gender equality and empowerment of women development.

## The Slap-Clap-Snap- Clap (Pitik-Palak)

### Activity Starter:

Instruction:

- This involves a series of movements: slap in the lap, one clap, one snap of the fingers, and one clap. Have the participants repeat the actions until they can do these in unison.
- As they are doing the motions, the trainer or facilitator asks them one by one to shout out, as they snap, the first word that comes to mind when she/he mentions women. Another member of the training team writes down the responses on the whiteboard or flip chart.
- After a while, the trainer or facilitator mentions men. Each participant then shouts out what comes to mind as they snap their fingers. The responses are again written down.

## Structured Learning Exercise 1:

### Difference Between Sex and Gender

Instruction:

Ask participants to describe women, men, and child in words or symbols



### Exercise 1a: Characteristics or attributes (brainstorming)

| WOMAN | MAN | GIRL | BOY |
|-------|-----|------|-----|
|       |     |      |     |
|       |     |      |     |
|       |     |      |     |
|       |     |      |     |
|       |     |      |     |

## INPUT

### HOW DOES GENDER DIFFER FROM SEX?

Most people have been told that "gender" is synonymous with "sex," but this is not true.

**"SEX"** refers to the biological and physiological characteristics that define men and women. It is a biological categorization based primarily on reproductive potential (male or female)

#### Examples:

- Female have XX chromosome, while males have XY chromosome
- Females have vagina, while males have penis
- Females could bear babies

**"GENDER"** refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. It is not something we are born with, and not something we have, but something we do (West and Zimmerman 1987) – something we perform (Butler 1990).

### Being socially constructed gender differences vary depending on

- Race; caste; class; ethnicity; religion and culture; age; marital status and time.
- Sexual differences vary little across these variables.

#### To put it another way:

"Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

## MYTHS AND FACTS ABOUT GENDER

#### Myth:

- Women are weaker than men.

#### Fact:

- Leg strength relative to the individual's lean body weight is equal for men and women
- Men have faster neuro-muscular response time: great force production
- Women have a greater portion of stored elastic energy than men during activities in which muscle is pre-stretched, e.g. counter movement prior to jumping.

#### Myth:

- After getting married, women do not need to work.

#### Fact:

- In the Philippines female employment was estimated at 14.8 million compared to 22.9 million males.
- Of those people who were heavily involved in housework, 80% were women.
- Women homemakers spent 6.8 hours a day on housework, women with dual role spent 3 hours, while men spent 1.1 hours on average.

#### Myth:

- Women are worse in decision-maker than men.

#### Fact:

- In government service, 7 women occupy the highest position and doing well in their job. Leila De Lima, DOJ Secretary; Lourdes Sereno, SC Chief Justice; Kim Henares, BIR Commissioner; Heidi L. Mendoza, COA Commissioner; Justice Conchita Carpio-Morales, Ombudsman.
- The Philippines is still among the top 10 best performing countries in promoting gender equality in the workplace, according to the World Economic Forum's 2014 Global Gender Gap report.
- We elected 2 women President (Cory Aquino and Gloria Macapagal-Arroyo)
- We have women Senators, Representatives, Governors, Mayors, Councilors and Barangay Captains

### Examples of SEX Characteristics

1. Women menstruate while men do not
2. Men have testicles while women do not
3. Women have developed breasts that are usually capable of lactating, while men have not
4. Men generally have more massive bones than women

### Examples of GENDER Characteristics

- In the United States (and most other countries), women earn significantly less money than men for similar work
- In Viet Nam, many more men than women smoke, as female smoking has not traditionally been considered appropriate
- In Saudi Arabia, men are allowed to drive cars while women are not
- In most of the world, women do more housework than men

### GENDER IDENTITY

- How an individual feels inside, like feeling masculine or feminine, is called Gender Identity (Chin, 2004).
- Sometimes people who are biologically male but feel that they were meant to be feminine. Likewise, sometimes people who are biologically female feel masculine (Chin, 2004).
- A person's gender identity can be different from their biological sex. This does not mean that there is anything wrong with the person!

## GENDER IDENTITY IS NOT THE SAME AS SEXUAL ORIENTATION:

Sexual orientation is determined by a pattern of romantic, sexual, and emotional attractions felt by an individual toward members of the same sex, the opposite sex, or all sexes.

- Who do you love?
- Who are you attracted to?
- Who do you care for?

