





# Domestic Violence Prevention Project

a partnership of NAWOU, ActionAid Uganda,  
and Raising Voices

## Background

The Domestic Violence Prevention Project (DVPP) was established in October 2000 based on the process and examples described in the Resource Guide. DVPP works in four parishes on the outskirts of Kampala, Uganda with community members, leaders, and key professionals to increase awareness and encourage action to prevent domestic violence.

## Partners

The National Association of Women's Organisations in Uganda (NAWOU), is an established nongovernmental organisation (NGO) that has extensive roots within the communities of Uganda. It has a network of over 1000 community-based women's organisations throughout the country that are registered as affiliates of NAWOU, and, as a result, has relationships, credibility, and established infrastructure within the community.

ActionAid is an international NGO committed to community-based and participatory programs. The organisation's vision of poverty alleviation is closely linked with women's empowerment. ActionAid Uganda has been an active advocate for prevention of violence against women and has invested significant resources to promote gender equity.

Raising Voices' goal is to work in partnership with local organisations to mobilise their communities to prevent domestic violence. In addition to developing programmatic tools like the Resource Guide, Raising Voices works closely with partner organisations to strengthen staff capacity to implement holistic, integrated domestic violence programs, and advocates at the national, regional, and international levels for increased investment and commitment to preventative approaches.

## Goal

Catalyze communities in Kawempe Division to prevent domestic violence.

## Objectives

- Mobilise communities at the grassroots level to change the attitudes and behaviors that perpetuate domestic violence.
- Build the capacity of community leaders and professionals (e.g., Local Council members, local court officials, police, teachers, religious leaders, health care providers, etc.) to understand the impact of violence against women and motivate them to initiate change within their own environments to uphold women's rights and priorities.
- Advocate for change within existing community structures (e.g., division health clinics, police stations, other NGOs, social welfare offices, etc.) to create an environment supportive of women's rights and priorities, particularly the right to safety.

## Population and Geographical Location

The project works in four parishes in Kawempe Division located in the northern part of Kampala District,

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Uganda. The District Population Office estimates the population of Kawempe in 2000 at 317,220 of which 52 percent were female and 48 percent male. Kawempe is a low-income, densely populated urban area with the majority of community members living on under \$1 (USD) per day.

### Project Overview

NAWOU is the primary implementer of the DVPP with ActionAid Uganda, and Raising Voices involved in program oversight and technical support. The Project Coordinator is responsible for day-to-day project management, supervision, and staff support. All activities in the project are organised under four key program departments: Building Capacity, Media and Events, Learning Materials, and Local Activism. Advocacy activities have been incorporated into all program areas and are also taken up by the Project Coordinator. The Building Capacity and Media and Events departments are each run by a field officer, and the Local Activism department is run by two field officers with one also responsible for developing Learning Materials. Therefore, the Project Coordinator, four program staff, and two support staff are responsible for day-to-day implementation. Raising Voices provides technical support to all the staff and the Project Coordinator. A Project Advisory Committee consisting of members from each of the partner organisations provides overall guidance to the project and meets approximately once a month.

### Building Capacity

This department works to build capacity of staff and strategically identified professionals in the community to take action to prevent domestic violence. The project decided to take a multi-sectoral approach to the training of resource persons (ToRP) and thus works with professionals from the police, social welfare offices, local government, religious institutions (Christian and Muslim), and health care sector. A total of 24 resource persons came together in a three-day workshop (Community Activism Course as described in the Resource Guide) to deepen conceptual understanding of domestic violence and the rights-based approach, and to strengthen the practical skills to apply these concepts in their workplace or community. The Building Capacity field officer then meets with resource persons at their places of work approximately every two weeks to provide support and follow-up.

#### The following describes a few of the activities resource persons have carried out.

- The police (6) hold sensitization seminars for their colleagues and their wives, have streamlined procedures on dealing with women's reports of domestic violence, host regular radio shows on community and national radio stations, facilitate regular community sensitization meetings about domestic violence in their area, hold exhibitions and video shows at the police stations, etc.
- Social welfare officers (4) have established a hotline where women can ring for assistance and are currently reviewing their procedures for counseling and supporting women who report domestic violence. They increased their community presence and have held meetings in the community to build relationships and make themselves more accessible to community members. They also facilitate sensitization meetings with the other departments of the local government to introduce women's rights.
- Local council leaders (6) discuss the issue of domestic violence in their regular meetings, participate in community dialogues, developed pro-women by-laws, and have abolished the fee system for women seeking justice from the local court in several zones. They also facilitate awareness-raising activities in their areas and are becoming strong voices against violence in the community.

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- Christian religious leaders (3) have delivered sermons on the importance of violence-free homes and even held seminars for other priests. They have also held video shows for their parishioners and initiated booklet clubs within their youth and mothers groups. Muslim leaders (2) hold special classes after Friday prayers for men and women and revived a court system, staffed by the resource persons, that aims to increase justice for women.
- Health care providers (3) within Kampala City Council system hold regular meetings with other service providers to improve quality of care, present talks at immunization clinics and regular discussions within the waiting rooms on domestic violence, and are currently developing screening procedures to integrate domestic violence in their client protocols.

Staff capacity building is also an integral part of the department's work. All staff meet weekly to 'check-in' with others about the successes and challenges of their departments, to collectively problem-solve, and to discuss lessons learned. This has helped build cohesion within the program and solidarity among staff. All staff members also participate in the Community Activism Course and in a three-hour training every fortnight, which is often facilitated by themselves.

### Media and Events

This department works with the print and electronic media to promote discussion and public debate about domestic violence. Much of the media work reaches a nation-wide audience, yet there are other activities reaching out specifically to the Kawempe community. Almost 90 talk and drama radio programs have been aired on several radio stations within greater Kampala on topics including consequences of domestic violence, bride price, gender, women and human rights, etc. Furthermore, a weekly column, "Thinking Aloud", and colorful 'advertisements' are published every Sunday about related topics, such as masculinity, intimacy in relationships, emotional violence, and solidarity among women, in nationally distributed newspapers in both English and Luganda.

The Media and Events department is also working to create a forum for prominent journalists and editors to discuss the portrayal of women and violence in the media. Key journalists, the media establishment, and other NGOs have been engaged in an analysis of how women are portrayed in the media, and efforts have been made to increase ethical reporting and more balanced analysis of women's issues and to decrease sensationalized reporting on domestic violence. This is done through seminars for journalists and one-to-one work with senior journalists.

### Advocacy

In June 2002, as a result of an internal review, the activities of the Advocacy department were integrated into other program areas, since there was some overlap between the departments in the groups being reached. For example, the Local Council leaders are also reached through the Building Capacity and Local Activism departments. Furthermore, the very active groups of community volunteers have now taken many of the local advocacy activities.

The aim of the department was to influence local leaders, professionals, and community members to reflect on and act to prevent the domestic violence they see within their communities. In Uganda, local

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governance has been decentralized through a system of Local Councils. The Local Council I (LC I) leaders usually form the first layer of response for local and domestic disputes. Thus, seminars were held for LC I leaders in each parish as well as their colleagues in the District Level LC III and the Executive Council. In collaboration with the resource persons and community volunteers, LC meetings were attended to lobby for further attention toward and investment in preventing domestic violence.

The Advocacy department also worked within eight schools to reach out to children and young people. In each school, an Action Group of teachers and administrators works with the project and engages their students on the issue. Some activities of the Action Group include establishment of a drama group, teacher dialogues, and girls/boys clubs. Local community members are also engaged through advocacy activities in outreach to non-professionals within their own places of work (e.g., the market, hair saloons, furniture workshops, restaurants, etc.). These discussions create considerable commotion and animated debates.

In the next phase of Building Networks, the Project Coordinator will intensify work with other NGOs who are providing services for women experiencing violence with an aim to influence the quality of services and approach they use to work with their clients.

### Local Activism

The Local Activism department works with the community at the grassroots level to promote women's rights and the prevention of domestic violence. Community volunteers (CVs) are at the forefront of community efforts.

Many community members came forward to participate in the project. Fifty-two were selected, one woman and one man from each of the 26 zones of the parishes. They participated in the first CAC workshop, in regular fortnightly training sessions, and are supported during their activities by the Local Activism team. Currently they are showing video shows on domestic violence in their communities followed by a discussion of the key issues, organizing booklet clubs, conducting door-to-door visits, facilitating community dialogues about domestic violence in busy public places like the market, mobilising community members for local theatre performances, carrying out impromptu discussions, and distributing learning materials. CVs also counsel, refer, and sometimes accompany women who need services. The CVs are highly motivated and are recognized as advocates that lead violence prevention efforts in their immediate communities.

### Learning Materials

This department has chosen to use the designs suggested in the Resource Guide. They have produced eight colorful posters, a calendar, two story booklets, and 12 painted murals in 40 places around the community to start and sustain discussion with community members. All the materials have been printed in Luganda with a smaller text translation in English. They are used as program tools by staff, resource persons, and community volunteers.

### Documentation

As a pilot project that has the potential to be scaled up nationwide, careful attention is paid to

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documenting project activities and lessons learned. A brief Activity Report is written after each activity conducted by project staff, CVs, or Resource Persons. Each department compiles these reports every fortnight, and the Project Coordinator writes a project summary at the end of each month. An analytic report that describes lessons learned and future plans is developed at the end of each phase. This report is shared with partners, other NGOs, and with the Kawempe Division Headquarters.

### Implementation Time-frame

#### October 2000

- DVPP established
- area of implementation identified
- proposal developed for Phase 1

#### November 2000

- planning for Community Assessment phase
- staff capacity building

#### December 2000 to February 2001

- building relationships with community leaders and members
- conducting research

#### March 2001

- analyzing research findings
- writing reports
- community events to share findings and develop responses
- project officially launched by community leaders

#### April 2001-May 2002

- implementing raising awareness activities through the five departments
- identifying and building capacity of CVs and resource persons
- developing action plans
- establishing collaborations with selected resource persons, community volunteers, professionals and other NGOs
- planning for Building Networks phase

#### June 2002 – December 2002

- implementing Building Networks phase

### Lessons Learned

- Constructing the problem of domestic violence as communal responsibility and not 'women's problem' has engaged a broader range of community members in finding solutions.
- Involving community leaders and volunteers meaningfully in the process of addressing the problem has promoted ownership of the work.

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- Involving and addressing men meaningfully has minimised the expected backlash and entrenched resistance.
- Breaking down the mobilisation process into five distinct stages has made the work manageable and avoided overwhelming the community with new information.
- Opening the dialogue with a specific and recognizable issue (domestic violence) and linking it with the broader work of promoting human rights has made the message understandable and actionable for many leaders.
- Using a variety of communication strategies has broadened the appeal of the message and promoted wider awareness.
- Persistent awareness raising activities and a consistent approach has anchored the idea of domestic violence prevention in the communal dialogue.
- Building capacity of staff and resource persons has amplified the potential impact of the work.
- Articulating a clear, intuitive, and understandable message has enhanced reception and overcome much of the initial resistance.

### Challenges

- After raising the issue of domestic violence in the community, women came forward seeking services from the project. While they were referred to existing service providers, they often remained unsatisfied. To respond, the project is moving to strengthen links to other NGOs providing services and establishing community counselors who will be specially trained women and men in the community that can be the first layer of response. This grew out of suggestions from the CVs, since the community wanted to be able to respond to its own issues.
- Meaningful involvement of men in activities at the community level has been challenging. While many of the community leaders are men who are directly involved and half of the CVs are men, the project has worked hard to engage men in the general community. The issue is sometimes approached from different angles (e.g., healthy relationships and family harmony) to help build this relationship, yet efforts are also made not to dilute the issue. High numbers of men working directly in the project have helped reduce resistance.

### Project Staff

Betty Akullo, Project Coordinator; Bernard Byagageire, Building Capacity Field Officer; Josephine Kalege Katagote, Media and Events Field Officer; Hanifa Namakula, Local Activism and Learning Materials Field Officer; Hope Turyasingura, Local Activism Field Officer; Felix Onama, Administrator; Rose Mawada, Administrative Assistant.

**Domestic Violence Prevention Project, PO Box 6770, Kampala, Uganda**  
**Plot 186 Upper Mawanda Road, Kamwokya**  
**Tel/Fax: +256 (0)41 531249**  
**Email: [dvpnawou@yahoo.com](mailto:dvpnawou@yahoo.com)**

**Updated information about the project can be found on the Raising Voices website at [www.raisingvoices.org/kawempe.html](http://www.raisingvoices.org/kawempe.html)**

## Preventing Domestic Violence in Mwanza

### a partnership of Kivulini Women's Rights Organisations and Raising Voices

#### Background

In July of 2000, Kivulini established a partnership with Raising Voices to prevent domestic violence in Mwanza. The project is guided by the Resource Guide and aims to work with a wide range of community members from the pilot area within Mwanza city to prevent domestic violence.

#### Partners

Kivulini is a registered nongovernmental organisation (NGO) established in 1999 to prevent violence against women and girls in Mwanza, Tanzania. Kivulini addresses the root causes of domestic violence by working closely with community members and leaders to change attitudes and behaviours that perpetuate violence against women.

In Kiswahili, Kivulini literally means 'in the shade or shelter'. It implies a safe place where women, men, and children feel supported. Kivulini creates opportunities for community members to come together to talk, organise, and work to prevent domestic violence. Its work is based on promoting international conventions such as CEDAW (signed and ratified by Tanzania) and pro-women national laws and by-laws. Kivulini has extensive roots within the community in Mwanza including a network of over 20 community-based groups. The organisation believes that creating violence-free communities involves empowerment of entire communities to promote women's rights.

Raising Voices' goal is to work in partnership with local organisations to assist them to mobilize their communities to prevent domestic violence. Raising Voices develops programmatic tools and works with partner organisations to strengthen skills to implement holistic, integrated, and preventative programs that address domestic violence.

#### Goal

Inspire and support communities in Mwanza region to prevent domestic violence.

#### Objectives

- Mobilise communities in Mwanza to change the attitudes and behaviour that perpetuate domestic violence.
- Build the capacity of community leaders to understand the impact of violence against women and motivate them to initiate change within their own environments that uphold women's rights and priorities.
- Advocate for change within existing community structures to create an environment supportive of women's rights and priorities, particularly the right to safety.
- Improve women's socio-economic status through legal support, counselling, and life-skills training.

#### Population and Geographical Location

Mwanza is located in the northwestern part of Tanzania on the shores of Lake Victoria. It is a picturesque city with a complex coastline surrounded by steep hills and beautiful rock formations. It is the second largest city following Dar es Salaam. The project works in three wards of Mwanza city: Pamba, Mbugani, and Mirongo. The population estimate from the ward offices for year 2000 is



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59,342 of which 55 percent were female 45 percent male. The wards are low-income, densely populated urban area with the majority of community members living in poverty.

### Project Overview

Kivulini is the primary implementor of the work, with Raising Voices involved in program and technical support. The Project Coordinator is responsible for day-to-day project management, supervision, and support of staff. All activities in the project are organised under six key program departments: Capacity Building, Media/Learning Materials, Advocacy with a Social Counselling and Legal Clinic, Community Awareness, and Economic Empowerment. The Project Coordinator, three program officers, and three support staff have been vested by the Board of Directors with the responsibility of day-to-day implementation.

### Capacity Building

This department works to build the capacity of Kivulini's staff, community members, and strategically targeted professionals in the community to take action to prevent domestic violence. The program works to deepen conceptual understanding of domestic violence and uses a rights-based approach. In this way the participants build practical skills and can go on to apply these concepts in their workplace or within the community.

Key achievements include:

- Forty community leaders, including Ward Executive Officers (WEO), street leaders, local police militia (popularly known as "Sungusungu"), and professionals from the WEO's office participated in the Community Activism Course that focused on understanding 'Domestic Violence in our Community'. They each developed an Action Plan to influence practice within their work environment. More than 50 percent of community leaders (as of 31 June 2002) are implementing their Action Plans and fill in Activity Reports. Activities implemented include organizing street meetings, conducting home visits, reconciling partners, and making referrals. A total of 822 local community members were individually reached and participated in discussions on domestic violence through this mechanism.
- Fifteen religious leaders (both Muslims and Christians) participated in a workshop aimed at developing basic conceptual understanding about domestic violence, its causes, and its impact on women in the community they live in (CAC 1). These leaders are also involved in discussions on domestic violence that are broadcast nation-wide on Star TV. They have also invited Kivulini staff to participate and present topics for discussion in their ongoing meetings.
- Ten community volunteers (CVs) attended a three-day workshop (CAC 1) aimed at building their community organising skills. CVs are implementing their Action Plans and also fill in the Activity Reports. CVs reached 470 local community members. In another effort to select the remaining balance of 10 CVs, a five-day preparatory session was conducted.

### Media/Learning Materials

This department works with the print and electronic media to promote discussion and public debate about domestic violence and to engage journalists and the media establishment in an analysis of how women are portrayed in the media. A variety of radio programs are currently aired on Mwanza-based Radio Africa that has a significant national coverage. The media team is also working to create a

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forum for prominent journalists and editors to discuss the portrayal of women and violence in the media.

14 journalists participated in a two-day seminar exploring their understanding of domestic violence, international conventions, and national laws. A media checklist has been developed to assist journalists analyze the stories they write about violence against women. The checklist is being widely shared among national journalists and journalism colleges for input and adoption.

This department has chosen to use the learning material designs suggested in the Resource Guide with contextual modification. A story booklet will soon be printed in Kiswahili with a smaller text translation in English. Five designs of murals have been painted on prominent buildings within Mwanza city to engage community members in a dialogue. Six other murals located at Mironko and Mbugani wards are currently being drawn.

### Social Counseling and Legal Clinic

An important component of Kivulini's work is the establishment of a Social Counselling Center and a Legal Clinic. A trained counselor is available on a daily basis at the centre for women experiencing domestic violence. Referrals are made to health care centres, the police, or social welfare offices and the counselors often accompany clients to provide support and help them negotiate the system.

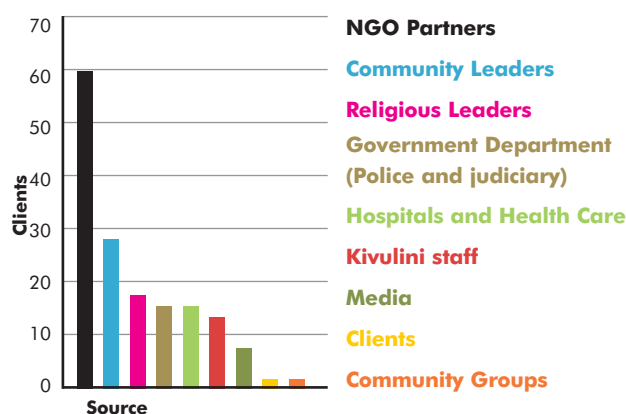
Women and men can also access the Legal Clinic if clients choose to pursue their cases in courts of law. The services are free, and Kivulini has a small fund to support extremely poor clients with hospital and court fees, or even food when necessary.

