

Section Four:

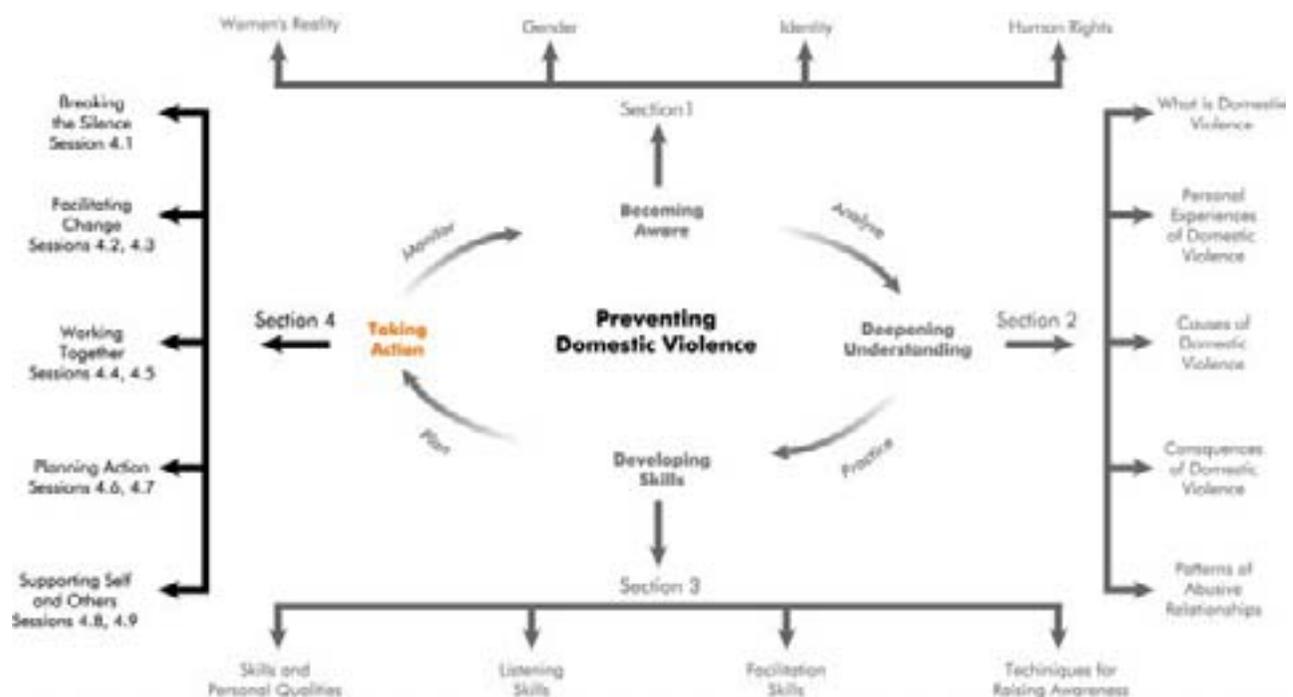
Taking Action to Prevent Domestic Violence

- Session 4.1 Breaking the Silence (1 hour)
- Session 4.2 A Process of Change (2 hours)
- Session 4.3 Assessment Before Action (1 hour 30 min)
- Session 4.4 Working Together (2 hours)
- Session 4.5 Advocacy for Change (2 hours)
- Session 4.6 Taking Action (2 hours)
- Session 4.7 Developing Action Plans (2 hours)
- Session 4.8 Supporting Each Other (1 hour)
- Session 4.9 Personal Motivations (1 hour 30 min)

4

Section Four: Taking Action to Prevent Domestic Violence

It is often easy for participants to talk about the ideas and share their experience of domestic violence. While this may help them change their own behaviour, unless the work of the previous three sections is converted to action, your efforts will have a limited effect. Inspiring your community to take action to prevent domestic violence is the end goal of this entire training process. In this section you and your group will discuss, plan and practice ways of mobilising your community to prevent domestic violence.