### TYPES OF GENDER IDENTITY:

- Maleness/Masculine
- Femaleness/Feminine
- Transgendered is a person who challenges strict gender norms (may be transsexual, biologically Intersexed, etc.)
- Third Gender are individuals who are categorized as neither male nor female (by their own will or social consensus); term also used in societies who recognize more than two genders
- Androgyny is a term that refers to a combination of masculine and feminine characteristics

### TYPES OF SEXUAL ORIENTATION:

- Heterosexuals are attracted to individuals of the opposite sex (straight)
- Homosexuals are attracted to individuals of the same sex (gay, lesbian)
- Bisexuals are attracted to both sexes
- Queers are attracted to the same or both sexes and/or transgendered individuals
- Asexuals are not experiencing sexual attractions

## SOCIO-CULTURAL DIFFERENCES BETWEEN WOMEN AND MEN

- The roles (mother/father, husband/wife)
- Characteristics (values, personality traits, behaviors, attitudes and interests)
- In different societal institutions (the family, schools, workplaces and governments).

When you say that you are a man/woman, what are you actually implying?

#### o What should be your job?

- *Should you be a nurse?*

#### o What should be your hobbies?

- *Should you go rock-climbing?*

#### o What should be your character?

- *Should you be emotional?*

#### o What should your wear?

- *Should you wear pink?*

## GENDER ROLES AND CHARACTERISTICS

- Learned and transmitted through socialization;
- Changeable over time; and
- Have wide variations both within and between societies and cultures.

### SOCIALIZATION OF GENDER

- Socialization is the process which an individual acquires, through interaction with other people, the knowledge about various attitudes, values, behaviors, roles, social and cultural skills
- It is the process which we become self-conscious, knowledgeable and skillful so that we could live our lives under a specific environment.
- This process is at work continuously through all phases of our lives, especially when we move in a new environment.

During the socialization process, the following parties play an important part in shaping your concepts about gender

- Family
- Friends
- School Education
- Working Environment
- Media

Think about the following:

- What is the meaning of your name?
- Who tells you what kind of toys you should have for your birthday?
- Why did you choose your major subject in University?
- Why are you assigned your tasks at the Christmas party at your workplace?
- Who tells you what body figure you should have?

## GENDER BIAS

### Structured Learning Exercise: I can and I could (for male participants)

Instructions:

1. Facilitator provides 2 metacards to male/female participants and instructs them to continue the sentence "I am a man, I can..., I am a woman, I can..."
2. Paste on the board all the metacards for everybody to read

I am a man I can.....

If I were a woman I could.....

I am woman I can.....

If I were a man I could.....



## WHAT IS GENDER BIAS?

### Structured Learning Exercise: Role-play Gender role in decision making at household level

Instruction:

Ask participants to play role of their anti sex and take some decision such as

- Use of extra money in the household
- Health Concerns
- Use of land during agriculture season
- Daughter's engagement/marriage
- Children education
- Building a house



- The term gender bias is most often used in relation to discrimination against women, but men can be discriminated against as well.
- Gender bias is also known as sexism, gender discrimination or sex discrimination.
- Gender biases not only describe stereotyped characteristics of men and women, but they also set standards for how men and women should think and behave
- Members of either sex who do not follow gender stereotypes are often punished.

For example:

Assertive women are called "bitches," and men who lack physical strength are seen as "wimps"



**1. MARGINALIZATION (Economic).** It is the process which forces women out:

- Into the periphery of economic & social life,
- On the periphery of decision-making process as well as diminishing the value of the activities in which they contribute to the national development process.
- Under or non-valuation/recognition of women's work.
- Women have less access to and control over resources and benefits.
- Unequal pay for work of equal value – last to be hired, first to be fired, limited opportunities, exacting sexual favors.

**2. SUBORDINATION (Political)** is the belief that one sex is inferior to the other. Gender subordination is institutionalized domination by men of women.

- Position – women in politics and top positions
- Status – weaker sex
- Decision-making – women are not included in planning and decision-making processes
- Process of socialization

**3. MULTIPLE BURDEN** is the involvement in the three spheres of work: Reproductive, productive and community works.

- Parenting
- Housework
- Community work
- Work in the public sphere/informal sector/underground economy

**4. STEREOTYPING** is the process of attributing a set of characteristics, roles and traits, favorable or unfavorable, to all members of a social group based on sex. It is a fixed, unquestioned belief or images we carry in the back of our minds about women and men and transmitted from generation to generation. Gender Stereotyping emerges when pre-conceived ideas about one sex are applied indiscriminately without considering any personal, social and cultural factors.