As of 30<sup>th</sup> July 2002, a total of 940 regular and new visits were recorded at the Centre for the year. 68 visitors came for basic information, while 449 received social counselling.

The Legal Clinic provided services to new and regular clients in a total of 433 visits to 161 clients, with matrimonial cases ranking highest, followed by inheritance/denial of properties, physical harassment, abandonment, and other domestic violence cases that affect children as well (e.g., rape, sodomy, mistreatment of domestic workers, etc.).

The existence of the clinic is now well known within the community, and most clients learn about the service from word of mouth. The above chart shows how these clients heard about the Legal Clinic.

Referrals of Clients to the Legal Clinic



### Advocacy

This department aims to influence local ward leaders, professionals, NGOs, and community members to take action to prevent domestic violence within their communities. In Tanzania, the Local Government

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leaders are usually the first people to respond family violence. Three preparatory sessions for Mbugani and Mironko wards were held. A total of 42 leaders attended the first session, 51 attended the second session, and 20 attended the third session. These community leaders have established Policy Review Committees that have so far met several times to review by-laws that affect women and children within their streets.

The Advocacy department also connects with other national and international NGOs to share experiences and bridge the gap from grassroots to national policy level work.

### Community Awareness

The Community Awareness department works with the community at the grassroots level to promote women's rights and prevent domestic violence. Specifically, the department works with groups of women and men who want to address the issue of domestic violence and work in their communities, with their neighbours, friends, and families, to create a climate that is receptive of women's rights, particularly their right to safety. There are now 20 groups in the communities with about 15 members in each group.

Twenty CVs are at the forefront of the effort and meet regularly with Kivulini staff during capacity building sessions about human rights, legal rights, women's rights, sexual and reproductive health, decision-making, and self-esteem. These groups play a key role in 'getting the word out' to other community members. They organise community dialogues, public events, video shows, impromptu discussions, community theatre, domestic violence watch groups, exhibitions, songs, and ngoma (traditional drumming and dancing) to create awareness about and action against domestic violence. CVs also act as resource persons and counsel, refer, or accompany women who need services. The CVs are self-motivated and are recognized as community resource persons who can be approached for help and advice.

### Economic Empowerment

Violence against women is critically linked to women's financial dependence on their partners. This department works with women who access credit for income generating activities to enable them to develop basic business skills and life-skills. The aim is to empower women to more fully participate in developing income for their family in order to reduce dependency. Key achievements include:

- Training on basic business management skills benefited 263 women (majority are from 20 community action groups).
- Establishment of a small craft shop (within Kivulini office) to help women engaged in craftwork to market and sell their products.
- Women's groups are mobilised to participate in local and international trade fairs.
- One staff member has been trained on the use of internet to find markets for various products.

### Documentation

A brief Activity Report is written after each activity conducted by staff, CVs or other partner. Each department compiles these reports every two weeks, and the Project Coordinator writes a project summary at the end of each quarter. A report that describes the implementation experience and identifies lessons learned is written at the end of each phase. This report is widely shared with key allies including community leaders of the three wards.

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### Implementation Time-frame

#### July 2000

- area of implementation identified
- proposal developed for phase 1
- funding not secured, so four staff worked on a voluntary basis

#### May 2001

- secured partial funding

#### July 2001

- planned for Community Assessment phase
- staff capacity building

#### August 2001 to December 2001

- building relationships with community leaders and members
- conducting Community Needs Assessment

#### January 2002

- analyzing research findings
- writing reports
- community events to share findings and develop responses
- project officially launched by community leaders (Resident Magistrate of Mwanza)
- secured additional funding

#### January 2002 to July 2002

- Implementing Raising Awareness phase activities through the six departments
- Identifying and building capacity of CVs and resource persons
- Developing action plans and establishing collaborations with selected resource persons

### Lessons Learned

1. Organisations need to have an in depth understanding of the cultural norms and religious practices before embarking on advocating for women's rights and promoting gender equity and equality within the community. Only when the religious and cultural context is understood, can organisations develop programs that speak to the community. In this way, we must be seen as working within the culture and the faiths and to be striving to strengthen our community, not to destroy it. This requires considerable diplomacy and care when raising sensitive issues.
2. Working with religious leaders could be easier and more effective by approaching the issue of domestic violence through the issue of family harmony or women's health. Many leaders are more willing to discuss issues related to the well-being and quality of family life rather than women's rights. Therefore, it can be useful to approach women's rights through the 'back door' of another related yet less controversial issue. However, we must remain vigilant against diminishing our core message.

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3. Talking about domestic violence is challenging. Those of us who raise issues about gender equity and equality are often the targets of insults and isolation, or we are seen as defectors from the culture and faith. Women and men addressing domestic violence within the community need courage, boldness, and support from others.
4. Many of our cultural and religious practices can be appropriated to sanction inequality of power and support violence against women. We need to engage religious and local leaders to re-examine the Holy books and identify specific and related references. We need to illustrate how peaceful and equitable conflict resolution are encouraged by holy texts which advocate for laws or religious practices that protect the rights of both women and men. It is important to emphasize that culture and religions revere human life and promote the value of each human being, regardless of race or sex.
5. Broadening the scope of the problem by formulating it as the community's problem can mean that a wide range of people may get involved in solving the problem.
6. Securing adequate funding for a long-term project is a challenge and requires patience and resourcefulness.
7. In the struggle for promoting women's rights, men, regardless of their standing in society or religious affiliation, need to be partners to affect change. If we can include men who are courageous enough to stand against practices that hurt women and who are willing to stop ignoring the violence of their peers and friends, we can create effective and sustainable change that benefits us all.

Maimuna Kanyamala, Coordinator; Cunegunda Ngereja, Accountant/Administrator; Barnabas Solo, Program Officer, Capacity Building; Jimmy Luhende, Advocacy Officer, Media/Learning Materials; Yusta Ntibashima, Program Officer, Community Awareness; Kulwa A. Said, Assistant Program Officer, Community Awareness; Justina Mitti, Assistant Program Officer, Economic Empowerment; Anna Chambo, Assistant Legal Officer/Counselor; and Edmund Novaita, Part-time Lawyer.

**Kivulini PO Box 11348 Mwanza, Tanzania**

**Tel/Fax: +255 (0)28 2500961, Mobile: +255 0744 367484**

**email: [kivulini@africaonline.co.tz](mailto:kivulini@africaonline.co.tz)**

**Updated information about the project can be found on the Raising Voices website at [www.raisingvoices.org/kivulini.html](http://www.raisingvoices.org/kivulini.html)**



## behaviour change

### Understanding Individual Behaviour Change

The Resource Guide uses the Stages of Change Theory of individual behaviour change and scales up this process to the community level. Many individuals pass through typical stages as they make changes in how they think or act. To further illustrate the stages of behaviour change, take an example of beating a child.

#### Stage 1 Pre-contemplation

The individual is unaware that beating her/his child is a problem. When the child makes a mistake or behaves inappropriately, the individual hits, slaps, or pinches the child.

#### Stage 2 Contemplation

The individual begins to question if beating the child is the best method of discipline. This thinking could emerge from:

- seeing the child badly injured after a beating
- hearing neighbours talking about other ways of disciplining children
- hearing from a doctor that her/his child has been injured from beating
- reading a newspaper article or hearing a radio program that discusses the negative impact of beating children
- being confronted by a family member when beating the child
- recognizing that the child is becoming frightened and withdrawn

#### Stage 3 Preparation for Action

The individual may begin to talk with her neighbours/health care providers/religious leaders/family/friends about beating. S/he may also begin to watch how other parents/grandparents/teachers relate to and discipline children. S/he may begin to think of other ways to discipline the child. The individual decides that s/he will use other methods of discipline with her/his child.

#### Stage 4 Action

After the child has misbehaved, the individual does not beat the child but instead talks to the child about the behaviour and assigns extra chores as a punishment.

#### Step 5 Maintenance

The individual recognizes the benefits of not beating the child. S/he could feel an increase in self-esteem, notice that the child is happier and less frightened, begins enjoying a better relationship with the child, experiences positive recognition from neighbours or friends, etc.

It is important to remember that an individual will not be able to make the change completely and immediately on the first attempt and then never beat the child again. Behaviour change is a process, and, as such, takes time. There will be times when the individual lapses in anger or frustration. This does not mean that the individual has failed at making the behaviour change. Reverting to the old behaviour is natural. Learning something new, whether it is a skill or a change in behaviour, takes time, perseverance, practice, and support from others to be successful.

For more information on the Stages of Change Theory used in the Resource Guide see: Prochaska, J.O. DiClemente, C.C. and Norcross, J.C. (1992). In search of how people change – applications to addictive behaviors. *American Psychologist*, 47(9), 1102-1114.

## staffing strategies

The following are general statements of qualities and skills useful for the work of each strategy described in the Resource Guide. They are guidelines that may be helpful when organizing or hiring staff.

### Staff members suitable for developing learning materials are:

- able to think creatively about new ideas and ways of presenting information
- good at imagining new ideas and visualize what does not yet exist
- able to summarize information and present it in a clear and understandable way
- skilled in working with community members to develop materials
- able to think in images as well as words
- able to have an eye for artistic detail
- interested in visual and creative arts
- able to research a variety of materials around them and apply what they learn
- fluent in the local language(s)

### Staff members suitable for capacity building are:

- experienced and believe in using participatory methodology
- comfortable in front of groups and enjoy working with people
- able to learn quickly from their experiences
- willing and able to take risks in learning situations
- skillful listeners
- able to summarize information
- patient and able to respect other people's learning processes
- fluent in the language(s) of training participants
- flexible and able to present information in a variety of ways based on participants' needs

### Staff members suitable for media and events are:

- good at tapping into community resources
- able to organise various segments of the community to come together for a given event or issue
- articulate in discussing violence and women's rights
- able to develop connections and familiarity with the local government and bureaucracy
- able to develop relationships with influential journalists and editors
- skilled in tapping into the local and national media networks to influence coverage
- able to exercise good judgment when making public statements about the organisation and its work

### Staff members suitable for advocacy are:

- articulate and able to present their views in persuasive language
- able to operate in a politically sensitive manner
- able to develop relationships with decision-makers
- knowledgeable about the broader politics surrounding domestic violence
- familiar with relevant international treaties, national laws, and policies
- sufficiently forceful in their personality to have influence
- diplomatic
- credible within the networks in which they work

### Staff members suitable for local activism are:

- well known and trusted in the local community
- familiar with the local customs and ways of doing things
- able to communicate in the language(s) and ways that are familiar and appropriate for the local community
- able to develop relationships with local community leaders and influential community members
- able to motivate, inspire, and build the capacity of local volunteers
- able to build a shared community ethic of respect for women and non-tolerance of domestic violence



## action plan column guide

### Action Plan Column Guide

The following notes will guide you in completing the Action Plan. Amend the process to fit your needs.

#### Column 1 – No.

Number each activity that you choose to implement according to the phase to which it refers.

#### Column 2 – Activity

Write the title of each activity.

#### Column 3 – Activity Objective

Write a brief objective for each activity.

#### Column 4 – Brief Description

Write a brief description of each activity. Identify the group that the activity aims to reach and where it will be conducted. Include any other details that will help you plan.

#### Column 5 – Timeframe

Indicate when and how often each activity will be conducted (e.g., every Monday afternoon for six weeks from the beginning of August) or provide an estimated date of completion for longer activities.

#### Column 6 – Resources Required

List resources that will be needed for each activity, such as transport, estimated cost of the activity, stationary, staff support needs, etc.

#### Column 7 – Outcomes/Indicators

Briefly state the expected outcomes or indicators that will help you track the success of each activity (e.g., 50 potential volunteers identified, development of relationships with 20 local leaders, create new policy by September, etc.).

#### Column 8 – Implementors

Identify who is primarily responsible for implementing each activity.

#### Column 9 – Monitoring Notes

Leave this blank, but as you are implementing activities, make notes that will help you write the Phase Report (e.g., progress made, obstacles encountered, lesson learned, key ally identified, etc.).



No.	Activity	Activity Objective	Brief Description	Timeframe	Resources Required	Outcomes/Indicators	Implementores	Monitoring Notes
1	Local Theatre	Engage community members in dialogue and problem solving discussion	Interactive and entertaining play staged in all 26 zones of Kawempe, followed by a discussion	4 shows per month for 6 months from 15/7/02 to 31/12/02. Some intensive during 16 days of Activism – at least 4 per week (Total 30)	Transport for 2 staff for field visit Transport for Drama group	Approx. 3000 people reached	Local Activism (LA) staff and CVs	
2	Community Dialogues	Engage community members in dialogues and experience of sharing discussions	An open meeting in all 26 zones, a small pre-nitiation and discussion	4 dialogues per month for 6 months from 15/7/02 to 31/12/02. Intensity to 4 per week during 16 days of Activism	Transport for 2 staff for 30 visits Announcements on local radios	Reach about 75 people per meeting x 30 dialogues i.e., 2250 people	LA staff and CVs	
3	Booklet Clubs	Create a local forum for sharing ideas, experience, and learning about DV	Small groups of about 10 people comprising of women, men, and youth, meet and discuss the story in the	booklet	52 booklet clubs meeting once a week for at least 3 months	Transport Snacks and sodas for beginning meetings	Reaching out to about 520 people within the period who shall reach others within the community	CVs with support from LA staff
4	Story Cards	Create a tool for learning within small groups	Four to six cards that aid in telling stories about DV	At least 3 groups for each CV, i.e., youth, women, and men in separate groups to meet at least 2 times in all 26	zones	Transport for staff Story card development, artist and supplies	52 CVs meeting 5 people/group x 3 groups per CV i.e., 780 people	CVs with support from LA staff



# sample action plan

## Strategy: Local Activism

Phase: Three

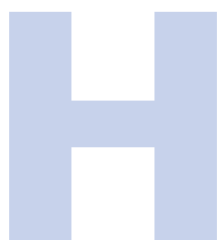
Date: 1 July to 31 December 2002

No.	Activity	Activity Objective	Brief Description	Timeframe	Resources Required	Outcomes/Indicators	Implementores	Monitoring Notes
5	Impromptu Discussion	Maintain the issue of domestic violence within the community	Spontaneous engagement of community members in discussions regarding DV. It could be in a bar, salon, market, butchery, etc.	As many as possible and ongoing within the 6 months from 15/7/02 to 31/12/02	Learning materials Staff CVs	At least 10 discussions held per week	All staff and CVs	
6	Public Event	Celebrate the community's participation and successes	Community members gathered together: Speeches, exhibitions and testimonies from people experiencing DV	Once during the 16 days of Activism 25/11/02 to 10/12/02	Venue Tents and chairs Sodas and snacks Learning materials Guest Speakers	Creation of a shared sense of achievement and progress within the community. Attendance of least 500 people	All staff	
7	CVs Sessions and Follow-up	Provide support to CVs to enable them to carry out their work effectively	An on-going support/training given to CVs twice a month (3hrs)	Twice every month from 15/7/02 to 31/12/02	Venue Transport for staff Stationery	Capacity of 52 CVs strengthened 12 sessions conducted	LA staff and Strengthening Capacity staff	
8	Domestic Violence Watch Group	Establishing new groups of people providing community-based support to women	New groups (5-10 people each) formed of men, women, and youth to participate in the prevention of DV	Each zone's CV to identify new people to form groups from August to December 2002	Venue for selection meeting and workshop. Stationery Refreshment Transport	Formed 8 DV watch Groups in the 4 parishes	LA staff	

## sample action plan

**Date:**  
**Agenda:**  
**Page: of**  
**Present:**

Agenda Item	Key Discussion Points	Decision/Action Required	Person Responsible	Timeframe	Monitoring Notes



## activity report

Activity.....

Completed

By/Department.....

Date and Time.....

Location.....

Attendance (number of people) .....

Learning Materials Distributed (type and number).....

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Objectives

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Successes

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Challenges

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Lessons Learned

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Follow-Up Needed (if any)

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■

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■

## strategy summary report

Phase:

Time Period:

Activity	Number of Times Carried Out	Location	Number of Materials Distributed (by type)	Number of People Reached

Departmental Summary

Major Successes

Major Challenges

Additional Information / Notes

## creating materials

### Guidelines for Creating Learning Materials

Designing learning materials can be fun and exciting; it need not be a daunting task. Review the sample learning materials in the Resource Guide. What do you notice about them? How do they portray women? How do they portray men? How do they address issues and relate to the viewers?

The following are several key ideas that can help you develop engaging, positive, and effective learning materials. You will also find suggested steps and a checklist to help you go through the process of designing materials.

### Key Ideas

#### Maintain the Dignity of the Characters

When creating learning materials about domestic violence, it is tempting to use images that show women being abused. While sometimes this may be necessary (particularly in booklets), this approach needs to be used carefully, if done at all. Avoid showing women in undignified positions (i.e., naked, laying on the ground, experiencing rape, etc.). Explicit images of acts of violence show women in powerless and exposed situations and, while it may accurately reflect reality, it is rarely effective in helping change people's attitudes. Similarly, avoid showing men being highly aggressive or violent, these are undignified portrayals of men. Women and men viewing explicit images such as these rarely want to identify with the characters or the issue that is being represented. Many people may feel ashamed to look at the image and, as a result, will either ignore it or make jokes to diminish feelings of shame and embarrassment. The use of explicit images can further marginalize the issue, keeping it taboo instead of encouraging people to discuss it. Try instead to maintain the dignity of the characters by showing women and men as reasonable and thoughtful characters who are able to make positive decisions.

#### Portray the Positive

When discussing violence, instead of telling people that violence is bad, show how non-violent resolution of conflict and non-violent relationships are positive. For example, instead of showing a picture of a woman being beaten that reads "Stop Domestic Violence", it may be more effective to show a picture of a woman and man sitting together discussing a problem with the male character saying "I respect my wife, we talk about our problems together. Do you?" Materials that portray the positive and role model respectful and alternative ways of thinking and behaving are more engaging and can help facilitate a process of change, more so than just showing the violence.

#### Help Viewers Engage

When viewers see themselves in the materials and characters, they are more likely to think about the issue and reflect on how it affects them. Materials that show 'regular' women and men will help more people identify with the characters. Avoid stereotypes. Take care in how you show the man who is being violent. Making this man into a 'monster' (i.e., making him very scary, ugly, or mean) will prevent men from identifying with the character. Showing a man who is not out of control or looking too crazy will help others identify with him and his behavior. Similarly, when showing women, try to make the characters look just like women in your community. Make them different ages and sizes, from different

## creating materials

economic levels, or having a disability. The characters should represent the range of people in your community.

### Avoid Blaming and Accusations

Learning materials should avoid blaming women or men for domestic violence. This does not mean that the issue of male responsibility for domestic violence should not be explored, but accusing men of violence and publicly shaming men in materials often only increases resistance and backlash. It is important to hold men accountable yet not to insult, demean, or demonize them. This will only make them defensive and unengaged.