In this section the group will discuss:

- The importance of breaking the silence and taking action to prevent domestic violence.
- Practical plans of action and develop support mechanisms.
- How each member of the group has been applying what they have learned in their own lives.
- How they will inspire others to take action to prevent domestic violence.

Session 4.1 Breaking the Silence (1 hour)

Objective

- Emphasise the importance of breaking the silence in preventing domestic violence.



Preparations

- On small pieces of paper, write down 'I don't believe you'. Make one for each participant.
- On one small piece of paper, write down 'I am suffering from domestic violence'.

Steps

Part A— Experiencing Breaking the Silence (20 min)



1. Ask everyone to stand in a circle and ask one female participant to stand in the middle. Give the person standing in the middle the paper that reads 'I am suffering from domestic violence.' Tell her not to show the paper to anyone.
2. Give all the remaining participants one of the pieces of paper that reads 'I don't believe you'. Again, ask participants not to show their piece of paper to anyone.
3. Ask everyone making the circle to hold hands, closing in the person in the middle.
4. Explain that the person in the middle will read the statement on her piece of paper. She can only break free from the circle if someone believes what she says. She will approach a participant and read the statement to one participant at a time. If chosen, a participant can reply *only* with what is written on their paper.
5. Evidently, the person in the middle will continue to say 'I am suffering from domestic violence' to various participants, and each participant she speaks to will reply 'I don't believe you'. The person in the middle will, therefore, not be able to break free.
6. Once the person in the middle has tried most of the participants and remains stuck inside the circle, ask all participants to close their eyes. Explain that you are going to walk around the outside of the circle and touch certain participants on their shoulder. The next time those participants are chosen by the person in the middle, they should reply 'I believe you'.
7. Once the group understands, make sure everyone's eyes are shut, walk around the outside of the circle and touch two participants on the shoulder.
8. Again the person in the middle should approach participants in the circle and repeat her statement. She must keep doing this until she

finds someone who believes her. Only then can she escape from the circle.

9. Repeat the game, each time converting more participants into 'believers' until the last time when you convert them all. The more participants that are converted, the easier it becomes for the person in the middle to escape. In the end, there will be no 'circle of silence' because all the participants will believe the woman.



Part B — Discussing Breaking the Silence (40 min)



1. Discuss how this game represents reality in the community. Ask the woman in the middle to share how she felt. How did the responses of the participants affect her? Ask participants how they felt holding the woman in the middle. Do we do this in real life? How? Ask participants how it felt to say, "I don't believe you?" What are other ways we use to show women that we don't believe them? How did it feel to say, "I believe you?"
2. Discuss how silence traps women, but when more people begin to believe women and are willing to take action the easier it is to break the silence around domestic violence. Discuss other ways this game represents the community's attitude around domestic violence. What would it mean to 'convert' or convince a community member? Is it easier if participants from one side of the circle are 'converted' or do you have to spread out the 'converted' people?
3. Emphasise the central idea of the activity: that when a wide cross-section of community members start taking women seriously and are willing to take action, the silence and shame around domestic violence can be broken.

Activity 4.2 A Process of Change (2 hours)

Objectives

- Increase participants understanding of the process of behavior change.
- Emphasize the connection between individual behavior change and the process of facilitating social change to prevent domestic violence.



Tip

For more information about the topic of see appendix 6



Preparations

Write the following on a flipchart:

Stages of Change*

1. Pre-Contemplation – A person is unaware of the issue/problem and its consequences for her/his life.
2. Contemplation – A person begins to wonder if the issue/problem relates to her/his life.
3. Preparation for Action – A person gets more information and develops an intention to act.
4. Action – A person begins to try new and different ways of thinking and behaving.
5. Maintenance – A person recognizes the benefits of the behavior change and maintains it.

* *The Stages of Change Theory is adapted from Prochaska et al, 1992, see page 134*

Steps

Part A — Breaking It Down Into Manageable Pieces (15 min)

1. Begin the activity by explaining that the group is going to solve a problem together. Some of the participants may have come across this problem before. If they know the answer, ask them to not say it until other participants have had a chance at trying to solve the problem.