For example:

“Men are aggressive while women are emotional”.



### THREE MAJOR DIFFERENCES

1. **Physical:** Of course males and females have different bodies, but even here we aren't sure how much of the difference is caused by inherent biology and how much by the way we raise boys and girls.
2. **Emotional:** Women are assumed to be more caring and more emotional than are men. They are stereotyped as sentimental and “sweet”.
3. **Intellectual:** Men are viewed as the protectors and providers of their families, which in pre-industrialized society meant being stronger, but today may mean being smarter.

### Four Examples of Gender Stereotypes

1. **Personality traits** — Women are often expected to be passive and submissive, while men are usually expected to be self-confident and aggressive.
2. **Domestic behaviors** — Caring for children is often considered best done by women, while household repairs are often considered best done by men.
3. **Occupations** — Until very recently most nurses and secretaries were usually women, and most doctors and construction workers were usually men.
4. **Physical appearance** — Women are expected to be small and graceful, while men are expected to be tall and broad-shouldered

### Proliferation of Gender Stereotyping in our daily life

Have you ever:

1. Made use of women's body and/or portraying women as sex objects to draw other people's attention?
2. Made fun of women's body or their particular parts?
3. Associated certain ability, like analytical skills and physical strength, to a specific sex?
4. Confined certain family roles, like breadwinner and housekeeper, and occupations, like nurse and engineer, to a specific sex?

### Common Male Stereotypes

- All men enjoy working on cars.
- Men do “dirty jobs” such as construction and mechanics; they are not secretaries, or cosmetologists.
- Men do not do housework and they are not responsible for taking care of children.
- Men play video games.
- Men play sports.
- Men enjoy outdoor activities such as camping, fishing, and hiking.
- Men are in charge; they are always at the top.
- As husbands, men tell their wives what to do.
- Men are lazy and/or messy.
- Men are good at math.
- It is always men who work in science, engineering, and other technical fields.
- Men do not cook, sew, or do crafts.

**4. VIOLENCE AGAINST WOMEN** – The act of instilling fear and inflicting pain with the aim to injure, or abuse a person usually women.

Example of verbal, psychological and physical forms of violence:

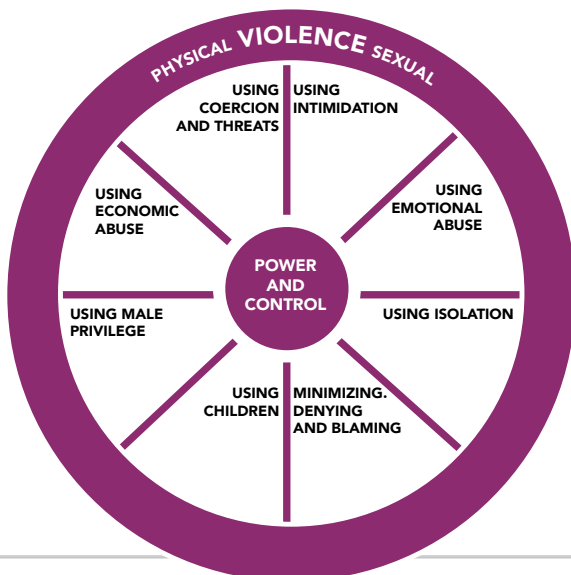
- Jokes
- Wolf whistles
- Peeking
- “Chancing” or making sexual passes
- Sexual harassment
- Domestic violence
- Rape
- Prostitution
- Commodification or the act of treating women as a commodity or object and not as a person

**How Can YOU Challenge Gender Bias Stereotypes?**

There are ways to challenge these stereotypes to help everyone, no matter their gender or gender identity, feel equal.

