



## **Gender-sensitive Active Nonviolence (GSANV) Activism and Training** Women Peacemakers Program

The list below offers points to consider when organizing a gender-sensitive active nonviolence training or action. It is by no means exhaustive, however. The categories are interlinked, so the list should be used in a holistic approach.

### **Problem Analysis of Conflict or Injustice**

#### Points to Consider

- ❖ Identification of the injustice
- ❖ Information gathering and research to get the facts straight regarding the injustice
- ❖ Identification of the different gendered needs and realities of women and men in connection with the injustice

#### Concrete points of attention

##### GSANV actions:

- Does the identification and/or definition of the injustice include aspects of gender injustice?
- Who is gathering the information about the injustice and where is that taking place? For example: are women and women's perspectives being included in that information-gathering process?
- Are the different gendered realities and needs of women and men being considered and addressed in the topics / themes for which the GSANV action is mobilizing people? Tip: ask different women and men about their realities and needs and listen to what they say.

##### GSANV training:

- Does the content of the training address aspects of gender injustice?
- Are the different gendered realities and needs of women and men being addressed and included in the preparation, implementation and evaluation of the training?
- A discussion of sensitive topics related to the injustice might require the creation of safe spaces (e.g. for a women-only or men-only groups or a safe space within a mixed training group; that could involve a physical space and/or a period within the training).

### **Planning Action or Training**

#### Points to Consider

- ❖ Nonviolent direct actions, such as marches, boycotts, mass demonstrations, picketing, sit-ins, etc. to help persuade or compel the adversary to work towards resolving the dispute
- ❖ Identification of the public to be mobilized
- ❖ Gender-specific actions and/or strategies
- ❖ Identification of allies and adversaries on different levels
- ❖ Nonviolent action seeks to defeat injustice, not people

### Concrete points of attention

#### GSANV actions:

- Which public do you aim to mobilize with the GSANV action? How will you ensure the meaningful participation of women and men in the GSANV action?
- Will women be able to participate meaningfully in your GSANV action, taking into account society's traditional gender expectations of women? Consider things like housekeeping or childcare requirements that could present a challenge in terms of the meaningful participation of women (see also Logistics).
- Is the language that is being used inclusive and does it also address women and women's issues?
- Which gender-specific strategy will be chosen for educating others and raising awareness about the injustice? Are various GSANV strategies that women and men could use being considered (e.g. women taking off their veils)?
- Who are the (potential) male and female adversaries on various levels (e.g. on the different decision-making levels, the police) who might object to your GSANV action, and what could be a strategy for increasing their understanding of your cause and winning their support (e.g. using male allies who can mobilize male leaders for your cause or act as role models for gender equality)?
- Who are the (potential) male and female allies on various (e.g. on the different decision-making levels, the police) whose support could be helpful (e.g. for sharing information, identifying the most strategic moment to launch your action, and ensuring the safety of the people mobilized)?
- Educate the people you have mobilized (men and women) about the need to challenge the injustice, not individuals.
- Are men being mobilized (by men and women) to openly support the participation of women on different levels of the action (including leadership levels)?

#### GSANV training:

- ❖ Is the language that is being used inclusive and does it also address women and women's issues?
- ❖ Are women also being trained / training others in your community?
- ❖ Are men being mobilized (by men and women) to openly support the participation of women in the training (e.g. male leaders, husbands)?

### **Organizing a GSANV training or action – Logistics**

#### Points to Consider

- ❖ The suitability of the location and the timing of an action or training
- ❖ The various gendered protection needs of women and men

### Concrete points of attention

#### GSANV actions and GSANV training:

- Will women be able to participate meaningfully in your GSANV action, taking into account society's traditional gender expectations of women? Could things like housekeeping or childcare requirements present a challenge in terms of the meaningful participation of women? Consider making childcare facilities available or organizing the training/action at a time when women would be able to participate.
- How long will it take your participants to travel to the location and is the route there and back safe, also for women (e.g. without a risk of sexual harassment)?
- Is the location itself safe, also for women?
- Is the location a male-dominated area that might present a challenge in terms of the participation of women?

- Does the location have separate spaces for women and men (e.g. for washing, sleeping, resting)?
- Are any gender-specific consequences / repercussions as a result of the GSANV action being taken into account (e.g. will women run a greater risk of being sexually harassed or will men run a greater risk of being severely beaten)? Develop your support system accordingly (e.g. raise awareness about rights and ways of responding to gender-specific abuse).
- Ask and listen to the women and men in your community about their different protection needs and demands.

### Roles and responsibilities – Group dynamics

Points to Consider

- ❖ The different (formal and informal) roles and responsibilities of women and men: the division of leadership and supportive roles

#### Concrete points of attention

GSANV actions:

- Who is listening and being listened to and who is making decisions based on that? Are women also being listened to and meaningfully involved on decision-making levels?
- Are women's concerns and needs represented by the leaders who will be speaking out? Are women leaders able and allowed to speak out publicly on the injustice that is being addressed?
- Are men being mobilized (by men and women) to openly support women's leadership (which includes speaking out in public) in the action (e.g. by male leaders in the movement, husbands, traditional leaders)?
- Are men allowed and encouraged to take on supportive roles?

GSANV training:

- Co-training team: Which co-trainer has which role and responsibility? Who will be leading discussions, when, on which topics and how? Is there a gender balance?
- Who is listening and who is speaking? Is equal time and attention being given to female and male participants so they can speak and raise their concerns? Are women encouraged to speak out openly, also those women who might initially feel prohibited to do so due to society's expectations of women?
- Who is taking on the supportive roles such as note-taking, cleaning, and logistical support? Make sure those roles are not only assigned to women.
- Is the training not perpetuating traditional gender roles (e.g. men taking on leadership roles and women taking on supportive roles)?
- Are the power dynamics in the group (e.g. men dominating discussions) being addressed in a nonviolent manner? Tip: use the situation to reflect upon and learn from.
- Are the different communication styles that women and men might use being addressed and considered?

### Organization / movement structure

Points to Consider

- ❖ Gendered realities within an organization

#### Concrete points of attention

GSANV actions and GSANV training:

- Are women represented at the higher decision-making levels? Are women's concerns being listened to and taken into account?

- Are women's and men's gendered concerns and needs being specifically addressed in policies and programs (ask and listen)? Does the organization have a gender policy?
  - Is the language being used in organizational documents and policies inclusive?
  - Do women also have access to various resources (e.g. knowledge, finances) on different levels (including the decision-making level), both formally and informally?
  - How are decisions in the organizations being made and how is information being shared? Do women and men have equal access to and influence on those processes?
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For more information, visit:

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



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This GSANV checklist has been developed by the Women Peacemakers Program (WPP).

Any dissemination of the list must be with consent of WPP.

Mail to [info@womenpeacemakersprogram.org](mailto:info@womenpeacemakersprogram.org) for questions or more information.