### Get People Talking!

Materials that tell people what to think rarely have meaningful impact on the attitudes or behavior of their viewers. Try to make materials controversial, inject new ideas, ask questions, encourage people to think and feel something about the issue being portrayed. Don't be afraid to raise taboo or hidden topics; materials that tell people what they already know are rarely useful. Be willing to stir things up!

### Steps

1. With a small group (e.g., staff members, community volunteers/members, resource persons, etc.), brainstorm specific topics and issues you want to address in the material, record them on a flipchart.
2. Discuss the ideas as a group. Ask yourselves:
  - Which are most compelling?
  - Which are most appropriate for the audience?
  - Which should be avoided?
3. In a smaller group (no more than four), further discuss the group brainstorm and discussion. Decide which ideas are most appropriate for the current learning material. Make sure to save the other interesting ideas, as you may want to use them later.
4. With this smaller group, brainstorm images and words for the learning material. For many people, it helps to make pencil sketches (even of 'stick' people) to get a sense of what type(s) of image(s) you may use. Note: when designing booklets, you may choose to first develop a general outline of the story and then add detail and images after.
5. Once you have an idea, discuss it with an artist. Get her/his feedback on the design and layout. You may choose to show your pencil sketches. Note: when designing murals, you may want to show the artist the proposed site for the mural as this may affect the types of image(s) used.
6. Once you and the artist have discussed the learning material, ask for a pencil prototype. It is best to give the artist a general sense of what you imagine the material to look like before the pencil sketch is started, this can save lots of time later on. Give feedback on the prototype, and ask her/him to make the appropriate changes.
7. Pre-test the design with members of the primary audience (appendix K). Consider the suggested changes and incorporate feedback as you feel is appropriate. If the changes are significant, you may have to go through a second detailed pre-test.
8. Discuss the changes with the artist, and supervise through all stages of drawing. Make sure you check the final pencil design before the ink/color is applied. This can save considerable time and money!

## creating materials

**Learning Material Checklist****Content****Does your learning material:**

- ☐ raise a controversial or thought provoking issue?
- ☐ avoid telling people what to think and encourage people to think differently?
- ☐ avoid stereotyping?
- ☐ maintain the dignity of the characters?
- ☐ encourage viewers to think for themselves?
- ☐ avoid showing women as powerless victims?
- ☐ reinforce the concept of human/women's rights?
- ☐ encourage personal reflection?
- ☐ use characters and situations that viewers can identify with?

**Language****Does your learning material:**

- ☐ avoid blaming or accusations?
- ☐ use language that is informal and familiar to the community?
- ☐ have a design that is accessible to low-literate viewers?
- ☐ use language that is simple and straightforward?
- ☐ make thought provoking statements or questions to the viewer?
- ☐ keep language as non-technical as possible?
- ☐ respond to the reading level of the group you are reaching?
- ☐ use an attention grabbing caption, slogan, or question?

**Illustrations****Does your learning material:**

- ☐ use pictures of a scene and characters that community members can and want to identify with?
- ☐ show characters being active and thoughtful?
- ☐ use diagrams and pictures to enhance the information?
- ☐ use images to help low-literate viewers understand the ideas?

**Design****Does your learning material:**

- ☐ have organised information so that it looks appealing on the page (not too crowded or wordy)?
- ☐ have large enough writing to be read at a distance?
- ☐ use an attention grabbing caption, slogan, or question in a prominent place to help viewers get the main idea?
- ☐ use creative and easy to read fonts?
- ☐ avoid using all capital letters and underline?
- ☐ use bright and vibrant colors?
- ☐ use a consistent style?
- ☐ identify your organisation's contact information and logo?



## pre-testing materials

### Guidelines for Pre-testing Learning Materials

Pre-testing is done before final production and printing of materials to make sure its message and content is well understood by the audience that you aim to reach.

#### Steps

1. It is best to have two people conducting the pre-test, one to facilitate and one to take notes. If possible, it is a good idea to also have the artist present so s/he can hear comments first hand and clarify any points that are unclear.
2. Pre-testing can be done in single sex or mixed groups. If the group is mixed, make sure you encourage everyone to share their opinions. If the material discusses a very sensitive issue, it may be wise to have single sex groups and age specific groups as this might allow participants to speak more freely. This is especially true when discussing violence against women.
3. Gather a group of individuals whom the material is intended to reach. Explain that your staff/community members have made materials to be used in the community and you want to know how they are understood and if they will be effective. Stress to participants that there are no right or wrong answers.
4. Meet with participants in a quiet place and sit in a circle with the group. Talk with participants briefly to get to know them, if you do not know them already. This will make the group more comfortable and begin to build trust.
5. Remember that throughout the process you are trying to hear the real opinions of the participants, no matter what they have to say, and you are not just looking to hear statements that reinforce your own aims and ideas.
6. Ask participants to look at the learning material (e.g., poster, exhibition, booklet, etc.), and then ask open-ended questions to elicit their opinion. It is important that the questions you ask do not lead the participants to answer a certain way. For example, starting with the question "What do you like about the poster?" assumes that they do actually like the poster and influences them to answer positively. A better way to begin is to ask "What do you think about the poster?"  
Other common questions include:
  - What do you see in this picture?
  - What does the message/words mean to you?
  - What do you think about the characters?
  - What do you think about the message/words/language used?
  - What do you like about the material?
  - What don't you like about the material?
  - Is there any way we could make the images tell the story better?
7. It is important throughout the pre-testing that you remain objective and do not try to convince participants to have a certain opinion about the material. Try to listen to the comments, and resist making any comment or judgment about their opinion or ideas.
8. After the group has discussed the learning material, sit with your co-facilitator and the others who participated in the development of the material to discuss any changes that may be needed.
9. Remember that not all suggestions/comments must be incorporated, as sometimes they are a result of people's own perceptions or fears (e.g., not wanting to discuss violence openly, etc.). Instead, think through the ideas and decide on which you feel are important to respond to by making revisions. If major changes are required, you may need to do a second pre-test.

## DV info sheet

### What is Domestic Violence?

Domestic violence (DV) is physical, emotional, sexual, or economic abuse between intimate partners.

### Why does it happen?

DV happens because society values women less than men. As a result, those who abuse (usually men) feel that they are entitled to impose their will on women by whatever means necessary, including violence. DV continues to happen because, as a community, we remain silent.

### Who does it happen to?

Although both women and men can experience domestic violence, it happens much more frequently to women. It may be happening to your mother, sister, daughter, friend, colleague, or neighbor. Domestic violence happens in all kinds of homes – rich or poor.

Domestic violence is the responsibility of the person who is behaving violently or abusively. It is not the responsibility or fault of the person who is being abused. No one can force or provoke another person to be violent.

### Types of domestic violence

There are many types of domestic violence. Many of the types are not physical or cannot be noticed easily. This does not mean that they are less damaging or serious. All types of domestic violence

Physical	Emotional	Sexual	Economic
<ul style="list-style-type: none"> <li>■ pushing</li> <li>■ hitting</li> <li>■ slapping</li> <li>■ grabbing</li> <li>■ beating</li> <li>■ hair pulling</li> <li>■ kicking</li> <li>■ punching</li> <li>■ choking</li> <li>■ burning</li> <li>■ twisting arms</li> <li>■ use of a weapon</li> <li>■ banging head on the floor or wall</li> </ul>	<ul style="list-style-type: none"> <li>■ shouting</li> <li>■ swearing</li> <li>■ insults</li> <li>■ threatening violence</li> <li>■ humiliating</li> <li>■ embarrassing</li> <li>■ criticizing</li> <li>■ threatening to hurt the children</li> <li>■ locking her out of the house</li> <li>■ extreme jealousy</li> <li>■ threatening to leave</li> <li>■ constant questioning about her activities</li> </ul>	<ul style="list-style-type: none"> <li>■ forcing sex/marital rape</li> <li>■ unwanted touching</li> <li>■ grabbing sexual parts of her body</li> <li>■ making her do sexual things against her will</li> <li>■ coercion</li> <li>■ unfaithfulness</li> <li>■ inserting objects into her private parts</li> <li>■ refusal to have protected sex</li> </ul>	<ul style="list-style-type: none"> <li>■ withholding family finances</li> <li>■ stopping her from getting or keeping a job</li> <li>■ making her ask for money or an allowance</li> <li>■ demanding her earnings</li> <li>■ spending family finances independently without her consent</li> <li>■ preventing her from owning property</li> <li>■ not allowing her to have money</li> </ul>

### Women experiencing violence may show some of the following characteristics or behaviors:

- lack of self-confidence
- reducing or ending her participation in activities
- not wanting to see friends
- visible physical injuries
- making excuses for physical injuries
- sadness and loss of energy
- increased health problems
- heightened anxiety and fear
- loss of appetite or inability to sleep

### Children may experience violence directly or witness violence in the home. Children living in violent homes may show some of the following characteristics or behaviors:

- sleeping problems or nightmares
- problems in school
- clinging to mother or siblings
- increased violent behavior
- difficulty getting along with other children
- withdrawal from activities, play, or friends
- verbal abuse or talking back
- shyness
- oversensitive or easily upset

## DV info sheet

are unacceptable and are harmful to women. Here are a few of the most common types:

### Indicators of Domestic Violence

#### What are the consequences of domestic violence?

Domestic violence hurts us all. Women in abusive relationships cannot fully participate in community life. Their ability to share their energy, ideas, skills, talents, and opinions with their families, communities, places of worship, and in the political process is lost when their bodies and minds are consumed by domestic violence.

For an abused woman, violence results in health problems, sadness, isolation, a loss of self-confidence and income.

In families, domestic violence creates an unpredictable and frightening environment. Children learn to fear their fathers and worry about their mothers. Children growing up in violent homes learn that violence and aggression are acceptable ways of expressing emotions or resolving conflicts. These children are more likely to leave home and to commit acts of violence in their own homes as adults.

Our community also pays a high price for domestic violence. Businesses lose money due to 'sick days' and the ill health of female employees who are being abused. Substantial financial and human resources must be used for domestic violence intervention including law enforcement, health services, court and legal proceedings, and social services.

#### What can you do to prevent domestic violence?

Becoming informed about domestic violence is an important first step in addressing the problem. Learn as much as you can about the issue, and share your knowledge with others. When more people understand and refuse to accept domestic violence it becomes more and more difficult for the violence to continue happening.

- If you know a woman who is experiencing domestic violence, reach out to her. Let her know you are there for her and that you are ready to give her non-judgmental emotional support. Remember, she must make her own decisions about her life; do not try to force her to do anything. Guide her to services in the community that could help her.
- If you know a man who is violent toward his partner, find an appropriate time and talk with him about it. Do not ignore the problem. Ignoring it means you accept it. Share with him healthier ways of expressing emotions or dealing with conflict. Encourage him to use the services in the community that can help him. If he is reluctant to go, offer to accompany him. Make it clear to him that his violent behavior is his responsibility and that it is unacceptable.

#### You can also:

- Be aware of the indicators of domestic violence. If you notice them in a person, ask her about it at a private and appropriate moment.
- Talk about domestic violence with your friends, family, neighbors, and colleagues. With them, brainstorm what you can do to prevent violence.
- Role model and teach non-violent ways of resolving conflicts to your children.
- Show your children and others, by example, that violence is never acceptable.
- Raise the issue of domestic violence at your place of worship. Discuss ways in which the religious community can take action against violence.
- Commit to never using violence in your relationships.
- Contact your local organisations, and ask how you can help.



## conventions info sheet

### Women's Right's and the Conventions that Protect Them

#### What are Rights?

All human beings have rights. They are inalienable – which means they cannot be taken from you by anyone, including the government, law enforcement officials, doctors, religious leaders, your boss, members of your family, or your spouse.

#### Do women and men have different rights?

All human beings, women and men, have the same rights and freedoms. Some rights are specifically related to women, (e.g., rights related to sexual violence, pregnancy, and childbearing).

#### Do women and men have different responsibilities?

All human beings have the responsibility to protect and ensure the rights of others. No one, woman or man, has the right to deny or violate another person's rights.

#### Who has the responsibility to protect our rights?

International conventions hold governments accountable for protecting the rights of their citizens. However, all of us have a responsibility to respect and protect the human rights of others.

#### Why are there international documents on human rights?

After the terrible human rights abuses that happened during World War II, the Human Rights Commission of the United Nations (UN) drafted a Universal Declaration of Human Rights (UDHR). People from around the world contributed their ideas and beliefs to this document. The General Assembly of the UN adopted the UDHR in 1948. It describes the inalienable rights of all members of the human family. Since then, many more conventions have been written that describe human rights and the rights of particularly vulnerable groups, such as women.

#### What is a convention?

A convention is a document that defines human rights. It is a legally binding international agreement between countries. When a country ratifies a convention, it means that they agree to ensure that the rights described in the convention are enjoyed by all people in their country or jurisdiction.

#### What is the difference between a convention and a declaration?

Conventions are a part of international law and are legally binding to state parties. Declarations are non-binding but carry significant moral commitment and responsibility in the international community.

#### Which conventions relate to women?

The International Bill of Human Rights includes: the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social, and Cultural Rights (ICESCR). The African (Banjul) Charter on Human and People's Rights is the regional human rights convention that binds members of the African Union. All of the articles in these documents apply equally to women and men.

The Convention on the Elimination of All forms of Discriminations Against Women (CEDAW) offers the most comprehensive coverage of women's rights for both public and private spheres. The other documents that are important for women are The Vienna Declaration and Programme of Action, Beijing's Platform for Action and Declaration on the Elimination of Violence Against Women (DEVAW). DEVAW is the most comprehensive document on violence against women.

# M

## conventions info sheet

Below, common experiences women face are listed with references to the articles in various conventions and declarations that protect and promote their rights.

<b>Equality and Non-Discrimination</b>	
<p>■ No human being should be treated differently or have their rights denied because of their sex, race, color, language, religion, political opinion, national or social origin or other status. UDHR 2; ICCPR 2:1; ICESCR 3; Banjul 2</p>	<p>■ Women have the right to be treated equally under the law and to be protected by the law without discrimination. UDHR 7; ICCPR 14; Banjul 3; CEDAW 2c, 15:1; DEVAW 3d</p>
<p>■ All people have the same human rights and freedoms. These rights are inherent in all human beings. UDHR 1; Banjul 2</p>	<p>■ Women have the right to freedom of thought, conscience, and religion. UDHR 18; ICCPR 18; Banjul 8, 9</p>
<p>■ All human beings have the right to live in a world where their rights and freedoms are respected. UDHR 28</p>	<p>■ Women have the right to live without discrimination based on their sex. CEDAW 1, 2, 3; DEVAW 3e; Banjul 18:3</p>
<b>Work and Education</b>	
<p>■ Women have the right to work and to choose their job. UDHR 23:1; Banjul 15; ICESCR 6; CEDAW 11a</p>	<p>■ Women have the right to rest and leisure. UDHR 24; ICESCR 7d</p>
<p>■ Women and men are entitled to economic, social, and cultural rights that allow them dignity and freedom as individuals. UDHR 22; ICESCR 1</p>	<p>■ Women and girls have the same rights to all forms of education as men and boys. CEDAW 10</p>
<b>Participation</b>	
<p>■ Women have the right to participate freely in the cultural life of the community and to enjoy the arts and all the benefits of scientific progress. UDHR 27; CEDAW 13c</p>	
<b>Marriage</b>	
<p>■ Women have the same right as men to freely choose a spouse and not be coerced into a marriage. UDHR 16; CEDAW 16:1; ICCPR 23, 10:1</p>	<p>family planning services. CEDAW 12:1, 14:2b, 16:1e</p>
<p>■ Women have the same rights and responsibilities as men during their marriage. CEDAW 16:1</p>	<p>■ Women have the same rights as their partner to choose a family name and a profession. CEDAW 16:1g</p>
<p>■ Women have the same rights as men when a marriage ends. CEDAW 16:1c</p>	<p>■ Women have the right to own goods, land, and other property. UDHR 17; CEDAW 16h</p>
<p>■ Women have the same right as their partner to</p>	<p>■ Women have the same rights and responsibilities as men toward their children regardless of their marital status. CEDAW 16:1d, f</p>
<b>Violence Against Women</b>	
<p>■ Women have the right to protection from violence within the family. Banjul 18:3; DEVAW 2a</p>	<p>■ Women have the right to the highest attainable level of physical and mental health and the right to equal access to health services, including family planning. CEDAW 12; Banjul 6; DEVAW 3f</p>
<p>■ Women have a right to live free of physical, sexual and psychological violence in the family. DEVAW 2a</p>	<p>■ Women have the right to live without suffering, torture, or any form of cruel, inhuman, or degrading treatment or punishment. UDHR 5; ICCPR 7; Banjul 5; DEVAW 3h</p>
<p>■ Everyone has the right to life, liberty, and security of person. UDHR 2; DEVAW 3a, c</p>	
<b>What can you do to promote women's human rights?</b>	
<p>■ Educate friends, family, colleagues, and the community about women's rights and the conventions.</p>	<p>■ Respect the rights and dignity of all people.</p>
<p>■ Share this information sheet with others and discuss what you think about the conventions.</p>	<p>■ Lobby your elected officials to change the law to better protect women's rights.</p>
<p>■ Educate women that the violence happening against them is a violation of their human rights and international law.</p>	<p>■ Elect officials who understand human rights and will promote women's interests and equity.</p>
	<p>■ Volunteer your time and energy at your local human or women's rights organisation.</p>
	<p>■ Encourage the media to publicize human rights violations.</p>

Adapted from *The Rights of Women*, International Women's Tribune Center, 1995

## The Media's Importance in Shaping Public Perception

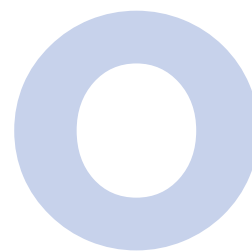
### Why does it matter how women are perceived?

- a) How women are perceived determines how they are treated.
- b) How women are perceived determines how they are valued.
- c) How women are perceived determines what resources are allocated to women.
- d) At a broad level, nation building means striving for a strong democracy. A strong democracy is an inclusive system that takes into account voices and priorities of every citizen, including women. Therefore, if we are interested in developing a stronger democracy, women's rights must be promoted.
- e) Women contribute significantly to the development of the country. If their voices and priorities are not heard or respected, we will continue to remain in a state of tension socially, economically, and even culturally.
- f) Our country (check applicability) has signed and ratified all major Conventions that articulate a vision of equality for women and promotion of women's rights. Even our Constitution affirms women's equality and acknowledges inherent rights that all individuals have, including women (check applicability).
- g) All of us live in communities that are affected if women's needs are ignored.
- h) All of us are in personal relationships with women who matter to us and, therefore, their rights matter to us all.