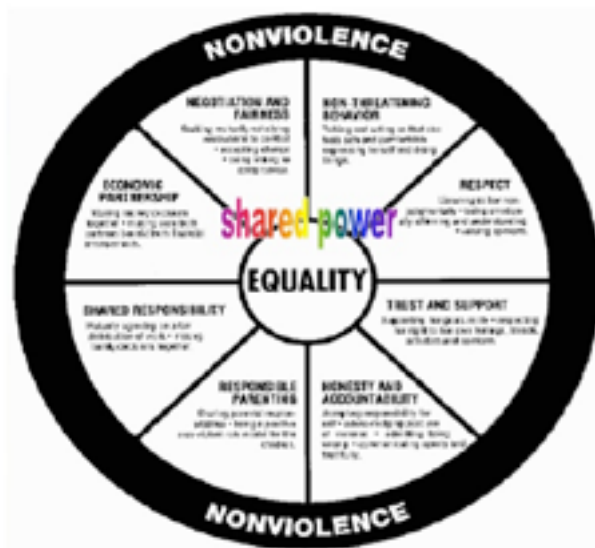
1. **Point it out.** From magazines and television to film and the Internet, the media is filled with negative gender stereotypes. Sometimes these stereotypes are hard to see. Talk with friends and family members about the stereotypes you see and help others recognize how sexism and gender stereotypes can hurt all of us.
2. **Walk the talk.** Be a role model for your friends and family. Respect people regardless of their gender.
3. **Speak up.** If someone is making sexist jokes, challenge them.
4. **Give it a try.** If you want to do something that is not normally associated with your gender, think about whether you’ll be safe doing it. If you think you will, give it a try. People will learn from your example

**DOMINATING POWER**



**Why Gender is Important?**

Since the mid 1980s, there has been a growing consensus that sustainable development require an understanding of both women’s and men’s roles and responsibilities within the community and their relations to each other. This has come to be known as the Gender and Development (GAD) approach. The main objective of GAD is mainstreaming women’s needs and perspectives into all activities. Mainstreaming acknowledges that all development operations have a gender impact and do not automatically benefit men and women equally. Thus it is necessary to adopt GAD approach for development programs to benefit both men and women, and also for sustainable development and positive impacts on the society as whole.



## Why Gender Considered as Women's Empowerment?

Although 'gender and development' includes both women and men, however, in most cases, focus is given to only women. It is because of imbalance and unequal status of women in most of the societies where women do not have the same opportunities and personal freedom as men do. Therefore, there is a need to focus women compared to men. It is like two glasses, where one is half full and another is empty, thus the empty glass should get water first and when both glasses become equal then fill both. If someone tries to fill both glasses without noticing the level of water it won't work.

- Gender is a variable that must be examined to ensure that it is integrated into all development projects.
- Gender integration should respond to the priority needs of women and men, benefit both, and/or not affect either women or men adversely.
- Gender is a complex variable that nestles in social, cultural, economic and political contexts.

## Why Is Gender Relevant for Development?

- Disparities exist in male and female rights, responsibilities, access to and control over resources, and voice at household, community and national levels.
- Hence, men and women have different priorities, constraints and preferences with respect to development and can contribute to, and be affected differently by, development projects.
- To enhance development effectiveness, these considerations must be addressed in all program design and interventions.
- Failure to address gender issues in program design, implementation, and development interventions can lead not only to inefficient and unsustainable results, but it may also exacerbate existing inequities.
- Understanding gender issues helps in incorporating mitigating mechanisms in project design to redress or reduce any inequitable impacts and to ensure sustainability.

## GENDER EQUALITY

Gender equality refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal rights. Equality does not mean that women should be the same as men. Promoting equality recognizes that men and women have different roles and needs, and takes these into account in development planning and program.

- Equality of Law
- Equality of Opportunity
- Equality of Voice

### Rationale for Gender Equality

- Economic Rationale
- Human Rights Rationale
- Social Justice Rationale

**GENDER EQUALITY** in rights applies to the right to:

1. Own land
2. Manage property
3. Equality in voice
4. Conduct business
5. Travel
6. Be free from physical harm and violence
7. Be free from security risks (risk of domestic violence and conflict, physical and cultural isolation and marginalization)

### International Instruments

- Convention for Elimination of Discrimination Against Women (CEDAW, 1979)
- Beijing Declaration and Platform for Action (1995)
- Millennium Development Goals (2001)

### Millennium Development Goals (MDGs)

1. Eradicate extreme poverty and hunger
  2. Achieve universal primary education
  3. Promote gender equality and empower women
  4. Reduce child mortality
  5. Improve maternal health
  6. Combat HIV/AIDS, malaria and other diseases
  7. Ensure environmental sustainability
  8. Develop a global partnership for development
- MDGs are mutually reinforcing; progress toward one goal affects progress toward the others. But, the third goal addresses gender equality specifically.