Problem

A man had to cross a river with a lion, a goat, and some hay. His boat was small and he could only take one of the three with him at a time or else they would all drown. He thought to himself, if he takes the hay first and leaves the goat and the lion behind, the lion will eat the goat. If he takes the lion first, the goat will eat the hay. If he takes the goat first and then the lion, when he comes back for the hay, the lion will eat the goat. If he takes the goat first and the hay second, the goat will eat the hay when he comes back for the lion. What should he do to cross the river without losing any of the three?

2. Give participants time to think about the problem and discuss it amongst themselves. As a group, debate the various proposed solutions until you solve the problem.

Solution

He should take the goat first, then the lion. When he is going back for the hay, he should bring the goat with him back to the other side of the bank. He should leave the goat alone while he crosses the river with the hay. Finally he should go back for the goat.

3. Discuss as a group how the solution to this problem involves two key ideas:
 - The problem has to be solved by breaking it into smaller problems. Each journey across the river was a smaller problem-solved with the aim of solving the bigger problem of keeping all of the property safe.
 - The solution took time to implement. It didn't take just a one step response.
4. Emphasize that preventing domestic violence is also like this problem. The problem of domestic violence needs to be broken down into smaller pieces and it will take time to resolve it.



Part B — Process of Individual Behavior Change (30 min)

1. Ask participants to think of a specific example of when they changed their behavior (e.g., giving up drinking, using their time better, changing jobs, changing work habits, etc.).
2. Ask them to remember some of the steps they went through before they were able to change that behavior. If helpful, ask them to write these steps down in their notebooks.
3. After a few minutes, invite one or two participants to share their experiences.
4. Using one participant's experience as an example, ask that participant to describe her/his process of change in more detail. Help her/him along by asking: When did you realize it was a problem? How did you realize it? What did you do? How did you decide to make a change? Did anyone help or support you? What happened next? The aim is to elaborate on the process that a person goes through when s/he changes behavior.
5. Hang the flipchart that you prepared before the activity (see preparations). Explain that much research has been conducted on how people make changes in their lives. As you read the following stages of behavior change that individuals typically pass through, ask participants to think about the example discussed and how this model applies to that situation.

6. Explain each of the stages and connect the discussion with the example from the participant.

Part C — Scaling It Up for Communities (30 min)



Tip

It is useful for all groups to do Number 1 of Part C. If you are using the Resource Guide to structure your domestic violence prevention project, all of Part C will be important for your group. Depending on the type of your domestic violence prevention project, you may choose to adapt or skip the Use or adapt according to your context.

1. Explain that just as an individual goes through a process of behavior change, so does the community. Efforts to prevent domestic violence involves supporting the community as it goes through the process of behavior change, and all your work will be based on being sensitive to which stage the community is at in the process.
2. With a different coloured marker pen, write the phases of the project next to the corresponding stages of individual behavior change.
3. Explain that the process for the project outlined in the *Resource Guide* describes five phases to affect social change. These five phases are based on the stages of individual behavior change as described above, yet the phases are amplified to work at a broader community level. Recognizing the process that individuals and communities typically pass through when changing behavior, the Project will implement activities designed to facilitate appropriate change at the appropriate time. The phases can provide structure and general guidelines for the Project.
4. Emphasize that this approach, just like the problem-solving approach you started with at the beginning of the activity, breaks down the problem of domestic violence in to smaller manageable pieces and recognizes that it will take time to implement.
5. Invite questions and discuss how participants could use this framework in their efforts to prevent domestic violence.

Phase 1: Community Assessment

The Community Assessment phase is a time to gather information on attitudes and beliefs about domestic violence and to start building relationships with community members. This phase corresponds to *pre-contemplation* in individual behaviour change.

Phase 2: Raising Awareness

The Raising Awareness phase is a time to increase awareness about domestic violence within the general community and various professional sectors (e.g., social and health services, law enforcement, teachers, religious communities, etc.). Awareness can be raised

on various aspects of domestic violence including why it happens and its negative consequences for women, men, families, and the community. This phase corresponds to *contemplation* in individual behaviour change.