### As a journalist or editor why should you care?

- a) Media is a unique business. It influences the hearts and minds of people and, therefore, shapes people's perception of reality. As a result, it carries a special responsibility to exercise good judgment on how that power is used.
- b) If the role of credible media is to inform, educate, and entertain the public, then the members of the media have the responsibility to address issues that are of crucial importance to the public and objectively analyze their impact on our lives.
- c) As individuals, you are in highly privileged positions of influencing the perceptions of a large number of people. The way you use that power demonstrates your personal integrity and credibility as a serious journalist or editor.

## additional resources



**African Charter on Human and People's Rights.**  
Organisation of African Unity, 1981.

**Claiming Our Rights: A Manual for Women's Human Rights Education in Muslim Societies.**  
By Mahnaz Afkhami and Haleh Vaziri. Bethesda, MD: Sisterhood Is Global Institute, 1997.

**Convention on the Elimination of All Forms of Discrimination Against Women. (CEDAW)**  
UN General Assembly Resolution 34/180, 1979.

**Declaration on the Elimination of Violence Against Women.**  
UN General Assembly Resolution 48/104, 1993.

**Ending Violence Against Women: A Challenge for Development and Humanitarian Work.**  
By Francine Pickup. UK: Oxfam, 2001.

**Ending Violence Against Women.**  
By Lori Heise, Mary Ellsberg, and Megan Gottenmoeller. Population Reports Series L, No. 11. Baltimore, MD: Johns Hopkins University School of Public Health, Population Information Program, 1999.

**Games for Actors and Non-Actors.**  
Augusto Boal, London: Routledge Press, 1992.

**Gender Violence: A Development and Human Rights Issue.**  
By Charlotte Bunch and Roxanna Carrillo. New Brunswick, NJ: Center for Women's Global Leadership, Rutgers, 1991.

**In search of how people change – applications to addictive behaviors.**  
By James Prochaska, Carlo DiClemente, and John Norcross. American Psychologist, 47(9), 1102-1114. 1992.

**It's About Time! Human Rights are Women's Rights.**  
Amnesty International, New York: Amnesty International, 1995.

**Picturing a Life Free of Violence: Media and Communications Strategies to End Violence Against Women.**  
By Jenny Drezin (ed.), The United Nations Development Fund for Women, 2001.

**Rights of Women: A Guide to the Most Important United Nations Treaties on Women's Human Rights.**  
By Vicki J. Semler, Anne S. Walker, Leonora Wiener, Tina Johnson, Jane Garland Katz (eds). New York: The International Women's Tribune Centre, 1998.

**Safe and Secure: Eliminating Violence Against Women and Girls in Muslim Societies.**  
By Mahnaz Afkhami, Greta Hofmann Nemiroff, and Haleh Vaziri. Bethesda, MD: Sisterhood is Global Institute, 1998.

**Sexual and Domestic Violence: Help, Recovery and Action in Zimbabwe.**  
By Jill Taylor and Sheelagu Stewart. Harare: A. VonGlehn and J. Taylor with Women and Law in Southern Africa, 1991.

**Stepping Stones: A training package in HIV/AIDS, communication and relationship skills.**  
By Alice Welbourn. London: ActionAid, 1995.

**The Battered Woman Syndrome.**  
By Lenore Walker. New York: Harper Collins, 1980 (reprint).

**Theatre of the Oppressed.**  
By Augusto Boal. New York: Urizen Books, 1979. Republished New York: Routledge Press, 1982.

**"The Personal is Political," or Why Women's Rights are Indeed Human Rights: An African Perspective on International Feminism.**  
By Joe Oloka-Onyango and Sylvia Tamale. Human Rights Quarterly, Vol 17. No.4. Baltimore, MD: The Johns Hopkins University Press, 1995.

**Women and Human Rights: Basic Documents.**  
By J. Paul Martin and Mary Lesley Carson (eds.), New York: Center for the Study of Human Rights, Columbia University, 1996.

**Where there is no artist: Development drawings and how to use them.**  
By Petra Rohr-Rouendaal. London: Intermediate Technology Publications, 1997.

**Women's Rights/Human Rights: International Feminist Perspectives.**  
By Julie Peters and Andrea Wolper (eds.), New York: Routledge, 1995.



## game directory

Games are great icebreakers that can help loosen people up and inject fun and energy into activities. Games are especially useful in workshops, seminars and trainings.

### 1. Everyone who ...

Participants sit in a circle with enough space in the middle for people to move around comfortably. Have one less chair than the number of participants. One person stands in the middle and says "Everyone who \_\_\_\_\_" (e.g., is wearing red shoes, likes to dance, has a sister, is a woman, believes in women's rights, etc.). All the participants to whom the statement relates must leave their seat and find a new one. They may not stay seated or return to the same seat. One person will be left standing and that person will call out again "Everyone who \_\_\_\_\_." And the game continues.

### 2. Bippity, Bippity, Bop\*

Participants sit in a closed circle with one person standing in the middle. Participants must listen carefully to the person in the middle and react according to what s/he says. The person in the middle points at one participant and says one of three statements – each requiring a specific and immediate response from the participant whom they have chosen: (1) "Bippity Bippity Bop" to which the chosen participant must respond "Bop" before the person in the middle finishes speaking, (2) "Bop" to which the chosen participant should not respond at all, (3) "Make an elephant" to which the chosen person makes the trunk of an elephant (hand pointing down from nose) while the participants seated directly on each side of her/him must make elephant ears (participant on left holding left ear with left hand, participant on the right holding right ear with right hand). If any of the chosen participants do not respond correctly, they must go in the middle, and the game continues.

### 3. Follow the Leader

Participants sit in a circle and ask one volunteer to leave the room. While the volunteer is gone, the group chooses a leader. This participant is responsible for leading a series of actions that the other participants must follow (e.g., stamping right foot, waving a finger in the air, slapping thighs, snapping fingers, etc.). Once the leader has begun the actions, the volunteer is called back into the room. The leader must keep changing the action without being identified by the volunteer. The aim is to hide the identity of the leader, so other participants must be careful not to stare at the leader while copying the actions. The volunteer must stand in the middle of the circle and, based on participants' changing actions, guess the leader. Three guesses are allowed in a maximum time of two minutes.

### 4. Mingle!

Participants stand, making sure there is enough room for people to move around. The facilitator leads the group in a made-up tune singing "mingle, mingle, mingle" – any sing-song tune will do. Add hand movements or dancing to make it more fun. Participants should dance, sing, and mingle at the same time. Then, the facilitator calls out "Groups of \_\_\_\_" and names a number of their choice. The participants must form groups of the number called out. Members of each group should hold hands or link arms. Those without a group return to their seats. The number the facilitator calls out will depend on the size of the group. The facilitator should use small enough numbers so that they do not eliminate too many participants all at once. For example, if you have 15 participants and call for two groups of 6, that means three people will be eliminated. Continue the game until there are only two participants left.

### 5. Simon Says

Participants stand with an arms length of distance between them. The facilitator stands where all participants can see her/him and explains that participants have to do what, and only what, Simon Says. For example, if the facilitator says, "Simon Says put your hands on your hips," then participants put their hands on their hips. And so on.



## game directory

P

Participants should follow along and do the movements. If the facilitator says, “Snap your fingers,” but has not first said “Simon Says,” participants should not snap their fingers. If they do a movement that doesn’t begin with Simon Says, they must be seated.

### 6. Baa, Baato, Baato-Baato\*\*

This is a variation of Simon Says. The participants have to do as you say and NOT as you do. Demonstrate that when you say “Baa,” they must raise both their hands in front of them at 90 degrees (as if their fingernails are being inspected). If you say “Baato,” they have to raise both their hands above their head. If you say “Baato-Baato,” they have to drop both their hands by their sides. Practice a few times to make sure everyone understands the instructions. The aim of the game is to confuse players by saying one thing but doing another. So, you might say “Baa” but raise your hands above your head. Those who copy your action rather than follow the words have to sit down and are eliminated from the game. Thus, you might do and say the same thing for two or three motions and then suddenly throw in something different to catch the participants. The last person standing is the winner.

### 7. Sagadi Sagadi Saapopo\*\*

Ask the participants to stand in a circle around you. Explain that each person is going to create their own movement and others will copy them to the rhythm of the words ‘Sagadi Sagadi Saapopo’. Start by speaking those words in a song-like rhythm, and ask the participants to join in. Once the participants get the flow of the words, add a movement to the rhythm of the words that the participants have to copy (e.g., you could clap your hands, create a dance movement, or jump from one foot to the other). Be creative! After a few seconds, point to another participant who then moves to the middle and introduces a new movement, and so on until everyone has had a chance to share a movement with the group.

### 8. Silent Line Ups

Standing with sufficient space to move around, participants can be given a task to complete, for example, line up according to height, according to birthdays, according to age, etc. The tricky part is the participants are not allowed to speak to each other; writing is also not allowed. The participants have to communicate the necessary information to each other non-verbally. The facilitator may also put a time limit on the exercise to add an additional challenge.

### 9. Darling, I love you! \*

Participants sit in a circle. One person stands in the middle, approaches a participant, and, with whatever drama or style they choose, says “Darling, I love you, won’t you give me a smile?” The only restriction is that the person in the middle cannot touch the participant. If the statement causes the approached participant to smile, s/he must go in the middle and profess love to another participant. The aim of the person in the middle is to cause the approached participant to smile. Therefore, they may need to adopt a theatrical tone or silly strategy to break through the resistance.

### 10. Yea! Boo!

One person leaves the room as other participants think of a task they would like that person to do when s/he returns. For example, s/he could hop on one foot in the center of the circle, turn on a fan, hang up a flipchart paper, etc. When the person returns from outside, s/he must guess the task by trying different actions. If the action is similar to or part of the desired task, the seated participants say “yea!!” if not, they say “boo!!” The game continues until the chosen person has performed the desired task.

**11. Human Knot**

You will need between 10 and 15 participants. Stand in a circle facing each other. Each person then takes the hand of someone standing across from her/him in the circle. Do this with both hands making sure that no one is holding hands with a person right next to them or holding both hands of one person. Now, without letting go of hands, the participants must untangle themselves and reform the circle.

**12. Human Twister**

The participants form pairs and stand in a circle. If you feel the group may be uncomfortable, you may want to separate women and men into single sex pairs. The facilitator calls out configurations (i.e., right elbow touches left hand). The pairs must do this action and hold it while the leader calls out another configuration (i.e., right foot to the back of a left knee). Now pairs hold both actions while the leader calls out a third (i.e., head to head). Each pair tries to perform each configuration without letting go or releasing any of the previous configurations. If they cannot, they are out. Usually, the leader can call out three to five configurations before beginning again.

**13. Banana!**

This is a quick energizer game when participants need some movement and energy. The participants stand, and a leader calls out the letters in the word banana for the participants to form with their bodies. The leader will say "Give me a B," and each participant tries to form a B with her/his body. This continues for each letter. Alternatively, you can ask the whole group to form a collective B – participants will have to move around and arrange themselves in the shape of B A N A N A !

**14. Hokey Pokey**

All participants stand in a circle, sing the Hokey Pokey song, do the movements as called out by a leader. For example, "Put your right arm in, put your right arm out, put your right arm in and shake it all about. You do the hokey pokey and you turn yourself around, that's what it's all about!" All the different parts of the body are used. For the final round, participants can put their 'whole self' in and shake it all about!

**15. Pass the Squeeze**

With participants standing in a circle holding hands, the facilitator explains that their task is to pass a squeeze around the whole circle in a matter of seconds. The time will depend on the size of the group. Start with a number of seconds that can easily be accomplished and gradually challenge the group with a smaller and smaller number of seconds. To pass the squeeze, the facilitator or designated participant squeezes the hand of the person beside her/him. As soon as that person feels the squeeze, s/he squeezes the hand of the next person in the circle. When the squeeze reaches the last person, s/he yells out and timing stops.

**16. Blanket Name Game**

A sheet, kitenge, or blanket can be used for this game. Ask for two volunteers, one person to hold the blanket with you and one to keep score. Split the rest of the participants into two teams. Hold up a blanket like a wall between the groups. Each group will send one person forward to stand in front of the blanket. When both participants are in position, the blanket is dropped. The first participant standing at the blanket to say the name of the other wins and gets a point for her/his team. The scorekeeper can record the point on flipchart. The person who lost must join the other team. Then each team sends another representative up to the blanket, and the game continues. This game works well to break the ice with a group in which participants have been introduced but don't know each other well.

## game directory

# P

### 17. Mother and Child

Divide participants into two groups and send them to opposite ends of the room. Ask each group to stand in a line facing the other. Place a variety of 'barriers' (i.e., chairs, books, bags, etc.) in the space between them. Pair each participant with the person standing directly across from them on the other side of the room. Ask each person in one group to take turns making a sound for her/his partner. Each person should have a different sound. Once all the partners know their sound, explain that their task will be to close their eyes and cross the room using the sound of their partner as a guide. When all participants are ready, one group closes their eyes and the other begins making the guiding sounds. When all participants have reached the other side safely, have participants change roles and repeat the process.

### 18. Crocodile

Place a long piece of masking tape down the center of the room (you can also draw a line in the dirt if playing outside or just imagine a line). Explain to participants that one side of the line is the river and the other is the bank. The object of the game is to stay safe from a crocodile by either jumping on the bank or in the river. When the facilitator calls out "The crocodile is in the river," all participants will have to jump to the 'bank' side of the line. If the facilitator calls out "The crocodile is on the bank," the participants will have to jump into the river. The facilitator can make calls slowly at first and then get faster. Those who make the wrong choice are eaten by the crocodile and have to return to their seats. Once the participants get used to the game, you could drop the initial part of the sentence to just say "in the bank" or "in the river." The game continues until only one participant remains.

### 19. Musical Chairs

Place chairs in two rows with the backs of the chairs touching. There should be one less chair than the number of participants. When the facilitator plays music or begins clapping or singing, the participants should walk around the rows of chairs until the music stops. When the music stops, each participant must try to find a seat. One person will remain standing; they are 'out'. One chair is removed from the row and music/clapping begins again. The last participant in the game wins!

### 20. Going to the Market

Seated in a circle, one participant begins by saying "I went to the market and bought a mango." The next participant has to continue the shopping by saying, "I went to the market and bought a mango and bananas." The third participant continues the shopping by repeating the items of the first two and adding her/his own. Continue going round the circle. If a participant forgets an item purchased by one of the other participants, they are eliminated from the game. Continue until one person remains.

### 21. Fun Bag!

Often, in workshops, participants need short breaks to relax, have some fun, and re-energize. Before the workshop begins, brainstorm a list of nouns and write them on small pieces of paper. Put all the pieces of paper into a bag, called the 'Fun Bag'. The nouns could be anything (e.g., butterfly, fax machine, tea, fire, etc.). Be creative! On the first day of the workshop, explain to participants that anytime during the training anyone can shout "Fun Bag!" When a participant or the facilitator calls this out, one person is chosen to pick one piece of paper from the 'Fun Bag'. Without telling anyone what it says or using any words, that person must act out what is written on the paper. Participants have to guess within 3 minutes.

Add other games that you learn or know!

\* We learned this game from Connie Geerhart

\*\* We learned this game from Noel Camm



# Community Activism Course Strengthening Capacity to Prevent Domestic Violence

CAC

## Overview

The Community Activism Course (CAC) is a specific, systematic, and in-depth course to build the participants' capacity to prevent domestic violence. The course is designed to strengthen conceptual and practical skills. It spans the length of the project and includes intensive learning through three workshops over the course of 9 to 18 months. The groups most likely to go through the whole course are project staff, resource persons (i.e. health care providers, police, social welfare officers, etc.), community volunteers, and domestic violence watch group members. Special modifications for each of these groups are discussed, yet the core activities remain the same. In addition, the activities that make up the course can be used in short sessions with various groups involved in the project.

## Facilitating the Course

### What is participatory learning?

Participatory learning may be different from what you are used to; it is not usually used in schools and other conventional learning environments. Participatory learning has proven very useful for promoting social change and working with participants who may not be used to being students. Instead of the customary teacher-student relationship, participatory learning methodologies use a facilitator to guide the group process and encourage participants to take an active role in various activities and discussions. The group process taps into the wealth of experience that exists within participants and uses it for collective problem-solving and learning.

Conventional learning and participatory learning are both useful methodologies. The best method to use depends on the objectives of the process. This course is based on participatory learning. The following table summarizes some of the differences between participatory learning and conventional learning.

#### Participatory Learning

- values subjective experience
- participants and facilitator share power
- everyone contributes to the learning process
- based on mutual respect and collective responsibility
- aims to create safety during the learning experiences
- encourages risk taking and diversity of experiences
- values emotions as well as logical thinking
- values cooperation among participants
- encourages creative and critical thinking
- focuses on building skills that affect one's personal life

#### Conventional Learning

- values objective facts and knowledge
- teacher holds all the power
- teacher gives students information and knowledge
- based on fear of authority
- values obedience and 'good behaviour'
- focuses on correct answers and success
- values logical thinking and discounts emotions
- fosters competition between students
- values memory based learning
- usually focuses on imparting theoretical knowledge

### What is facilitation?

Participatory learning is facilitated, not taught. It involves using specific skills that enable participants to share, learn from, and use their experience to develop solutions to their situation.

Facilitation begins from the assumption that the participants are the experts on issues that have a profound effect on their lives and that everyone has valuable experiences and knowledge that will enrich the group. Thus, the role of the facilitator is to use her/his facilitation skills to help participants learn from

their own experiences, deepen their understanding of issues of importance to them, and find ways of applying their learning to their personal life.

### **What are facilitation skills?**

There are several important skills that a facilitator can develop and use to create a safe and dynamic learning environment. These skills are listed below with tips for how to use them.

#### ***a) Develop a relationship of trust with the participants:***

- Whenever possible, conduct group work while sitting in a circle, the way people do in informal discussions. Sitting behind desks or tables may intimidate some participants and create a competitive setting for others.
- Be respectful, honest, open, and friendly before, during, and after the process.
- Encourage and value all the participants' contributions.
- Establish an informal and comfortable atmosphere using your words and actions.
- Emphasize that you are learning and growing through the process as well. Avoid presenting yourself as the expert.
- Share openly the objectives of the process and address any expectations of participants have.

#### ***b) Structure the learning process in an understandable and meaningful way:***

- Think and plan ahead about how to facilitate each activity so that the participants can feel that you are a reliable and credible person.
- Keep time and negotiate any major schedule changes with the participants.
- Share the timetable. Explain the flow of the process and obtain agreement. Be willing to modify the schedule if the group suggests alternatives.