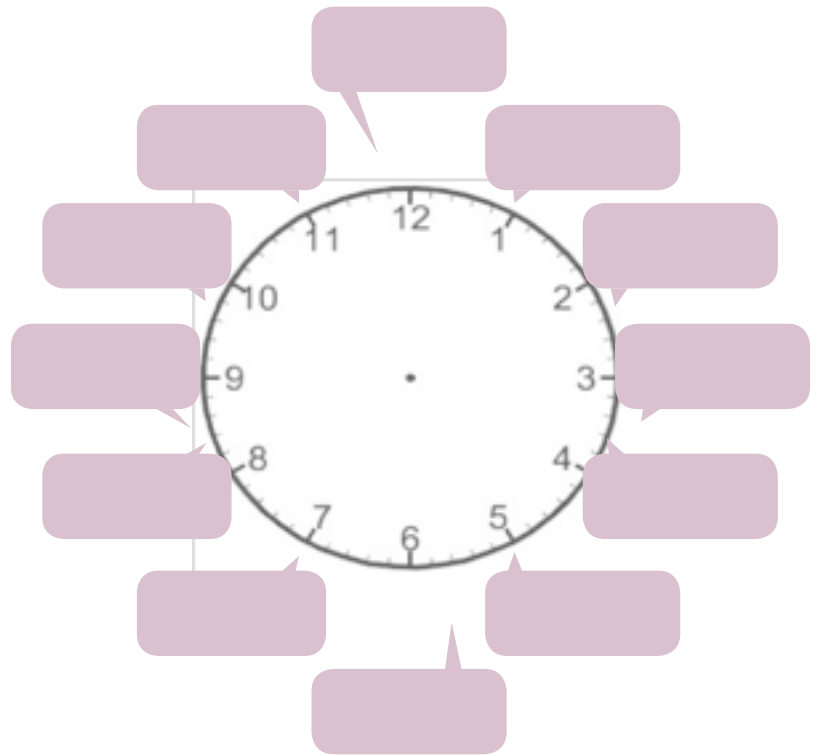
## GENDER DIVISION OF LABOR

### Structured Learning Exercise:

Division of labor: Tasks done by women & men  
(5 minutes)

Instruction:

1. Facilitator instructs the participants to write inside the box their activities from the time they wake up in the morning until they sleep at night.
2. Ask 2 volunteers to share what they have written and share their insights.
3. Facilitator summarized the activity and input on Gender Division of Labor



### Exercise 2b: Gender division of labor (seasonal calendar)

| ACTIVITY | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|          |     |     |     |     |     |     |     |     |     |     |     |     |
|          |     |     |     |     |     |     |     |     |     |     |     |     |
|          |     |     |     |     |     |     |     |     |     |     |     |     |
|          |     |     |     |     |     |     |     |     |     |     |     |     |
|          |     |     |     |     |     |     |     |     |     |     |     |     |

### Exercise 3a: Control over resources

| Resources | Benefits | Control | Access | User |
|-----------|----------|---------|--------|------|
|           |          |         |        |      |
|           |          |         |        |      |
|           |          |         |        |      |
|           |          |         |        |      |
|           |          |         |        |      |

#### Exercise 4: Gender and institutions/organizations

| Name of institution/organization | Functions | Women's Involvement |            |                 |         |
|----------------------------------|-----------|---------------------|------------|-----------------|---------|
|                                  |           | Activities          | Management | Decision making | Remarks |
|                                  |           |                     |            |                 |         |
|                                  |           |                     |            |                 |         |
|                                  |           |                     |            |                 |         |
|                                  |           |                     |            |                 |         |

Sexual division of labor results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person's sex. The specific task and activities were attributed to men and to women according to the economic and socio-cultural concepts. Both men women have multiple work roles. These include: production, reproduction, essential household and community services, and community management and political activities.

##### a. Productive Role

Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community. Both women and men perform a range of productive roles. Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labor), care of livestock, mining, food processing for sale, cottage or home based industries, and waged/formal sector employment.

##### b. Reproductive Role

Reproductive activities are those activities carried out to reproduce and care for the household. Responsibility for contraception and decision-making about reproduction may be in the hands of women or men, depending on the cultural context. Child rearing is a reproductive role and often considered within the women's domains, however men also play a significant and recognized role in many cultures. Women's other reproductive roles include pregnancy, childbirth and breastfeeding.

##### c. Household and Community Services

Essential household and community services are those which must be carried out daily to meet the family's and community's basic needs, such as fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care of the elderly and food processing and preparation.

##### d. Community Management and Political Activities

This refers to the management and conservation of resources for collective community consumption (such as fuel, forests and water), as well as participation in cultural and religious ceremonies, formal and informal political activities, and involvement in development organizations.