Phase 3: Building Networks

The Building Networks phase is a time for encouraging and supporting general community members and various professional sectors to begin considering action and changes that uphold women's right to safety. Community members can come together to strengthen individual and group efforts to prevent domestic violence. This phase corresponds to *preparation for action* in individual behaviour change.

Phase 4: Integrating Action

The Integrating Action phase is a time to make actions against domestic violence part of everyday life and institutions' policies and practices. This phase corresponds to *action* in individual behaviour change.

Phase 5: Consolidating Efforts

The Consolidating Efforts phase is a time to strengthen actions and activities for the prevention of domestic violence to ensure their sustainability, continued growth, and progress. This phase corresponds to *maintenance* in individual behaviour change.



Session 4.3 Assessment Before Action (1 hour 30 min)

Objective

- Help the participants in analysing the existing knowledge, attitudes, and capacity in their community or workplace regarding domestic violence.



Preparations

Write the following discussion questions on the flipchart:

- Are people in your community/workplace sensitive to the issue of domestic violence and how it affects the community?
- Among community members/colleagues, is there awareness of and capacity for how they can contribute to preventing domestic violence?
- Where are you likely to find allies who will help you promote this work?

Steps

Part A—Brainstorming About the Community/Workplace (30 min)



1. Divide the participants into smaller groups based on the following:
 - Ensure that all the people who work together on a day-to-day basis or live in the same community are in the same group.
 - If all the participants are from the same workplace (e.g., staff members), you may choose to do the activity in one large group.
2. Ask the participants: “Why is the sector in which you are working or the community in which you are living, important in preventing domestic violence?” Ask groups to come up with as many reasons as they can in 15 minutes. For example, participants in the health sector may reason that:
 - They may be the first outside person to come in contact with the woman experiencing domestic violence.
 - A woman’s health is severely affected by domestic violence.
 - They want to promote women’s rights.
 - People have respect for health professionals and, therefore, an abusive man may listen to them or a woman may feel safe enough to seek help from them.
 - They have a responsibility to promote the health of the community
 - It is part of their job.

Tip



If you are working with staff members of your organisation, ask them to identify different sectors within the community and why they are important in preventing domestic violence.

3. Ask the participants to share key points of their discussions in the main group. Emphasise that the prevention of domestic violence is a responsibility of the entire community and that they can play an important role in showing leadership and mobilising their community.

Part B — Assessing the Community/Workplace (60 min)

1. Display the flipchart with the three discussion questions. Explain that the discussion questions are analytic tools to prepare for developing their Action Plan about what they can do at their own workplace or within the community. Elaborate on each question so that they are clearly understood by all participants.
2. Ask the participants to return to their groups and spend 20 minutes discussing each of the three questions.
3. Ask each group to choose a facilitator to focus their discussion on the questions and in relation to their workplace/community. Encourage the groups to be realistic but also positive about what is already known. Ask them to record the main ideas of the discussion on flipchart and share with the larger group.



Session 4.4 Working Together (2 hours)

Objective

- Discuss the qualities and importance of developing collaborative networks.



Preparations

Each group will need a box of straws (at least 50 straws each group) and a roll of tape. Write the following question on a flipchart:

- What kind of collaborative network will you develop in your workplace/sector/community?
- What kind of network will you be part of with the other participants of this workshop?

Steps

Part A — Experiencing Team Work (30 min)



1. Explain that you are going to begin with an exercise that will assist the group to reflect on the importance of working together to promote the same objective. For example, when an NGO works with the police, religious leaders, local politicians, influential community members, and interested journalists all these groups are part of the same network that may work together to promote women's rights.
2. Divide the participants into four groups and give each group between 50 and 100 straws and clear sticky tape (cello-tape).
3. The task for each of the groups is to build a freestanding tower. Explain that when you say, "STOP!" the team with the highest tower that stands upright for at least one minute is the winner. Emphasise that the structure has to be freestanding (i.e., it cannot be propped against anything else and it has to be standing on the floor).
 - Tell the group they have 20 minutes for this exercise.
 - Observe how different groups tackle the task and note the variation in approaches.
 - Give a periodic update to the groups on how much time they have left.
 - After 20 minutes ask the groups to stop working. The group with the tallest freestanding structure is the winner.