#### ***c) Enable the participants to share their experiences meaningfully:***

- Develop ground rules with participants at the beginning of the process to share responsibility for the outcome of the workshop.
- Create a safe way for participants to introduce themselves to the group at the beginning of the process and thus help them feel that they are members of the group. A fun activity often works well.
- Protect shy or vulnerable participants from being coerced into speaking, silence or revealing personal information inappropriately.
- Delegate some of the 'disciplinarian' roles to nominated members, such as time keeping, monitoring whether the workshop objectives are being fulfilled, etc.
- Ask open-ended questions that help participants expand on what they're sharing and that help the group broaden their discussions.
- Avoid pressuring participants or singling them out to share their views (i.e., calling on participants, when they are not ready, putting people on the spot, etc.). This may inhibit the participants and make them anxious about saying something wrong.
- Emphasize in words and actions that all contributions are valid. Build on and make links between participants' contributions instead of searching for 'right answers'.

- Clarify what participants contribute using gentle probing questions and by repeating back what you think is being said.
- Invite elaboration without embarrassing participants by using neutral questions, such as, "Can you say more?"
- Extract meaning from a set of contributions by summarizing them, thereby linking them to form a collective analysis.

**d) Intervene if you feel the group's objectives are being compromised:**

- Seek contributions from different participants if one or two of them are dominating the group.
- Have a private word with a participant if s/he is promoting an agenda for personal instead of collective learning or one that opposes the group's learning objectives.
- Focus the discussion if it is becoming diffuse and straying from the objectives of the workshop.
- Boost the energy of the group by introducing a game or a physical activity, especially if energy is low during a demanding discussion or the heat of the afternoon (appendix P).

**e) Create a learning environment:**

- During the workshops, hang all of the flipcharts in different parts of the room so participants can be surrounded by and visually reminded of all the discussions and activities.
- Summarize frequently and always summarize at the end of each activity to highlight the collective learning that has occurred.
- End each day with an overview of the day's discussions and, if appropriate, questions for overnight reflection.
- Begin each new day with an overview of the previous day's work and with an opportunity to contribute overnight reflections.
- Conduct an oral evaluation of the process and a written evaluation if appropriate. This allows the participants to come to a collective emotional and intellectual understanding of the process.
- Ensure, whenever possible, that participants have had an opportunity to think about what they will do practically with what they have learned.
- Discuss, if appropriate, what support the participants will need, and who from, to apply what they have learned.

Every time you facilitate a learning process, the participants are placing their trust in you and therefore placing on you the responsibility to be as effective as you can be. Becoming an effective facilitator is primarily about having respect for the participants you are working with. If you begin with that, then the rest will come with experience and practice. It is also important to believe in your ability to make a meaningful contribution to the development of the participants. Keep learning from each process you facilitate and, above all, make it fun!

**Recommendations**

- If possible, hold the workshops at a residential site a bit out of town to decrease interruptions. A physical distance from home responsibilities often deepens participants' involvement in a workshop.
- Choose the location carefully to make sure it can comfortably accommodate your group, has plenty

of wall space to hang flipcharts, and allows the participants to make a little noise.

- If cost is not prohibitive, we suggest that the group arrive the night before at the workshop location. This way, people can settle in and any transportation difficulties will not interrupt the agenda. On that first night, you could do the ground rules and expectations or you may decide to play games or watch a relevant video.
- For the staff workshops, you may choose to include staff of other NGOs who will be working closely with you on the project. If you choose to do this, make sure these individuals will have an ongoing relationship with the project and your organisation. Invite only those individuals who have a similar level of understanding of women's issues, rights, and violence so they do not hold back the group.
- Try to keep the total number of participants to approximately 25. This will allow you to manage the learning process more effectively.
- The course sometimes suggests evening activities. In general, consider using the evenings to do extra activities or discuss issues you were not able to take up during the day. On Day 2, you may want to plan a fun evening to help the participants relax after two hard days of work. You could watch a movie (a non-violent one!), play a fun game that involves the whole group, do skits, etc.
- The course sometimes suggests extra activities as alternatives for one particular time slot. Read through the objectives and descriptions for each of the activities suggested and decide which is best for the group you are working with.
- The CAC is for your reference only. Adapt it according to the needs and knowledge of your group. This and other workshops suggested in the Guide are organised in time blocks to help you estimate the time each activity will take. Of course, modify according to your own needs.

## CAC Activities

### Workshop 1: Understanding Domestic Violence

Activity No.	Title	Time
1.1	Introductions	1 hr 30 min
1.2	Women's Lives	2 hrs
1.3	Definitions and Types of DV	2 hrs
1.4	Personal Reflections on Types of DV	2 hrs
1.5	Closing Comments	10 min
1.6	Personal Stories	1 hr 30 min
1.7	Warm-Up and Review	30 min
1.8	Causes of DV – experiential games	2 hrs
1.9	Causes of DV – role-plays	2 hrs
1.10	Consequences for Women and Families	1 hr
1.11	Consequences for Women's Identity	1 hr
1.12	Consequences for the Community	1 hr
1.13	Taking Action	2 hrs
1.14	Masculinity	2 hrs
1.15	Closing Comments	10 min
1.16	Warm-Up and Review	30 min
1.17	Community Mobilisation (Project Staff)	2 hrs
1.18	Assessment Before Action	2 hrs
1.19	Developing Action Plans	2 hrs
1.20	Developing Action Plans (Project Staff)	2 hrs
1.21	Devising Support Mechanisms	1 hr
1.22	Review and Evaluation	1 hr

**Workshop 2: Human Rights Awareness**

<b>Activity No.</b>	<b>Title</b>	<b>Time</b>
2.1	Reconnecting	45 min
2.2	Sharing Experiences	45 min
2.3	Lessons Learned	2 hrs
2.4	Building Networks	2 hrs
2.5	Closing Comments	10 min
2.6	Personal Motivations	1 hr 30 min
2.7	Warm-Up and Review	30 min
2.8	Concept of Human Rights	1 hr
2.9	Identifying Women's Rights	1 hr
2.10	Gender-Based Analysis	1 hr 30 min
2.11	International Conventions and Rights	30 min
2.12	Cycle of Violence	2 hrs
2.13	Learning Through Drama	2 hrs
2.14	Closing Comments	10 min
2.15	Warm-Up and Review	30 min
2.16	Listening and Being Heard	1 hr
2.17	Roadblocks to Listening	1 hr
2.18	Listening Effectively	2 hrs
2.19	Revisiting Action Plans	1 hr
2.20	Review and Evaluation	1 hr

**Workshop 3: Advocating for Women's Rights**

<b>Activity No.</b>	<b>Title</b>	<b>Time</b>
3.1	Reconnecting	45 min
3.1	Sharing Experiences	45 min
3.2	Lessons Learned	2 hrs
3.3	Advocating for Women's Rights	2 hrs
3.4	Closing Comments	10 min
3.5	Relationships With Women	1 hr 30 min
3.6	Warm-Up and Review	30 min
3.7	Recognizing Women's Contributions	2 hrs
3.8	Advocacy Skills and Personal Qualities	2 hrs
3.9	Learning Materials for Advocacy	2 hrs
3.10	Closing Comments	10 min
3.11	Warm-Up and Review	30 min
3.12	Hot debate: Do we need to have a 'head of the household'?	2 hr
3.13	Advocacy Plans	2 hrs
3.14	Revisiting Action Plans	1 hr
3.15	Review and Evaluation	1 hr
3.16		



# CAC 1



## CAC Workshop 1: Understanding Domestic Violence

### Objectives

- Build solidarity and a collaborative spirit among participants.
- Strengthen understanding of domestic violence, why it happens, and its impact on women, men, families, and the community.
- Develop Action Plans.

### Timetable

#### Day 1

09.00 – 10.30	Activity 1.1	Introductions
10.30 – 11.00	Break	
11.00 – 13.00	Activity 1.2	Women's Lives
13.00 – 14.00	Lunch	
14.00 – 16:00	Activity 1.3 or Activity 1.4	Definitions and Types of DV Personal Reflection on Types of DV
End of Day	Activity 1.5	Closing Comments
Evening	Activity 1.6	Personal Stories (optional)

#### Day 2

08.00 – 08.30	Activity 1.7	Warm-Up and Review
08.30 – 10.30	Activity 1.8 or Activity 1.9	Causes of DV – experiential games Causes of DV – role-plays
10.30 – 11.00	Break	
11.00 – 12.00	Activity 1.10 or Activity 1.11	Consequences for Women and Families Consequences for Women's Identity
12:00 – 13:00	Activity 1.12	Consequences for the Community
13.00 – 14.00	Lunch	
14.00 – 16.00	Activity 1.13 or Activity 1.14	Taking Action Masculinity
End of Day	Activity 1.15	Closing Comments
Evening	Activity of Your Choice (optional)	

#### Day 3

08.00 – 08.30	Activity 1.16	Warm-Up and Review
08.30 – 10.30	Activity 1.17 or Activity 1.18	Community Mobilisation (Staff) Assessment Before Action
10.30 – 11.00	Break	
11.00 – 13.00	Activity 1.19 or Activity 1.20	Developing Action Plans Developing Action Plans (Staff)
13.00 – 14.00	Lunch	
14.00 – 15.00	Activity 1.21	Devising Support Mechanisms
15.00 – 16.00	Activity 1.22	Review and Evaluation

**Activity 1.1 Introductions (1 hr 30 min)****Objectives**

- Provide a safe opportunity for participants to get to know each other.
- Develop a common understanding of the work to be completed together.
- Begin the process of developing working relationships with and between participants.

**Preparations**

- Prepare a flipchart of the workshop timetable for Part C.

**Steps****Part A – Ice-Breaker (15 min)**

1. Stand in the middle of the room and ask the participants to sit in a circle around you.
2. Make sure the circle is large enough for people to move around within it.
3. Explain that you are going to complete the sentence 'Everyone who ...'. If the statement applies to a participant, s/he gets up and finds another seat. For example, if you say 'Everyone who is wearing shoes!', all the participants wearing shoes must find another seat.
4. You (the person in the middle) will rush to a seat as well, which means one of the participants will be left in the middle with no where to sit.
5. The new person standing in the middle now has to complete the sentence 'Everyone who ...' with a new description (e.g., wears earrings, has braids, has a sister, promotes women's rights, etc.). Continue playing until most participants have been in the middle.
6. You will find that the participants will run around for a seat and there will be laughter and friendly competition. This is a good game to ease initial anxiety and tension.

**Part B – Introductions (40 min)**

1. Before the workshop, make 50 cards (approx. 15 cm x 10 cm). Use pieces of paper if you don't have cardboard.
2. Write a name of an animal on each card (e.g., giraffe, lion, ostrich, cow, tiger, cat, mosquito, etc.). Remember you can use any animal including insects, birds, or fictitious animals from a story.
3. Lay the cards face up in the middle of the circle so participants can read them.
4. Ask each person to choose one card.
5. When everyone has chosen a card, ask participants to introduce themselves by telling the group their name, a little bit about themselves, and how they are similar to the animal they chose. For example, you could start the activity by introducing yourself, who you work for, and what you do there. Then share what you have in common with the animal that you chose. For example, "I chose a giraffe because I like to be able to see far and eat from treetops where there is less competition." Use a calm voice to build the participants' confidence and sense of humor.
6. When all the participants have introduced themselves, thank them for coming.

**Part C – Workshop Timetable (15 min)**

1. Display the flipchart of the workshop timetable (see preparations).

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- Carefully go through the schedule with the participants. Explain the objectives of the workshop and briefly describe what is planned, for each of the three days, to meet those objectives. This will help the participants know what to expect and how to pace their contributions.

### Part D – Ground Rules (20 min)

- Explain that, to be able to meet the objectives, it is important that as a group you jointly make some ground rules that will allow you to work together constructively.
- Ask for suggestions from the participants (e.g., one person speaks at a time, keep time, respect each other's views, all personal information shared is confidential, etc.).
- List these rules on a flipchart and keep them in a prominent place for easy reference throughout the workshop. You may want to keep this flipchart after the workshop to use the next time the group meets for training.
- Ensure that the rules foster fair power sharing and enable everyone to contribute their views.

### Activity 1.2 Women's Lives (2 hrs)

#### Objectives

- Deepen participants' reflection on violence in women's lives.
- Imagine a life free of violence for women and girls.
- Discuss characteristics necessary to create safer relationships and families.

#### Steps

##### Part A – Energizer (15 min)

- Start with a game to get the participants moving and ready for Part B (appendix P).

##### Part B – Visualization (15 min)

- Explain to participants that the first part of this exercise will last 5 minutes and involves relaxing, closing their eyes, and trying to imagine what you are saying.
- Speak in a slow and gentle voice.
- Ask participants to get comfortable, close their eyes, and concentrate on your words.
- Ask the participants to breathe in slowly and then to breathe out slowly to release tension in their bodies. Repeat these deep breaths three times to help participants relax.
- Ask participants to try to visualize in their mind what you are saying.
- It is important that you do not rush this visualization. Allow participants time during each pause to imagine what you are saying and connect with some of the associated feelings.
- When the participants are ready, begin the visualization by reading the following script. Read slowly. Pause briefly between each sentence and question. Where indicated, pause for a few extra seconds.

*"Imagine that it is early in the morning and, as usual, you are taking care of your family and things around the house. Observe who is around. Is anyone helping you take care of things in the home? Do you have enough money to buy the food for the family today? What are you thinking about? How do you feel in this house? (Pause)"*



*"You walk out of your house and are now in the street, seeing other people. You see a woman washing clothes. What is life like for her? Does her husband treat her well? (Pause)"*

*"You see a young woman on her way to work. She has a bruise on her face. How did she get that bruise? Does she have support from people around her? Who does she talk to about the violence in her life? (Pause)"*

*"You see a pregnant woman with three young children beside her. She looks sad and tired. Why do you think she is sad? How much say does she have in what happens to her? (Pause)"*

*"You continue to walk down the street. What do you see? Do you see women carrying buckets of water? Do you see women taking care of children? What are the women doing? How many different things do you see women doing that are unpaid? Do you see men? What are they doing? (Pause)"*

*"You see an old woman with wrinkled skin and grey hair. She is sitting on the ground begging. How did she get there? What is the story of her life? What has she been through? (Pause)"*

*"You see a young girl playing next to the old woman. She is wearing a torn dress and is sitting in the dirt. What will her life be like? What can she hope for in the future? (Pause)"*

*"Now, imagine that you travel forward in time. Imagine that your organisation or community has been working to prevent violence against women for some years, and the work has been well received. Women's rights are now being respected and their needs are being taken more seriously. There have been positive changes for women in the community."*

*"Remember the young girl in the torn dress who was playing next to the old woman. Imagine that you see her again, now grown-up. What is her life like as an adult? Is it similar to that of the women you saw earlier or is her life different? Have things improved? (Pause)"*

*"Look around in the community, what do you see? How are women treated differently as a result of the success of your work? How have women's lives changed? Take a few moments to imagine this. Think of the woman who was washing clothes. Remember the young woman with the bruised face. Think of the old woman begging. How will their lives have changed? Are they treated with respect? Do they have a say in their families? Are they able to make decisions for themselves? (Pause for a while to allow participants to imagine this in detail)."*

*"When you are ready, breathe in slowly and breathe out slowly, releasing tension in your body. Take two more deep breaths. When you are ready, slowly open your eyes and come back to the group."*

### **Part C – Discussion (45 min)**

1. On a large wall, stick up four sheets of flipchart side-by-side. Title the first one "Here" and the last one "There." Do not write anything on the two pieces of flipchart in the middle.
2. Ask the participants about the images they saw when they imagined the present day reality for women? Ask them to share feelings and circumstances of the women they imagined. Ask probing questions to bring out what women's lives are like in their community. Ask participants: "What does it mean to be a woman in your community?"

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3. Spend time discussing what the participants imagined and how it relates to the reality in which they live. Explore the following questions with participants:
  - Why are women poor?
  - Why do women suffer so much violence?
  - Do you see opportunities for women?
  - Who has most of the power in your community?
  - Are women valued?
4. Record key words from participants' contributions on the first flipchart entitled "Here" (e.g., poverty, violence, lack of choice, etc.). Explain that the flipchart entitled 'Here' represents what they imagined and know about women's current reality.
5. Next, ask participants to share how they imagined the future, once the community had started talking about women's rights and breaking the silence around domestic violence. How did they see women's experiences and feelings change?
6. Record keywords from their responses on the last flipchart entitled "There." Explain that the flipchart entitled 'There' represents their future hopes for women (i.e., equity, respect, power to make decisions, etc.).
7. After both the present reality and future hopes are recorded on the flipcharts, ask participants to spend a few minutes thinking about the journey from 'Here' to 'There'. Ask participants: "How do we get from our present reality to realizing our future hopes?"

### Part D – The Bridge from 'Here' to 'There' (45 min)

1. Draw a line from the flipchart entitled "Here," across the two middle flipcharts, to the flipchart entitled "There." Explain that this is the bridge that needs to be built to get from 'Here' to 'There'.
2. As a group, ask participants to brainstorm what is needed to build the bridge? How could we construct the bridge from 'Here' to 'There'? The bridge could include changes in the way women are viewed and valued or changes in the way resources are allocated in the community. It could involve activism and personal qualities of people who bring about the change, such as commitment, having a clear vision for the future, being focused on a goal, perseverance, and resourcefulness. Record participants' responses on the two sheets in the middle, above and below the line representing the bridge.
3. Discuss how the journey from 'Here' to 'There' requires the commitment and participation of everyone, particularly the people in this workshop. Discuss the importance of their position within the community and how the bridge would be hard to construct without their help.
4. Discuss the metaphor of all of you involved in the collective activity of building the bridge. Discuss what values could form the pillars the 'bridge' is built on. How long will it take to build the bridge in your community? What will be needed to build it? Who will be the key builders? How will you ensure it is built of solid materials and that it will be adequately maintained?
5. Ask participants to take a few minutes and write in their notebooks how they will personally get involved in building the bridge from 'Here' to 'There'.
6. Ask participants to get in pairs and share with their partners their thoughts. After ten minutes, ask the pairs to come back in the main group.
7. Ask each participant to briefly share their thoughts with the group.



### Activity 1.3 Definitions and Types of Domestic Violence (2 hrs)

#### Objectives

- Clarify what is meant by the term 'domestic violence'.
- Examine different types of domestic violence.
- Strengthen participants' understanding of domestic violence.

#### Steps

##### Part A — Group Discussion (15 min)

1. Ask participants to think about the term 'domestic violence'. What does it mean to them?
2. After two or three minutes, ask participants to share their ideas. Record their contributions on a flipchart.

##### Part B – Small-Group Definitions (60 min)

1. Divide participants into four small groups. Give each group a flipchart and a marker pen and ask them to discuss their ideas and create a simple definition of 'domestic violence'.
2. After about twenty minutes, ask the groups to come back and present their definitions to the other participants.
3. When each group presents, do not worry too much about which group's definition is right. Instead, focus on highlighting common ideas and key concepts about domestic violence. For example, domestic violence:
  - happens between intimate partners
  - causes pain that can be emotional as well as physical
  - violates the woman's dignity
  - is about power and control and not just poor management of emotions

##### Part C – Large-Group Definition (20 min)

1. From the common ideas and key concepts discussed, guide the group in creating one working definition of domestic violence that they can use for the rest of the workshop. The definition can be a list of the key concepts, one of the definitions already presented, or a formal definition created as a group.