##### e. Access to and control of resources

The social (sexual) division of labor that attributes subordinate roles to women reduces at the same time their access to and benefits of resources. It often occurs that women have access to a specific resource, and at the same time they do not have any control over its use. Often women benefit from having access to resources, however, the women are limited to only use the resources of which they do not own and over which they cannot - in any way - exert control (i.e. control of agricultural land) or have any decision-making power. Actually, the control consists in taking decision(s) on the use of the resources and to have the opportunity to impose the choice on others. The achievement of equal control to resources is one of the most important objectives in the gender approach, because the power in taking decisions will guarantee the access to the resource as well as its benefits. That is why it is essential to focus on women's strategic interests in order to guarantee their empowerment.

## HOW DO YOU INTEGRATE GENDER INTO DEVELOPMENT?

Women have a central role to play in development processes, but their particular needs and rights are often not reflected in development policies and practices. Very often, policy-makers overlook key issues such as:

- Women's right to own and inherit property
- Gender-based violence
- Access to reproductive health
- The freedom to decide on the number and spacing of children
- Equal representation in government and other decision-making bodies

Women perform mining work, agricultural work, producing food for their families and surpluses for sale, but often cannot own or inherit the land they work or the homes they live in.

### GENDER AND DEVELOPMENT

**GAD** (Gender and Development) project design and intervention focused on a development process that transforms gender relations in order to enable women to participate on an equal basis with men in determining their common future. It is about being faithful to the principle that development is for all fairness and equity demands that everyone in society, whether male or female, has the right to the same opportunities to achieve a full and satisfying life.

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## SUMMARY

### **Challenges that Lie Ahead Women and Poverty**

- 39.2% of the country's 80.2 million population are estimated to live below the poverty line
- The population growth rate is 2.3% annually, considered high by world standards as the ideal rate is around 1% a year
- Under conditions of poverty and high population growth, women become a vulnerable group due to their multiple social and responsibilities
- More than one-third of employed women among the bottom 30% of rural families were unpaid family workers doing agriculture, fishery and forestry work which was also not officially accounted for nor recognized
- Male employment rate was higher at the national level at 92.1% compared with women at 90.6%
- As child bearers and homemakers, they carry much of the burden of poverty affecting families and households
- As traditional caregivers, they assume primary responsibility not only for the care of children but for other members of the family or household such as the sick, the disables and the elderly
- As economic providers, they are tasked to ensure their families' economic security and well-being

- Social Trends Resulting from Weak Economy
- Increase in prostitution
- Child trafficking
- Breakdown of Family ties

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## CHALLENGE

### **What about you? What can you do to advocate gender rights in your community?**

1. Identify your personal story and concerns
2. Think about how your concerns relates to others
3. Gather relevant information and resources
4. Re-frame your story to make a change
5. Identify allies who are in a position to support you
6. Tell your story
7. Make a specific request about your desired outcomes



## CLOSING ACTIVITY

Give each participant a copy of the poem "For Every Woman" by Nancy R. Smith. Facilitator leads the participants reading the poem. After reading the poem, participants will be given 5 minutes to ponder on the message of the poem then share their own promise to self.

Example:

"I will not act weak when I'm strong"

"I will not act dumb when I have something to share"

## FOR EVERY WOMAN

By: Nancy R. Smith

For every woman who is tired of acting weak when she knows she is strong, there is a man who is tired of appearing strong when he feels vulnerable.

For every woman who is tired of acting dumb, there is a man who is burdened with the constant expectation of "knowing everything."

For every woman who is tired of being called "an emotional female," there is a man who is denied the right to weep and to be gentle.

For every woman who is called unfeminine when she competes, there is a man for whom competition is the only way to prove his masculinity.

For every woman who is tired of being a sex object, there is a man who must worry about his potency.

For every woman who feels "tied down" by her children, there is a man who is denied the full pleasures of shared parenthood.

For every woman who is denied meaningful employment or equal pay, there is a man who must bear full financial responsibility for another human being.

For every woman who was not taught the intricacies of an automobile, there is a man who was not taught the satisfactions of cooking.

For every woman who takes a step toward her own liberation, there is a man who finds the way to freedom has been made a little easier.

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[www.bantoxics.org](http://www.bantoxics.org)

26 Matalino St., Suite 332  
Eagle Court Diliman,  
Quezon City 1101 PHILIPPINES

Tele Fax: + 63 2 355 7640  
Email: [info@bantoxics.org](mailto:info@bantoxics.org)

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