Part B — Discussing Team Work in Effective Networks (45 min)



1. Facilitate a discussion about the process of the exercise. Ask open-ended questions, such as:
 - How did they divide the work amongst themselves?
 - Was there a leader within the group?

- Did they plan before they tackled the problem or did they work by trial and error?
 - Were they competitive?
 - Did they copy ideas from other groups?
 - Did they blame each other if they made a mistake?
2. Ask participants: “How is this related to building effective networks of support?” Make the connection that, just like the exercise, effective networks require teamwork, division of labour, clear objectives, learning from others, collective problem solving, and planning.
 3. Emphasise that an effective network makes the task of preventing domestic violence easier. If a broad range of people are committed to and focused on building the same ‘structure’ (i.e., preventing domestic violence), then the impact will be greater.

Part C — Planning Effective Networks (45 min)

1. Display the flipchart with questions you prepared earlier.
2. Ask the participants to get into groups with other participants from the same residential area/office/sector and, in their groups, to address the questions on the flipchart.
3. Clarify that a network doesn’t have to be elaborate. It is just a group working together to promote the same goal. For example, at a police station, the front desk where people report complaints may have a referral list of all the services available to the woman reporting domestic violence. All the options on that list are a part of a network that at some point agreed to work together to prevent domestic violence. It may include local health clinics, family protection units, social workers, etc. The aim is to help the women reporting domestic violence to access all the services available to them.
4. Ask each group to present and discuss their ideas with the main group.



Session 4.5 Advocacy for Change (2 hours)

Objective

- Emphasise the importance of advocating for women's rights.



Preparations

- Cut out small pieces of paper (one for each participant) and write randomly numbers between 1 and 10 on each piece of paper. Try to vary the numbers so that participants will have a paper with different numbers. Fold them so no one can see what numbers are written.

Steps

Part A — Experiencing a Metaphor for Advocacy (30 min)



1. Explain to the group that you are going to play a game about Advocacy.
2. Give one piece of folded paper (see preparations) to each participant and ask them not to open it until they are in their group and strategizing.
3. Ask for a volunteer who is willing to be the blindfolded 'Decision-Maker'. Divide the rest of the participants into two equal groups taking care to have approximately the same number of women in each group.
4. Once in their small groups, ask the men only to look at their pieces of paper. The number written on each paper is the amount of points they contribute to the group. Many participants will have a different number from their teammates, so it is a matter of luck what their total becomes. At this point, women are not allowed to look at their paper.
5. The objective of the game is for each group to gain as many additional points as possible. The only way to gain more points is by 'activating' women's points. However, only the 'Decision-Maker' can activate women's points by touching their hand.
6. Ask the 'Decision-Maker' to leave the room and wait until you come for her/him. Ask one group to be observers.
7. Use chairs and other items in the room to create obstacles. The women in the other group have to stand behind these obstacles. Their group has five minutes to strategize how they will guide the blindfolded 'Decision-Maker' past the obstacles and to the women.
8. The team cannot use words or touch the Decision-Maker. They can only use sounds (like a whistle, beeps, etc.) to guide the 'Decision-Maker'. The men in this group have one minute to guide the 'Decision-Maker' to as many women in their group as possible. Once they are touched, the women can also participate in guiding the 'Decision-Maker'. At the end of the minute, collect the pieces of paper from all the men and 'activated' women and add up the points. The total number of points is the group's score.

9. Repeat the game with the other group.
10. You may also want to play the game in reverse (i.e., men have to be activated) to see how men react to being voiceless.
11. The group with the highest number of points is the winner.