**Tip** Writing a formal definition can be challenging to facilitate. If you choose to do this, ask open-ended questions to assist participants in creating the definition. Also, remember that the exact wording is less important than making sure the key ideas are included.

2. Discuss the key concepts about domestic violence to ensure everyone understands them.

##### Part D – Four Categories of Domestic Violence (20 min)

1. Introduce the idea that acts of violence can be divided into four categories:
  - Physical (hurts the body)
  - Emotional (hurts feelings)
  - Sexual (controls sexuality)

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- Economic (controls access to money, property, or resources)
- 2. Ask the participants to return to their four small groups. Give each group a flipchart and a marker pen. Assign each group one category of violence (appendix L).
- 3. Ask each group to list as many examples of violence as they can for their category. For example:  
Emotional violence: shouting, isolating, insulting, ignoring, glaring, humiliating, threatening, etc.  
Economic violence: taking all the earnings, spending all the family money on self, preventing someone from taking a job, denying inheritance, demanding bride price, etc.
- 4. After about 10 minutes, ask participants to come back to the main group and present their lists.
- 5. Discuss the lists as a group.

### Part E – Summary (5 min)

1. Summarize the work done during this activity.
2. Review the following key concepts:
  - Domestic violence occurs between people in intimate relationships.
  - There are four broad categories of domestic violence.

### Activity 1.4 Personal Reflection on Types of Domestic Violence (2 hrs)

#### Objectives

- Examine different types of domestic violence.
- Facilitate personal reflection on feelings provoked by domestic violence.

#### Steps

##### Part A – Four Categories of Domestic Violence (45 min)

1. Explain that in this activity the group will explore different types of domestic violence that occur and the complexity of violence between intimate partners.
2. Divide participants into four small groups.
3. Assign one category of domestic violence to each group:
  - Physical
  - Emotional
  - Sexual
  - Economic
4. Give each group a stack of cards or papers (approx. 15cm x 10cm) and ask them to take 15 minutes to brainstorm all the different acts of violence within that category. Participants should write each act on a different card.
5. When the participants are finished, ask them to hang their cards on the wall under a matching category heading. Ask each group to present their ideas to the other participants.
6. After each group presents, invite the other participants to ask questions or add any acts that were left out.
7. After a group discussion on each of the four types of violence, ask participants to look around the room at all the different kinds of violence perpetrated against women and connect with what that means to them. Pause for a few minutes for reflection.

**Part B – Personal Reflection (1 hour 15 min)**

1. Ask participants to choose one act from the cards stuck on the wall that happened to them personally or to someone they know. Give participants a few minutes to think about the event in detail. Guide them with some questions: When did it happen? What were the circumstances? What was the day like? What were they wearing? What time of day did it occur? Ask participants to think about the person who perpetrated the violence, to try to picture them at that moment. What did they look like? Invite participants to imagine the event as if they are watching it from above and to recall the experience in detail. Ask the participants to think about how they or the person being abused felt in that situation.
2. Allow a few minutes in silence for participants to continue reflecting.
3. Ask participants to work in pairs with the person on their right. Explain that one will be a sculptor and the other will be the sculpture/statue that the sculptor will make. The sculptor must turn the other person into a sculpture that represents the feelings that arise from violence. The sculptors can do this by shaping their partners' body posture, position, and facial expression to accurately demonstrate how they (or the woman they know) felt in the situation they were reflecting on. Participants should not talk. When the first set of sculptors feel satisfied with their sculpture, bring the group back together and ask them to share their sculptures with the rest of the group. After each sculpture is shown, brainstorm the feelings that the sculpture represents. List these feelings on a flipchart.

**Tip** You may not have time to discuss every sculpture in detail. Ask for participants who want to volunteer to demonstrate their sculpture. Ask the pairs, if appropriate, to meet after the session and finish their discussions.

4. If time allows, repeat the exercise so that the participants can reverse roles.
5. Conduct a group discussion about the feelings that arise from violence.

Be aware that this exercise may be too powerful for some participants. Do not pressure anyone to participate unless they want to. If a participant needs support, be prepared to listen after the activity.

**Activity 1.5 Closing Comments (10 min)****Objective**

- Review the day's work and emphasize key concepts.

**Steps**

1. Briefly review the highlights of each activity completed. For example:
  - getting to know each other and the discussing the objectives of the workshop
  - creating ground rules that will help guide the time together
  - discussing women's lives today and actions that can create a better future
  - creating a group definition of domestic violence
  - examining different types of violence that can happen between intimate partners
2. Briefly describe topics for Day 2:
  - the consequences of domestic violence for women, men, children, and the community



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- what can practically be done to begin making our homes and communities safer for women
- 3. Ask each participant to briefly share how s/he felt about the day.
- 4. Make any logistical announcements such as the start times for the evening activities and for Day 2.

### Activity 1.6 Personal Stories (1 hr 30 min)

#### Objectives

- Provide an opportunity for personal storytelling.
- Promote trust and mutual support between participants.
- Encourage a creative and committed spirit for advocating against domestic violence.

**Tip** Emphasize that the activity is optional and that, even if participants choose to attend, sharing personal information is not required.

#### Preparations

- If possible, collect one candle for each of the participants.

#### Steps

##### Part A – Creating a Safe Space (10 min)

1. Gather in an informal place where people can sit comfortably in a circle.
2. If you were able to get candles, switch off the lights and have one lit candle in the middle of the circle. Then give one candle to each of the participants.
3. Tell participants that this will be a chance for people to share true stories about domestic violence that have affected them and shaped their outlook on life. The stories do not have to be recent. They can be personal experiences or stories about neighbours, friends, or even strangers.
4. Explain that sharing an experience can sometimes help us cope with our feelings about that experience, help us understand what that experience meant to us, and clarify any action we want to take in response to that experience.
5. In a gentle manner, explain how the group can create a safe space for sharing:
  - Keep all information confidential.
  - Do not pressure anyone to reveal anything they are not ready to share.
  - Listen attentively.
  - When a person finishes speaking, have a short silence for reflection while the participant lights his/her candle.
  - Do not comment or give advice about somebody's story.
  - Limit your story to 5 to 7 minutes long so that many people get a chance to share.

##### Part B – Voluntary Sharing

1. Begin by sharing your own story. Guide the participants by your example. Speak with a clear, personal voice as if you are sharing a personal story with a friend. Keep your story focused and short (maximum 5 minutes).
2. At the end of your story, light your candle from the central candle and put it in front of you.



3. Invite participants to share their stories. Encourage them to discuss how their stories affected them personally.
4. Give each participant the choice and opportunity to speak.

### **Part C – Closure (5 min)**

1. Close the activity by emphasizing the following:
  - Violence affects everyone.
  - Violence often affects us in ways that we do not immediately understand.
  - We can become more empathetic and committed advocates for prevention of violence when we become aware of the violence that we have experienced or witnessed and how that violence has affected our lives and the lives of those we know and love.
2. Thank all the participants for sharing and listening.

### **Activity 1.7 Warm-Up and Review (30 min)**

#### **Objectives**

- Reflect on the previous days work.
- Emphasize the continuity of the learning process.

#### **Steps**

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask them to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1.
3. Ask participants if they have any comments or views about Day 1. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.

### **Activity 1.8 Causes of DV – experiential games (2 hrs)**

#### **Objectives**

- Identify the root causes of domestic violence.
- Explore how status impacts personal experience.

#### **Preparations**

- You will need a deck of cards for Part C.

#### **Steps**

##### **Part A – Creating Gender Lifelines (30 min)**

1. Divide the participants into two groups.
2. Ask both groups to discuss the lifelines of a girl and a boy starting from birth to 25 years old. They should think about how each sex is expected to behave, how s/he is treated, the importance and

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value placed on the individual, etc. For example, during childhood, the girl may be made to wear dresses, take care of younger siblings, do household chores, and may be expected to be quiet or even fed less compared to the boy.

3. Ask each group to record the life of a girl and then that of a boy on flipchart in five-year increments. Ask each group to draw three columns on the flipchart. Tell them to title column one "Age," column two "Girl," and column three "Boy." So, in column one, the first entry would be "0-5 years." In column two, there should be a description of the girl's life during these years. And in column three the same for the boy's life during these years.

### Part B – Discussing Lifelines (45 min)

4. Ask each group to present and discuss their work with the main group.
5. Discuss why there is a difference in the way we socialize girls and boys. Emphasize the point that **sex is determined biologically but gender is about social roles that the culture and community impose on individuals**. Explain that **the sex of a person is biological and fixed, but gender is social and can change. Sex is what we are born with; gender is what society teaches us**.
6. Discuss why this point is important. Emphasize that how we expect women and men to behave is socially developed and is not determined biologically. In this way, the culture in which girls and boys grow up determines their quality of life by the difference in opportunities it offers them. Explain that part of our work is to create awareness in our community that these different expectations and roles are unfair and impose unjust restriction on women. They arbitrarily assign women a lower status compared to men, as was seen in the gender lifelines and as will be discussed in the next exercise.

### Part C – Experiencing Pre-Assigned Status (10 min)

1. Ensure that everyone understands which playing card has the highest value in the deck and which has the lowest. For example, for many people the order of highest to lowest value may be King, Queen, Jack, 10, 9, 8, and all the way to 1 (Ace). For others, Ace has the highest value. Agree on the card value hierarchy to avoid confusion. Take out the Ace completely if it confuses people.
2. Shuffle the deck of playing cards and, while keeping the cards face down, walk around the circle and ask each person to choose one card at random.
3. Emphasize to participants that they should not look at the card they have chosen. They should keep it on their lap until everyone has a card. Ask participants to hold their card up to their forehead without looking at it. Everyone should now be able to see everyone else's card except her/his own.
4. Explain that when you clap your hands, participants have to get up from their chairs and mingle with each other. They should **not talk** but 'greet' others according to the 'status' of their card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
5. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
6. After a few minutes, ask the participants to go back to their seats still holding their card to their forehead.
7. Go around the circle and ask each participant to guess her/his card and explain the guess.

**Part D – Discussing Status (35 min)**

1. Ask participants to discuss how it felt to be treated on the basis of a random assignment of status.
2. Discuss how the game can represent real life in our families and the community.
3. Emphasize that as a community we generally tend to assign women a lower status than men (as demonstrated in the previous exercise using gender lifelines). Ask who in their community holds the 'high status cards' and who has 'low status cards'. Is this based on who they are as individuals or other things like sex, age, wealth, jobs, etc.? Ask participants: "Who holds the high status cards in the family?" Discuss the implications of their answers.
4. Emphasize that **domestic violence is usually perpetrated by a person of higher status against a person of lower status, usually man to woman or adult to a child.**
5. Discuss how domestic violence is a result of this difference in status.

**Tip** This discussion is important because many people claim that poverty or alcohol causes domestic violence. Poverty, alcohol, and many other things often listed as causes may be contributing to domestic violence, but domestic violence is most often caused by a difference in status between women and men. Remind participants that domestic violence happens in families that are rich or poor in which men drink alcohol or don't. These factors do not cause violence; instead, it is the lack of value and worth given to women. The idea that women experience domestic violence because society assigns low value and status to them is fundamental to how domestic violence will be approached in the community.

6. Explain that the purpose of the Project is to highlight the injustice of women's low status and begin changing community attitudes and behaviours that maintain women's low status. In this way, the promotion of women's rights and equity in relationships is a crucial part of the work of preventing domestic violence.

***Women's lower status in their intimate relationships  
is the root cause of domestic violence.***

**Activity 1.9 Causes of DV – role plays (2 hrs)****Objective**

- Identify factors that lead to domestic violence.

**Steps****Part A – Preparation of Role-Plays (45 min)**

1. Divide the participants into two groups. Ask each group to create a role-play that shows a situation where a man is abusing a woman. Ask participants to create the story using their own experiences or what they have seen in their own community.
2. Ask the first group to create a role-play from a woman's perspective, addressing the following type of questions:
  - Who is she?

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- What is her history?
  - Who supports her?
  - What do her parents say about the abuse?
  - What do people say to her when she is experiencing violence?
3. Ask the other group to create a role-play from the man's perspective, addressing the following type of questions:
    - How did he become violent?
    - What made him violent?
    - What do people say to him when he is being violent?
    - How does he treat other people?
    - How does he feel when he is being violent?
    - What is his life like, beyond the incidence of violence?
  4. It is important to emphasize the difference in perspectives from which the two groups are approaching the role-plays. Ask each group to truly imagine the perspective they are trying to portray. For example, the group role-playing the male perspective has to imagine what is going on inside the man they are portraying, not what they think he should do.
  5. Encourage both groups to think of real people they know or have seen experiencing violence. Give the groups time to discuss, create, and practice their role-play before coming back into the main group.

### Part B – Role Play 1 (20 min)

1. Ask the first group, portraying the female perspective, to act out their role-play.
2. Ask the audience to identify factors that made the woman vulnerable to violence from her partner. The participants may suggest the following:
  - The woman's community said nothing.
  - Her parents told her it was to be expected.
  - She was dependent on her husband for money.
3. Emphasize that, ultimately, the woman was vulnerable because the community assigned a low status to her and her worth as a human being. Emphasize also that the woman is not to blame for the violence committed against her.

### Part C – Break (15 min)

### Part D – Role Play 2 (20 min)

1. Ask the second group, portraying the male perspective, to act out their role-play.
2. Ask the audience to identify factors that contributed to the man being violent? The participants may suggest the following:
  - He felt entitled to do whatever he wanted to her.
  - He wanted to assert his authority where he could (i.e., over her).
  - He was angry and took it out on his wife.
  - Nobody stopped him.
  - He was drunk.



3. Explain that all of these ideas stem from the fact that he wanted to feel powerful and was attempting to feel this at the expense of someone he saw as less powerful than him. Emphasize that despite other factors that may be contributing to the man's frustration, ultimately he is responsible for his behaviour. Emphasize that men, like women, choose how to respond in different situations and that, no matter what, a violent response is never acceptable.

### Part E – Summary (5min)

1. Summarize the work by explaining the following:
  - Domestic violence occurs because men feel entitlement over women and because the community does not value women equally to men.
  - The difference in status between women and men is the root cause of domestic violence.
  - Poverty, alcohol, unemployment (and other such factors) may be the context of violence, but the difference in status between women and men is the root cause of domestic violence.
  - Men are socialized to feel entitled to have control over women, and many feel justified in demonstrating their power over women through violence.
2. Ensure that all participants understand these concepts. Explain that the work of the Project is to influence the nature of relationships between women and men by working to elevate women's status in the family and the community and by changing the perception that men's violence toward women is acceptable. The aim is to create equality between women and men, not having one sex dominating the other.

### Activity 1.10 Consequences for Women, Men and Children (1 hr)

#### Objective

- Enhance understanding of the consequences of domestic violence on women, men, and families.

#### Steps

##### Part A – Discussing Consequences for the Woman (20 min)

1. Read the story on page 281. Ask the participants if it is realistic and if similar things happen to women in their community. Modify or add things to the story if the participants have suggestions, without changing Philipo's violence against Limmy (e.g., change names to ones that are common in your community).
2. On a flipchart, write the title, "Consequences of Domestic Violence." Ask the group to suggest some consequences of domestic violence for Limmy. Ask questions that help participants think about how violence affects Limmy:
  - What are the short-term consequences for her living in this kind of relationship?
  - What are the long-term consequences for Limmy?
  - How did it make her feel about herself?
  - How did it make her feel about Philipo and their relationship?
  - How did it make her feel about her relationships with other people around her (i.e., friends and neighbours)?

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### Part B – Discussing Consequences for Men and Children (40 min)

1. Divide the participants into two groups.
2. Ask one group to discuss the consequences of violence on Philipo:
  - What are the short-term consequences for him living in this kind of relationship?
  - What are the negative consequences for Philipo?
  - How does it make him feel about himself?
  - How does it make him feel about Limmy?
  - How does it affect their relationship?
  - How does it affect his relationship with his children?
  - How does it make him feel about his relationships with other people?
3. Ask the other group to discuss how the children feel as a result of the violence against Limmy:
  - What are the short-term consequences for them?
  - What are the long-term consequences for them?
  - What do they learn about relationships from watching their parents?
  - How does it affect how they feel about their mother?
  - How does it affect how they feel about their father?
  - How does it affect their relationships with others?
  - How does it affect how they feel in their home?
4. Ask each group to record their discussion on flipchart. Bring the groups back together and ask participants from each group to share their thoughts. Emphasize that domestic violence has serious consequences on women, men, and children and significantly damages family relationships.

### Philipo and Limmy: A Story About Domestic Violence

(Modify this story to make it appropriate for your community.)

Limmy lived with her husband, Philipo, and her three children in a small house near the market. When they got married, Philipo paid dowry/bride price to her family and, from the beginning, expected Limmy to work hard to make up for it. He would often tell her that he had paid a good price for her so she better work and be a good wife, or else he would send her back and demand the money back from her family.

Limmy worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Philipo would often take the money that Limmy had earned at the market and go out in the evening. He would not come home until late, and, often, he would be drunk and start shouting at Limmy. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking, and to show the neighbours that he was the boss in his house. Many of their neighbours were afraid of Philipo and ignored Limmy. Limmy was too ashamed to talk with her family, friends or neighbours about Philipo. Although they would often see her with bruises on her face, they just kept quiet.



### Activity 1.11 Consequences for Women's Identity (1hr)

#### Objective

- Explore the effect of violence or threat of violence on personal identity.

#### Steps

##### Part A – Brainstorming Consequences for Women's Identity (15 min)

1. Discuss the idea of 'personal identity'. Identity is a set of ideas we hold about ourselves that helps us understand who we are, what our possibilities are, and how much value others attach to us.
2. Hold a group brainstorm on the consequences of domestic violence, or the threat of violence, for women's identity and daily lives and list all contributions on a flipchart.
3. Discuss how women have to hide parts of themselves because of violence or the threat of violence. This actual or threatened danger makes women live smaller lives. It makes women unable to be their full selves. Women must constantly calculate the threat of violence in their lives and modify their behaviour to try to remain safe, or safer. Women lose vibrant parts of themselves as they hide emotions and hopes, change behaviours, and fail to express opinions and feelings in an effort to protect themselves from abuse or violence.