Part B — Describing Advocacy (45 min)



1. Discuss the game with the participants. How is the game reflective of the situation in the community?

Ideas may include:

- Women's contributions do not count unless activated
 - Women's voices are silenced
 - The points of the un-activated women are wasted. How is that reflected in our community?
 - The 'Decision-Maker' is blind to women's value and contribution
 - There are barriers to be overcome in order to increase women's participation
 - By using their 'voice', community members can influence where the 'Decision-Maker' goes
 - Careful strategy for influencing the Decision-Maker is important
 - Time is important
2. Make a list of the participants' contributions on a flipchart and discuss the implications for women. Use the metaphorical power of this game to open up a range of issues summarised above.
 3. Explain that advocacy is like the sounds that the team members were making to guide the 'Decision-Maker' towards women.

Part C — Developing a Collective Understanding of Advocacy (45 min)



1. Divide the participants into smaller groups of people from the same or similar workplace/community and ask them to answer and discuss the question, "What do you understand by the word advocacy?"
2. Ask them to summarise their discussion on a flipchart and choose a volunteer who will present their work to the main group.
3. Discuss the group's understanding of the word advocacy and develop a collective understanding of the word. For example, in relation to our work, it could be any action or intervention that focuses the attention of the decision-makers on women's needs and priorities and leads to fair resource allocation or change in practice based on a value of justice and equity.
4. If time allows, ask participants to share stories and examples of advocacy from their own experience.

Session 4.6 Taking Action (2 hours)

Objectives

- Inspire participants to begin thinking about what the community can do to prevent violence.
- If appropriate, explain your organisation's vision and how you could work in partnership with various participants.



Preparations

- Cut about sixty pieces of paper (20 cm x 10 cm) from flipchart.
- Cut and keep ready enough tape to stick up each piece of paper.



Tip

If you are doing this session with staff members of an organisation, you could use this opportunity to clarify the organisational approach and the key role each department plays in implementing the collective vision.

Steps

Modify this activity according to the types of participants (i.e., community members, project staff, professionals, etc.). Part C is optional depending on your participants and the structure of your domestic violence prevention work.

Part A — Identifying Ways to Take Action (45 min)

1. In this activity, you will think about what the community can do to prevent domestic violence.
2. Give each participant three pieces of paper and a marker pen.
3. Ask them to think about things that the community can do to prevent domestic violence.
4. Ask them to choose three of their ideas and write one on each piece of paper. Ask them to use no more than four words to describe each idea. Encourage them to be specific. For example, if they say 'sensitise', they have to specify how and to whom.
5. When they are finished writing, ask them to read out their ideas to the main group in order of priority (most urgent first) and stick them on a bare wall.
6. As other participants to read their ideas, cluster papers with similar ideas by sticking them next to each other on the wall. When everyone has read their ideas, you should have several clusters.



Part B — Discussing Ways to Take Action (30 min)

1. Ask the participants to spend a few minutes looking at the clusters of ideas on the wall. As they are thinking about other participants' ideas, invite them to add more suggestions to the appropriate clusters.



2. Discuss the ideas the participants have suggested.
 - Are they realistic?
 - Are they feasible?
 - How could they be implemented?
 - Who would implement them?
 - Which cluster is the biggest? Does that reflect the priorities of the group?
3. Emphasise that there are many things a community can do to prevent domestic violence. This work requires individuals to get involved and support each other. Explain to participants that the group will return to some of these ideas in the next session when they will make Action Plans. Leave the ideas up on the wall so that the participants can refer to them later.

Part C — Presenting the Project as a Way to Take Action (45 min)

1. If appropriate, explain to the participants that your organisation is committed to preventing domestic violence. Spend approximately half an hour explaining your organisation's vision and how it hopes to contribute to the community's effort to prevent violence. Use the presentation you prepared in advance.
2. Allow time for questions and discussion.



Session 4.7 Developing Action Plans (2 hours)

Objective

- Assist the participants to develop a preliminary Action Plan for their community or workplace.



Preparations

Determine if you would like the participants to undertake specific activities.

- For staff or volunteers, you may choose to consult the organisational plans or the *Resource Guide* for ideas.
- If appropriate, suggest activities that the participants might consider implementing. The suggested activities could come from the session 4:4 or see the box below.
- Ensure you have enough copies of the Action Plan Sheet (Appendix 7).