##### Part B – Exploring Exposed and Hidden Identity (45 min)

1. Give each participant a small brown paper bag and have many magazines available for participants to look through and cut.
2. Ask participants to cut out images or words from magazines which symbolize the aspects of their identity they feel able to show as their public selves, with relative safety. Participants should paste these pictures or words on the outside of their paper bag.
3. Ask participants to cut out images or words from magazines which symbolize the aspects of their identity they have to hide or suppress because of violence or the threat of violence if they allowed these parts to be seen. Participants should paste these images on the inside of the paper bag.
4. If you choose to use this exercise in a mixed group, modify it appropriately to include men as well. For example, the context of men's lives may be the pressure they feel from peers and culture to behave in a certain way. For example, what parts of themselves do they hide as a result of the masculine roles they are supposed to maintain? What parts of themselves do they feel able to express and what parts do they feel they have to hide in order to 'be a man' as society defines it?
5. Ask each person to explain the images on the outside and inside of her/his bag. Ask participants to talk about how their lives and identities have been shaped by violence or the threat of violence.

### Activity 1.12 Consequences for the Community (1hr)

#### Objectives

- Deepen understanding of the impact of domestic violence on the community.
- Discuss specific consequences of domestic violence for the community and what could be done to prevent it.



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### Steps

#### Part A – Brainstorming Consequences for the Community (15 min)

1. Remind the group of Limmy's story (Activity 1.10).
2. Ask the participants: "What are the consequences of domestic violence for the community?" Write on flipchart the points that emerge from the discussion. Ask open-ended questions, such as:
  - How does the violence experienced by Limmy affect the community?
  - What kind of relationship did Limmy have with her neighbours?
  - What did it mean for the contribution and participation of Limmy and her children in community life?
  - What implications did it have for the health sector within the community?
  - What impact did it have on community resources such as social welfare services or the police?
  - What did Limmy's lack of access to her money mean for her business?

#### Part B – Preparing Mock Election Speeches (15 min)

1. Emphasize that domestic violence affects everyone in the community.
2. Divide the participants into three groups. Ask them to imagine that there is an election coming up in their local community and domestic violence is a big issue. Ask participants to work in their groups to develop a short speech (5 minutes) that explains to their audience that domestic violence is a problem and that it affects the entire community. The audience will be critical of what is being said, so each group has to work hard to convince their audience that domestic violence really does affect the community and why something needs to be done about it.

#### Part C – Presenting and Discussing Speeches (30 min)

1. Ask each group to present their speech. A volunteer may present the speech, but everyone in the group should ask questions from the 'audience' of participants. Join in and ask questions that may help the thinking process. Be willing to help the speaker if s/he is struggling.
2. Record on flipchart the main points of the arguments produced by the different groups.
3. Discuss the issues that came up in the speeches.

### Activity 1.13 Taking Action (2 hrs)

#### Objectives

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

#### Preparations

- Cut about sixty pieces of paper (approx. 20cm x 10cm) from flipchart for Part A.
- For Part C, prepare a short presentation of the project describing its objectives and main strategies. In your presentation, emphasize the following:
  - Your organisation is only one of the actors needed to prevent domestic violence and that all the participants and their institutions are also needed.
  - This workshop is the beginning of a partnership between participants and your organisation to work together to prevent domestic violence in the community.



### Steps

Modify this activity according to the types of participants (i.e., community members, professionals, etc.).

#### Part A – Identifying Ways to Take Action (45 min)

1. Briefly review the discussions of the previous activity and remind the participants that together you talked about how domestic violence affects the entire community. In this activity, you will think about what the community can do to prevent it.
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.
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 read their ideas, cluster similar idea papers 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 their colleagues' ideas, invite them to add more ideas 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. Emphasize 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 tomorrow's activity when they are making 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 (45min)

1. 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 (see preparations).
2. Allow time for questions and discussion.

#### Activity 1.14 Masculinity (2hrs)

##### Objective

- Understand how our concept of masculinity influences relationships between women and men.

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### Preparations

- Write the following questions on flipchart for Part B.
  - What do we understand by 'masculinity'?
  - How does our concept of masculinity contribute to domestic violence?
  - What are some of the pressures operating on men that contribute to our concept of masculinity?
  - How are men socialized to exercise power over women?

### Steps

#### Part A – Testing Perceptions of Masculinity (45 min)

1. Explain to the participants that you are going to play a game called "True or False."
2. Ask participants to place their chairs in the center of the room, half the chairs facing one way and the other half facing the other way. You should have a line of chairs in the center, facing away from each other. Ensure that there is one less chair compared to the number of participants.
3. Explain that you are going to turn away and start clapping. Ask the participants to start walking around the chairs, but when you stop clapping, they have to find a chair and sit down. Try this to make sure everyone understands; one person will be left standing.
4. Start the game. When you stop clapping and everyone sits down, read aloud one of the following statements (or create some of your own) and ask the person who is left standing to say "true" or "false." Others can ask the person to explain or elaborate their answer. After the person has responded to the statement, s/he becomes an observer.

Possible statements include:

- Men are better than women at making important decisions.
  - Men should always protect their wives and children.
  - Men and women can share equal responsibility in their relationships.
  - Women should obey their husbands.
  - Men should be tough and strong and never admit that they may be mistaken.
  - Women are too emotional.
  - Men are more logical than women.
  - Men should be the primary income earners of the family.
  - It is women's responsibility to raise children.
  - It is women's responsibility to cook and keep the house clean.
  - Men are more reliable and trustworthy.
  - Women tend to gossip and spread rumors when they get together.
  - A man should always know what to do and should never show his weakness.
  - A strong man protects his wife and children by imposing strict discipline.
  - It is good for a wife to fear her husband.
  - Men should be nice to their wives but only trust their male friends.
  - If a man is soft with a woman, she will always take advantage of him.
  - The man is the final decision-maker in the family.
5. Continue until all the participants have had an opportunity to respond to a statement.
  6. Discuss some of the ideas that emerged from the game. Explain that masculinity is a collection of beliefs about what a man should be and how he should behave. How we understand masculinity as

a society often determines how men behave in their personal relationships. The way men relate to women around them is influenced by the expectations that society places on them.

7. Discuss how the participants came to create the ideas of masculinity that emerged from the above game. Is this concept of masculinity fixed or changing? Should we be working deliberately to expand the possibilities for men and create a broader concept of masculinity?

### **Part B – Discussing Masculinity (40 min)**

1. Divide the participants into two smaller groups.
2. Display the flipchart of questions about masculinity that you prepared in advance (see preparations).
3. Ask each group to pick one or two of the questions as the focus of a group discussion. For example, one group may choose the question: What are some of the pressures operating on men that contribute to their concept of masculinity? In response, the group may discuss the responsibility of being the primary income earner when jobs are scarce or the emotional pressure of being the leader of the family when it is hard to know what to do.
4. After about 20 minutes, ask each group to share their discussions with the main group. Ask clarifying questions and allow opportunity for participants to comment or ask questions as well.

### **Part C – Rethinking Masculinity (35 min)**

1. Divide the participants into separate groups of women and men. Ask both groups to list the qualities of men they admire (e.g., good listener, admits when he is wrong, is kind, shares his feelings, etc.).
2. Discuss the ideas of both groups. Are there any differences between the women and men regarding the qualities that they admire in a man? What characteristics contribute to healthy and mutual relationships? Which contribute to inequality and violence?

### **Activity 1.15 Closing Comments (10min)**

#### **Objective**

- Review the day's work and emphasize key concepts.

#### **Steps**

1. Briefly review the highlights of each activity completed. For example:
  - reviewing the day before and objectives for today
  - looking at consequences of domestic violence for women's lives
  - looking at consequences of domestic violence for the community
  - looking at what the community can do to prevent domestic violence
2. Briefly describe topics for Day 3:
  - what staff, community volunteers, professionals, etc. can do to help
  - how to get involved
  - what support participants will need
3. Ask each participant to briefly share how s/he felt about the day.
4. Make any logistical announcements such as the start times for the evening activities and for Day 3.

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### Activity 1.16 Warm-Up and Review (30 min)

#### Objectives

- Reflect on the previous day's work.
- Emphasize the continuity of the learning process.

#### Steps

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask them to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1 and 2.
3. Ask participants if they have any comments or views about the work. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.

### Activity 1.17 Community Mobilisation (2 hrs) (for Project Staff)

#### Objectives

- To develop a common understanding of what is meant by community mobilisation.
- To identify essential components of an effective community mobilisation project.

#### Steps

##### Part A – Defining Community Mobilisation (20 min)

1. Begin by asking the participants to consider the work they did in Activity 1.2: Women's Lives, and the subsequent group discussions.
2. Ask them to take a few minutes individually to consider what they understand by the words 'community mobilisation.' Ask: what does community mobilisation involve?
3. Ask them to write down their thoughts in their notebooks.
4. After about five minutes, ask them to share their thoughts in the main group.
5. Discuss the ideas being shared as a group. Some of the key concepts they share may include:
  - Introducing ideas in the community that allow as many people as possible to cross the bridge from 'Here' to 'There' (Activity 1.2).
  - Inspiring as many community members as possible to take action.
  - Developing a collective response by persuading decision-makers, as a group, to focus their attention on the issue.
  - Developing a sense of collective responsibility within the community about the issue of domestic violence and develop a will to come up with an effective response.
  - Strengthening the capacity of a wide range of people to take action.
  - Developing mechanisms that address domestic violence on an ongoing basis.
6. Ensure everyone is clear about the concept and understands what is meant when you say your organisation is involved in 'mobilising the community to prevent domestic violence'. If you need additional information, you may want to refer to the Introduction of the Resource Guide (page 13).



### Part B – Identifying Components of Effective Community Mobilisation (25 min)

1. Divide the participants into two smaller groups. In their small groups, ask them to identify and discuss the essential components of effective community mobilisation.
2. Discuss each group's ideas in the main group. Emphasize the following points:
  - The ideas for community mobilisation have to be compelling and make intuitive sense. Community members can immediately see the validity of what you are saying, even though they might not be ready to respond to it in their actions.
  - The ideas have to be based on sound and broadly agreed-upon principles that can be clearly articulated (e.g., based on a human rights framework).
  - Community mobilisation initiatives must be aimed at engaging a broad cross-section of the community so that the issue is not marginalised.
  - Community mobilisation initiatives must be aimed at institutionalizing ideas that are being introduced. It is important that the work you do is integrated into the operational mechanisms of the major institutions of your community (e.g., police, health sector, religious centers, local governance policies, etc.) if its effects are to remain beyond the life span of your Project.
  - Community mobilisation initiatives need a coordinating agent that operates with commitment, credibility, and creativity. Forces that move a community rarely fall together randomly. The work requires a strategic, organizing force with a clear goal (such as your organisation) to bring it about.
3. Summarize by reiterating that these ideas you have emphasized (that may have also been raised by the small groups) are the essential components of effective community mobilisation.

### Phased Approach to Preventing DV (1 hr 15 min)

#### Objectives

- Increase the understanding of the process of behavior change.
- Emphasize the connection between individual behavior change and the process of facilitating social change.

**Tip** For more information about the topic of this activity, see (page 15).

#### Preparations

Write the following on a flipchart:

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

**Tip** For an example of the stages of behavior change, see appendix C. You may also want to use the illustration of behavior change, page 16.

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### 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. 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)

1. Explain that just as an individual goes through a process of behavior change, so does the community. The approach of the Project will be to support 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 page 288, 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 specific change at an appropriate time. The phases can provide structure and general guidelines for the Project.

### 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



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domestic violence to ensure their sustainability, continued growth, and progress. This phase corresponds to **maintenance** in individual behaviour change.

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 any concerns staff may have.

### Activity 1.18 Assessment Before Action (2 Hours)

#### Objective

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

#### Preparations

- Write the following discussion questions on flipchart for Part B:
  - Are people in your workplace/community sensitive to the issue of domestic violence and how it affects the community?
  - Among your colleagues/community members, is there awareness of and capacity for how they can contribute to preventing domestic violence?
  - What needs to happen in your workplace/community before others will take your ideas seriously?

#### Steps

##### Part A – Brainstorming About the Workplace/Community (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 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 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
3. Ask the participants to share key points of their discussions in the main group. Emphasize 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 Workplace/Community (90 min)

1. Display the flipchart with the three discussion questions (see preparations). Explain that the discussion questions are analytic tools to prepare for developing their Action Plans about what they can do at their own workplace (ToRP) or within the community (CV or staff). 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 can be achieved. Ask them to record the main ideas of the discussion on flipchart.
4. Discuss each smaller group's work in the plenary group.

### Activity 1.19 Developing Action Plans (2 hrs)

#### Objective

- Assist the participants in developing a preliminary Action Plan for their workplace (ToRP), or community (CV, DV Watch Groups).

#### Preparations

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

- For CVs, you may choose to consult the Resource Guide for ideas.
- For the ToRP, you may prepare notes on activities such as video shows, meetings/seminars with their colleagues and supervisors, outreach within their workplace, forming a group of colleagues to discuss relevant issues regularly, reviewing operational policies, researching ways of improving services to women, developing client protocols, doing community outreach, developing materials, etc.
- Make copies of the Action Plan sheet for each participant (page 28).

#### Steps

1. Spend time explaining and clarifying suggested activities. (30 min)
2. Hand out the Action Plan sheets (page 28) and carefully review each section to explain what information should be filled-in and where (appendix E). Allow participants an opportunity to ask clarifying questions. (15min)
3. Ask the participants to go back to the same groups they were working in for Activity 1.18 to fill-in the sheets. Ask them to carefully discuss the activities they are planning and to review their ideas from Activity 1.13. They should pay particular attention to whether their plan is realistic and if there are sufficient resources to implement it. (45 min)
4. Ask each group (who will work together to implement their ideas) to present their plan. Discuss each presentation and ask the other participants to comment and offer critical feedback. Assure each group that you will work individually with them to finalize the plan after the workshop. (30 min)

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### Activity 1.20 Developing Action Plans (2hrs) (Project Staff)

#### Objective

- To assist Project staff develop a preliminary Action Plan.

**Tip** For detailed guidelines on how to create Action Plans see appendix E and page 26.

#### Preparations

- Before the workshop ask participants to prepare a list of activities that their department/strategy would like to conduct as part of Phase 1. They can use their own experience and ideas from other colleagues as well as the Resource Guide to help them come up with the list of activities.

#### Steps

- Hand out the Action Plan sheets (page 28) and carefully read through the headings and explain what information should be filled into each column (appendix E). Allow participants an opportunity to ask clarifying questions. (15 min)
- Ask participants to meet with the other people working on the same strategy, if applicable. Ask them to complete one Action Plan for the strategy. Encourage them to carefully discuss the activities they are planning. They have to pay particular attention to whether their plan is realistic and if there are sufficient resources to implement it. (45 min)
- Ask each individual/team to present their plan. Discuss each presentation and ask the other staff members to comment and offer critical feedback. Assure each group that you (or the project's coordinator or leader) will work individually with them to finalize the plan after the workshop. (60 min)

### Activity 1.21 Devising Support Mechanisms (1hr)

#### Objective

- Assist participants in developing practical ways to support them while implementing their Action Plans.

#### Steps

##### Part A – Identifying Support Needed (30 min)

1. Begin by recognizing 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
  - Institution/Employer/Supervisor (for ToRP)
  - (Name of your Organisation)



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 Plans.

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 my activities, learn more about what motivates me, learn to share how I am feeling, 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, plan joint activities, etc.
- Institution/Employer/Supervisor: provide opportunity to develop knowledge and skill, departmental endorsement of the Action Plan, resources to implement activities, recognition and encouragement, legitimacy, weekly meeting with supervisor/colleagues, etc
- (Name of your Organisation): training, feedback, analytic tools, ongoing support, learning materials, co-facilitation of activities, exposure to journalists, contacts that can facilitate work, monitoring assistance, etc.

### **Part B – Sharing Ideas About Support Mechanisms (30min)**

1. Ask one or two people to share their thoughts about the support they need and ask others to add their ideas.
2. Facilitate a discussion regarding how important ongoing support is for implementation.
3. Affirm your organisation's 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 individually or it could mean a more detailed discussion of how and when you will continue support from here.
4. If your schedule allows, invite participants to visit you at your office between agreed meeting times if they need assistance.

### **Activity 1.22 Review and Evaluation (1hr)**

#### **Objectives**

- Allow participants to reflect on and assess the workshop.
- Bring closure to the process.

#### **Steps**

##### **Part A – Evaluation Form (30 min)**

1. Using the workshop schedule, summarize all the work you did together.
2. Hand out the evaluation forms and ask participants to fill them out. Remind them the forms are anonymous and that you would appreciate honest feedback.

##### **Part B – Group Discussion (30 min)**

1. Ask a participant to collect the sheets and put them in an envelope to protect confidentiality.
2. Ask each participant to take five minutes of quiet time and think about how s/he experienced the

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workshop. Participants may want to review their notes and workshop schedule. They can also think about the following questions:

- What did they learn?
- Which activities did they like?
- Is there anything that they would have preferred to happen differently?

3. Invite each participant to share her/his experience of the workshop.
4. Ask each participant to end their contribution by identifying one thing that they learned and will apply in her/his everyday life.
5. Provide opportunity for any other comments.
6. Thank them for participating.
7. Make logistical announcements about follow-up meetings and support.
8. Number and keep all the flipcharts and, soon after the workshop, document and share the process. See page 297 for suggestions.
9. Take a group photo!

## Evaluation Form

### CAC Workshop 1: Understanding Domestic Violence

Venue:

Date:

**Please tick the appropriate column.**

A= Excellent

B= Very Good

C= Fair

D= Poor

#### 1) Activities

Activity No	Title	A	B	C	D
1.1	Introductions				
1.2	Women's Lives				
1.3	Definitions and Types of DV				
1.4	Personal Reflections on Types of DV				
1.5	Closing Comments				
1.6	Personal Stories				
1.7	Warm-Up and Review				
1.8	Causes of DV – experiential games				
1.9	Causes of DV – role-plays				
1.10	Consequences for Women and Families				
1.11	Consequences for Women's Identity				
1.12	Consequences for the Community				
1.13	Taking Action				
1.14	Masculinity				
1.15	Closing Comments				
1.16	Warm-Up and Review				
1.17	Community Mobilisation Project staff				
1.18	Assessment Before Action				
1.19	Developing Action Plans				
1.20	Developing Action Plans (Project Staff)				
1.21	Devising Support Mechanisms				
1.22	Review and Evaluation				

#### 2) Facilitation

a) Please evaluate the overall facilitation of the workshop using the same letters as above ☐

b) Which activity did you find most useful?.....  
Why?.....

c) Which activity did you find least useful?.....  
Why? .....

d) Any other comments about facilitation? .....

#### 3) Venue Please comment on the suitability of the venue.

Location.....

Accessibility.....

Service/Accommodation.....

#### 4) Any other comments? .....

# workshop report



## Workshop Report

Documenting and sharing a summary of the group's process with the participants is important. It helps them remember what they have learned, supplements their notes, and offers you an opportunity to analyze collective learning and emphasize key concepts.

The following is a guideline for the format and content of the Workshop Report.