Tip

Remember, one-off activities are less effective than regular on going activities. In order to make a real impact many people need to be reached in a variety of ways.

Steps

Part A— Developing Action Plans (1 hour)

1. Spend time explaining and clarifying suggested activities (see next page) (30 min).
2. Hand out the Action Plan sheets and carefully review each section to explain what information should be filled-in and where. Allow participants an opportunity to ask clarifying questions (15 min).
3. Ask the participants from the same area or who might be working together, to get in groups to fill-in the sheets. Ask them to carefully discuss the activities they are planning. They should pay particular attention to whether their plan is realistic and if there are sufficient resources to implement it (45 min).



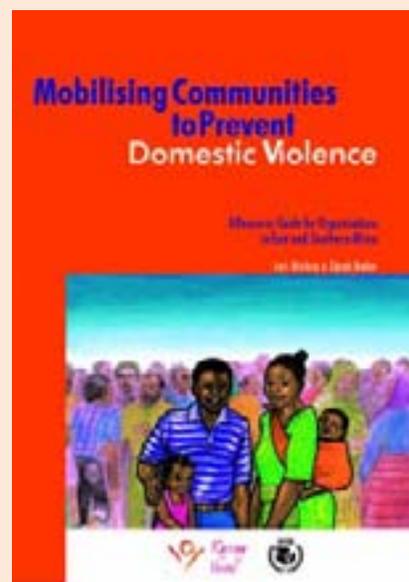
Part B— Discussing Action Plans (30 min)

1. Ask each group (who will work together) to present their plan. Discuss each presentation and ask the other participants to comment and offer critical feedback. Assure each group (if appropriate) that you will work individually with them to help them finalise the plan after the session.



Activity Ideas!

- Organise open dialogues in the community to discuss gender, rights and domestic violence.
 - Put up posters in the community and facilitate discussions (see Session 3.7).
 - Organise booklet clubs (see Session 3.8).
 - Organise exhibitions in the local community that discuss domestic violence and its consequences for the community.
 - Organise games/meeting/discussion groups with people within your community.
 - Sensitise 10 of colleagues, friends, neighbours or local leaders.
 - Begin a woman's group where women can share experiences, learn about rights and feel supported.
 - Be a local resource person who provides information, referral and support to women experiencing violence.
 - Organise video shows about domestic violence and small presentations in the local area.
 - Establish Domestic Violence Watch Groups of community members that documents and intervenes when violence occurs.
 - Create a safe house in the community where women in crisis can get help.
 - Start mentoring groups where young couples are paired with older ones and taught about conflict resolution and communication skills.
 - Help women experiencing violence make safety plans which includes what to do, where to go and prepare clothes, money and important documents in case of a crisis.
 - Accompany women experiencing violence to seek services.
 - Lobby local leaders at their regular meetings to put the issue of domestic violence on their agenda.
 - Start a men's group where men can talk about issues important to them.
 - Give 'health talks' about domestic violence in the waiting room of health centers.
 - Be leaders and resource persons at your workplace to introduce the issue of domestic violence.
 - Hold a march or a rally to protest the level of violence in their community.
 - Create a drama and perform it in a busy place.
 - Form groups (of youth, teachers, leaders, women etc.) and go through this Training Process.
 - Conduct door-to-door visits in the community to sensitise people about domestic violence.
- See the Resource Guide for further ideas.*



Session 4.8 Supporting Each Other (1 hour)

Objective

- Assist participants to develop practical ways to support each other while implementing their Action Plans.



Preparations

- Participants will need something to write with and several pieces of paper or their notebook.
- Think through carefully what kind of follow up support you or your organisation will be able to offer the participants to avoid misunderstanding.

Steps

Part A — Identifying Support Needed (30 min)



1. Begin by recognising that the group has done a lot of conceptual and practical thinking on how each of the participants will work to prevent domestic violence in their workplace/community. However, we all need support and assistance to remain focused on the goal and achieve our objectives. In this activity, participants will think together about what kind of support they need from you and each other to implement the work they are about to undertake.
2. Ask participants to put the following headings in their notebooks, each on a blank page:
 - Self
 - Other participants in the group or community
 - Organisation/employer/supervisor (if appropriate)
 - Your organisation (if appropriate)
3. Under each category, ask the participants to think of as many things as they can that they would find supportive and would help them achieve the objectives of their Action Plan.

For example:

- Self: learn more about how violence affects the community, learn listening skills, learn time management skills, develop better relationships with other colleagues, keep better record of activities, learn more about what motivates me, learn to share feelings, learn how to speak in front of groups, etc.
- Other participants in the group: help convincing supervisors, make learning materials, share experiences, listen and encourage, share skills, provide feedback, co-facilitate or support in activities, etc.

- Organisation/employer/supervisor: provide opportunities to develop knowledge and skills, departmental endorsement of the Action Plan, resources to implement activities, recognition and encouragement, legitimacy, etc.
- Your organisation: training, feedback, analytic tools, ongoing support, learning materials, exposure to journalists, contacts that can facilitate work, monitoring assistance, etc.



Part B — Sharing Ideas About Support Mechanisms (30 min)

1. Ask several participants to share their thoughts about the support they need and ask others to add their ideas. Facilitate a discussion regarding how important ongoing support is for implementation. Discuss how participants will practically get the support they need.
2. If appropriate, affirm your commitment to support participants and, if appropriate, make a plan for follow-up support. This may mean just agreeing on a date and time to meet or it could mean a more detailed discussion of how and when you will continue support from here.

Session 4.9 Personal Motivations (1 hour 30 min)

Objectives

- Create an opportunity for sharing personal visions.
- Develop awareness of deeper motivations for choosing to do this work.



Preparation

- You will need a quiet space where people can talk confidentially and without interruption.



Steps

1. Gather in an informal place where people can sit around in a circle.
2. Remind participants that all the personal information shared in this session is confidential.
3. Explain that sharing experiences can help people cope with them, understand themselves and others, and even take action to resolve them.
4. Explain that while all of us have a need to earn money to support ourselves and our families, there are many other reasons as well that motivates us to do the work of preventing domestic violence. Some people may have personal stories that brought them to this work. What inspires participants to do this kind of work? Do they have a vision of the kind of community they want to help create?
5. Start by sharing your own experiences that have influenced your personal motivations to do this work. Take time to be reflective and demonstrate that it is acceptable to take a risk in talking about oneself.
6. Carefully, ask participants to share how they have come to do the kind of work they are doing. Give each participant an opportunity to speak if they choose.
7. Other participants may say supportive words but cannot criticise the speaker. Avoid discussing each person's story after they share it. Focus on listening and understanding.
8. Continue until all the participants who want to share have spoken.
9. Close the session by emphasising that the work we do and the way we feel about that work can have a deep effect on what we are able to achieve.

Final Word

Congratulations on reaching the end of a long journey! We recognise that sometimes working with a group over a long period of time, and supporting their development can be demanding on the facilitator. Please ensure that you get the support you need to be able to continue this work.

In many ways your work has just begun! We hope you will continue working with the participants and ensure that knowledge and skills gained during the training process now gets translated to action in the community or workplace so the momentum generated by this process is not lost. You may also want to consider identifying another group and begin the process afresh. Of course, you will have learned a lot and therefore the next group will benefit from your growth.

If you decide that you, or your organisation, wants to develop and implement a systematic community-based project to prevent domestic violence, we recommend that you consult the companion volume also developed by Raising Voices: *Mobilising Communities to Prevent Domestic Violence*. This tool is a *Resource Guide* for organisations, and describes in detail, a project that can help an organisation mobilise their community. Please write to us and we will be happy to send you a copy.

Finally, we want to acknowledge the important work you have completed and continue to do. Preventing domestic violence is a long-term commitment that requires courage and persistence. By investing your time, energy and resources, you have truly contributed to make your community a better place to live in. You may not even see all the effects of your work, but know that it has touched the hearts and minds of many people with whom you have worked. This will in turn, have a positive effect on their relationships. Congratulations, you have contributed to making families and communities safer and happier!