**Title:** Name of the workshop

**Subtitle:** Describe where, when, and with whom the workshop was held.

**Objectives of the Workshop:** Insert from workshop schedule.

**Schedule:** Insert the actual schedule of how you used the time (which may have changed from the planned schedule).

**Contents** (activity-by-activity summary): For each activity, include the title, objective(s), and a summary (type up the notes from the flipcharts while editing for clarity and relevance). During the workshop you may want to number the flipcharts as you use them, so at the end you can organise them in sequence. Remember not to report personal or confidential information.

**Evaluation:** Brief summary of the oral feedback and evaluation forms from the participants.

**Analysis and Lessons Learned:** Emphasize key points that emerged in the discussions and some of the challenges that were shared. Include lessons learned from the process as well as the as practical information that may be important to the participants.

You may also choose to attach a list of participants with their contact information, any handouts given during the workshop, and any additional information that the participants or other readers may find useful (e.g., date/place of next meeting, photocopy of a group photo, etc.).

Note:

- Try to write up the report soon after the workshop so that the process is still fresh in your mind.
- Try to keep the report brief and focus on key points. You do not have to describe everything that happened, just things that will help the reader gain a sense of what was learned in each activity.



## CAC Workshop 2: Understanding Domestic Violence

### Objectives

- Deepen understanding of the concept of human rights.
- Identify and practice listening skills needed to promote women's rights.
- Review and update Action Plans for ongoing work.

### Timetable

#### Day 1

09.00 – 09.45	Activity 2.1.	Reconnecting
09.45 – 10.30	Activity 2.2	Sharing Experiences
10.30 – 11.00	Break	
11.00 – 13.00	Activity 2.3	Lessons Learned
13.00 – 14.00	Lunch	
14.00 – 16.00	Activity 2.4	Building Networks
End of Day	Activity 2.5	Closing Comments
Evening	Activity 2.6	Personal Motivations (optional)

#### Day 2

08.00 – 08.30	Activity 2.7	Warm-Up and Review
08.30 – 09.30	Activity 2.8	Concept of Human Rights
09.30 – 10.30	Activity 2.9	Identifying Women's Rights
10.30 – 11.00	Break	
11.00 – 12.30	Activity 2.10	Gender-Based Analysis
12.30 – 13.00	Activity 2.11	International Conventions and Rights
13.00 – 14.00	Lunch	
14.00 – 16.00	Activity 2.12	Cycle of Violence
	or Activity 2.13	Learning Through Drama
End of Day	Activity 2.14	Closing Comments
Evening	Activity of Your Choice	(optional)

#### Day 3

08.00 – 08.30	Activity 2.15	Warm-Up and Review
08.30 – 09.30	Activity 2.16	Listening and Being Heard
09.30 – 10.30	Activity 2.17	Roadblocks to Listening
10.30 – 11.00	Break	
11.00 – 13.00	Activity 2.18	Listening Effectively
13.00 – 14.00	Lunch	
14.00 – 15.00	Activity 2.19	Revisiting Action Plans
15.00 – 16.00	Activity 2.20	Review and Evaluation



## CAC 2

### Activity 2.1 Reconnecting (45 min)

#### Objectives

- Reconnect as a group.
- Emphasize the continuity of the learning process.

#### Preparations

- Prepare a flipchart of the workshop timetable for Part B.

#### Steps

##### Part A – Ice-Breaker (20 min)

1. Begin by welcoming participants to the second workshop in the series of three workshops.
2. Acknowledge new participants to the group, if any.
3. You already know each other, so this exercise will help participants to reconnect with each other.
4. Ask participants to choose a food (or ingredients of a dish) that represents them and share it with the group. This is meant to be a light-hearted introduction that helps the participants relax with each other. For example, a participant might say, “I am like water. I am essential for life, but I can also carry harmful microorganisms that can cause diseases. I have many uses, but if you are careless with me, I can be dangerous.” Another may say, “I am like the spices in food. I sometimes seem invisible, but my effect is felt everywhere.” Encourage the participants to get creative!
5. When participants have introduced themselves, play a game to release the initial anxiety that participants may have at the beginning of the group process. Choose your own game, one of the participant’s, or see appendix P for ideas.

##### Part B – Workshop Timetable (15 min)

1. Display the flipchart of the workshop timetable.
2. Carefully go through the schedule with the participants. Explain the objectives of the workshop and briefly describe what is planned, for each of the three days, to meet those objectives. This will help the participants know what to expect and how to pace their contributions.

##### Part C – Ground Rules (10 min)

1. Remind the participants of the ground rules you made together in the first workshop. If you have the ground rules flipchart, use that again. If you don’t, re-write the ground rules from your notes.
2. Ask the participants if they want to add or modify any of the rules.
3. Ensure that the rules foster fair power sharing and enable everyone to contribute her/his views.

### Activity 2.2 Sharing Experiences (45 min)

#### Objective

- Learn about each participant’s experience of implementing her/his Action Plan.



### Preparations

- Ask each participant to prepare a short (5-7 minutes) presentation to share with the rest of the group about their experience of implementing her/his Action Plan since the last workshop. The presentations could include:
  - objectives
  - important achievements
  - any challenges or problems
  - lessons learned from their experience

### Steps

1. Explain that before moving forward, it is important to share the experiences that each participant has had implementing their Action Plan and working to prevent domestic violence in the workplace/ community.
2. Listen to the presentations.
3. After each presentation, invite other participants to ask questions and make comments. Ensure the participants focus on the key points listed above. Ask clarifying questions and request more information to help other participants understand the presenter's work.
4. Continue sharing experiences until all the participants have had an opportunity to talk about their work. This activity is likely to take more than 45 minutes. You may choose to use some of the time allocated for Activity 2.3.

### Activity 2.3    Lessons Learned (2 hrs)

#### Objective

- Identify lessons learned from implementing Action Plans.

#### Steps

1. Divide the participants into smaller groups of four or five (cluster participants from same or similar workplaces or residential areas) and ask them to identify five key lessons learned based on all the presentations.
2. Once they have identified the key lessons learned, ask them to design a poster or any other learning material that will help them communicate these lessons learned to future workshop participants. For example, health sector workers may develop a poster that reads "If you want to prevent violence in your workplace, get your supervisor involved, sensitize your colleagues, develop posters for your department, suggest practical things your colleagues can do!" Provide flipchart, marker pens, crayons, glue, and a stapler for this exercise.

**Tip**    As an alternative, instead of posters, they could write a letter to the participants of the next workshop who may be from the same or similar sector/community.

3. Ask each group to present their work to the main group and discuss.

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### Activity 2.4 Building Networks (2 hrs)

#### Objective

- Discuss the qualities and importance of developing supportive networks.

#### Preparations

- Each group will need a box of straws (at least 50 straws each group) and a roll of tape for Part A.
- For Part C, write the following questions on flipchart:
  - What kind of network will you develop in your workplace/sector/community?
  - What kind of network will you be a part of with the other participants of this workshop?

#### Steps

##### Part A – Experiencing Team Work (30 min)

1. Remind the participants that so far in their work, they have focused their energy on raising awareness of women's rights in their community/workplace. Now it is time to build on that achievement and to start developing supportive networks within their community/workplace and with other participants. The aim is to ensure that their message is spread widely and that, as people start taking action, there will be a wide range of groups in place to support their initiatives.
2. Explain that you are going to begin with an exercise that will assist the group to reflect on the nature of networks. A network in this sense is connected groups or individuals who are 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.
3. Divide the participants into four groups and give each group between 50 and 100 straws and clear sticky tape (cello-tape).
4. 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. Emphasize 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).
5. Tell the group they have 20 minutes for this exercise.
6. Observe how different groups tackle the task and note the variation in approaches.
7. Give a periodic update to the groups on how much time they have left.
8. 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 labor, clear objectives, learning from others, collective problem solving, and planning.
  3. Emphasize 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:
  - What kind of network will you develop in your workplace/sector/community?
  - What kind of network will you be a part of with the other participants of this workshop?
2. Ask the participants to get into groups with other participants from the same office/sector/residential area 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.

### Activity 2.5 Closing Comments (10 min)

#### Objective

- Review the day’s work and emphasize key concepts.

#### Steps

1. Briefly review the highlights of each activity completed. For example:
  - beginning with introductions, overview, and objectives for of the workshop
  - sharing experiences and reviewing lessons learned
  - looking at the importance of networks and what kind of networks the participants would like to develop
2. Briefly describe topics for Day 2:
  - women’s rights
  - skills needed to be effective activists in their workplace/community
3. Ask each participant to briefly share how s/he felt about the day.
4. Make any logistical announcements such as the start times for the evening activities and for Day 2.

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**Activity 2.6 Personal Motivations (1 hr 30 min)****Objectives**

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

**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 activity and the workshop is confidential.
3. Explain that sharing experiences helps people cope with their feelings, better understand themselves and others, and even take action to resolve any problems related to the experiences.
4. Explain that while all of us have a need to earn money to support ourselves and our families, there are many other reasons that motivate us to do the kind of work we do. Some people may have personal stories that brought them to this work. Others may have just stumbled onto this job. What keeps them at their work (beyond a salary)? 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 criticize 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 activity by emphasizing 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.

**Activity 2.7 Warm-Up and Review (30 min)****Objectives**

- Reflect on the previous day's work.
- Emphasize the continuity of the learning process.

**Steps**

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask them to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1.
3. Ask participants if they have any comments or views about Day 1. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.



### Activity 2.8 Concept of Human Rights (30 min)

#### Objective

- Discuss the concept of human rights.

#### Steps

1. Start by introducing the word 'rights'. We all use it in our everyday language. We say things like, "She had a right to do that," or "We have a right to say what we think."
2. Ask the participants to suggest examples of the use of the word 'rights' from their own experiences. When was the first time they remember hearing it? What was the context in which it was heard? Encourage people to contribute short experiences of the usage of the word 'rights'.
3. When you feel that the group has a common understanding of what is meant by the word 'rights', open a discussion by asking the participants:
  - From where do we get our rights?
  - Who gave them to us?
  - Can they be taken away?
4. Encourage a wide range of viewpoints and ask open-ended questions that expand the discussion. You may have to adopt the role of asking contrary questions. For example:
  - If people say, "God gives us rights," you could ask, "What about people who don't believe in God, or believe in a different God?"
  - If people say, "The government gives us rights," ask, "Can the government decide which rights we have and which we don't? Can people disagree with the government? If the government didn't exist, would we still have rights?"
5. The aim of this discussion is not to come up with a correct answer but to get people thinking about the concept of human rights. It is an example of a reflective discussion where people slowly come to see the assumptions behind their beliefs. Some key points you may want to introduce in the discussion include:
  - Usually when we talk of human rights we are talking of natural rights. We are all born with natural rights and they cannot be taken away by anyone. A government may make a law that formalizes our natural rights or protects additional rights (e.g., right to own property, right to appeal a decision deemed unfair in a court of law, a right to a trial before conviction, etc.).
  - Human rights are 'entitlements' that every human being has just because they are human. All human beings have rights – we are born with them and they cannot be taken away.
  - The rights we claim are deeply linked to our view and understanding of justice.
  - A government can affirm and help protect our rights by creating laws, but governments do not give us our human rights.
  - Every right comes with responsibilities. This means that since I have a right to live free of violence, I have a responsibility to respect others' right to safety by being non-violent.
  - When a person violates another person's rights, they give up some of their own rights. For example, if a person kills another person, he gives up his right to freedom and may be imprisoned.
  - Every culture and people has a concept of human rights even if they do not use the word 'right'.

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- When a person's rights are violated, this is an act of injustice. Respect of other people's human rights is not an act of kindness, but a duty as part of the human race.
  - When people demand their rights they are fighting for justice and for what they deserve. They are not asking for welfare, kindness, or pity.
6. When you feel that participants understand the importance of the link between justice and rights, wrap-up the discussion.

### Activity 2.9 Identifying Women's Rights (1 hr)

#### Objective

- Deepen understanding of women's rights.

#### Preparations

- Cut about 60 pieces of paper (approx. 20cm x 10cm) from flipchart for Part A.

#### Steps

##### Part A – Clustering Women's Rights (30 min)

1. Give each participant three pieces of paper and a marker pen.
2. Ask participants to think about the rights of women in their own community. In their community what rights do women have or should have, and what rights do you, as a group, want to work to promote?
3. 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.
4. When participants 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.
5. As other participants share their ideas, cluster similar rights by sticking them next to each other on the wall. When everyone has read their ideas, you should have several clusters of papers.

##### Part B – Discussing Women's Rights (30 minutes)

1. Ask the participants to spend a few minutes looking at the clusters of rights on the wall. As they are thinking about the ideas, invite them to add additional rights to the appropriate clusters if they feel an important right is missing.
2. Discuss the rights the participants have suggested:
  - Is it realistic to try to promote these rights?
  - Is it feasible?
  - How could they be implemented?
  - Who would implement them?
  - Which is the biggest cluster? Does that reflect the priorities of the group?

### Activity 2.10 Gender-Based Analysis (1 hr 30 min)

#### Objective

- Discuss gender roles and deepen analysis of what impact they have on women's lives.

**Preparations**

For Part C, on a flipchart entitled “Belief Statements,” write the following sentences:

- It is a husband’s duty to discipline his wife.
- Happy families are the ones in which all members are respectful of each other and the husband and wife share the responsibility for making all the important decisions.

For Part C, on a flipchart entitled “Key Questions,” write the following three questions:

- What does the culture/tradition say about this?
- What is the reality as you see it in your community?
- What do you believe?

**Steps****Part A – “Slap, Clap, Snap!” Game (15 min)**

1. Begin by reviewing your discussion about gender in the first workshop (Activity 1.8 and 1.9). Tell the participants you are going to play a quick game that will assist you in continuing your discussion of gender-based roles that women and men are expected to live by.
2. The game is called “Slap, Clap, Snap!” Teach participants the actions (i.e., slap on the lap, one clap, and one snap/click of the fingers). Practice a few times until everyone feels comfortable with the rhythm of doing one after the other.
3. Stand in the middle of the circle and explain that at any point in the slap-clap-snap rhythm, you will point to a person and either say “Woman!” or “Man!”
4. The person you point to must name one job or characteristic that is acceptable for a woman/man to have. For example:
  - If you say “woman,” the participant may say “nurse.”
  - If you say “man,” the participant may say “doctor.”
5. Have a volunteer take notes on flipchart under two headings: “Woman” and “Man.” At the end of the exercise, you should have a list of jobs or characteristics acceptable for a woman and another acceptable for a man.
6. Once everyone has had a turn, compare the two list and ask the group what this means for the opportunities open to women? Discuss the implications for women. If you were to change the titles of the lists, would women not be able to do the jobs listed as acceptable for men? Emphasize once more that socially imposed gender roles severely limit how women are valued and what opportunities are open to them.

**Part B – “Where Do You Stand?” Game (15 min)**

1. This game will allow you to continue the dialogue about the participant’s beliefs around women’s status within the community.
2. Stand in the middle of the circle and establish three ‘islands’ in the room. The first ‘island’ is called ‘Agree’, the second one ‘Disagree’, and the third one ‘Not sure’.
3. Explain that you will read a statement and the participants have to rush to the ‘island’ that corresponds with what they think. For example, you could say: “Women have a right to education.” If



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the participant agrees, s/he has to rush to the island of 'Agree'. If s/he disagrees, she has to rush to the island of 'Disagree'.

4. After each statement, the last person to arrive on each 'island' has to briefly explain why they chose that island. Depending on the issues that emerge, you may choose to discuss some contributions. However, keep the game moving fast.
5. You could make up your own statements based on the group you are working with or use the following:
  - Women are not as important as men.
  - Men beat women as a way of showing love.
  - All human beings are equal in value.
  - Men have a right to demand sex from their wives whenever they want.
  - Women have a right to say "no" if they don't want to have sex with their husband.
  - A husband has a right to beat his wife when she makes mistakes.
  - Women have a right to have equal share in the family's wealth.
  - Boys and men should not have to do housework like cooking, washing, or cleaning; it's women's work!
  - Girls and boys have the same right to play.
  - Women have a right to contribute their views in all matters that affect them.
  - Women are responsible for raising children.
  - Bride price makes women seem like men's property.
  - Girls can be just as clever as boys.
  - Domestic violence is a violation of woman's right to safety.
  - Shouting is not violence.
  - It is natural for a man to lose his temper if his wife disagrees with him.

### Part C – Analyzing Belief Statements (1 hr)

1. Display the flipcharts of "Belief Statements" and "Key Questions" that you prepared in advance (see preparations).
2. Divide the participants into two smaller groups and ask each group to choose one of the statements.
3. Ask them to analyze the statement by asking the three Key Questions. Ask participants to record their thoughts about all three questions on flipchart. Give the groups about 20 minutes to do this work.
4. Ask each group to present their discussions in the main group and discuss. Allow 20 minutes for each group.

### Activity 2.11 International Conventions and Rights (30 min)

#### Objectives

- Emphasize that the ideas being discussed are based on international agreements agreed upon by the governments around the world.
- Provide a broader framework for the work of promoting women's rights.

**Tip** If you do not feel confident doing this activity, you could extend the times for Activity 2.10 to have

richer and fuller discussions that extend over 2 hours rather than 1 hour 30 minutes. You could also consider inviting a guest speaker if that is feasible.

### Steps

1. Present a short talk about international human rights conventions and how your organisation is trying to work to promote them. Refer to the related information sheet (appendix M) or the Preface to the Resource Guide (page 10) for further information.
2. Here are some ideas of what to include:
  - Discuss briefly the history of how international law and activism has evolved to promote women's rights.
  - Give a brief history of the Convention on Elimination of all forms of Discrimination Against Women (CEDAW).
  - Mention the World Conference on Human Rights and its Vienna Declaration and Programme of Action in 1993.
  - Describe the Declaration on Elimination of Violence Against Women adopted in 1993.
  - Mention if your country is a signatory to the convention and if it has ratified CEDAW.
  - Explain ratification and the obligations for state parties.
  - Give a brief overview of the kind of rights guaranteed in the documents.
  - Explain how your organisation is working within this framework.
  - If available, give copies of the relevant texts to participants (in local languages if possible).
  - Allow time for questions.
  - Discuss how the values embodied in these documents reflect views of people from many different parts of the world.

### Activity 2.12 Cycle of Violence (2 hrs)

#### Objective

- Understand the pattern of abusive relationships.

**Tip** The participants may often ask why women 'choose' to remain in abusive relationships. Even those who are sympathetic to women may often struggle with why many women, despite apparent offers of help, remain in violent relationships for years. Some counselors or activists may feel 'betrayed' when they go out of their way to assist a woman experiencing domestic violence and yet the woman returns to the abusive partner once the crisis has subsided. This can be demoralizing to activists who don't understand the pattern of an abusive relationship and may even be used by some to argue for keeping domestic violence within the home and not a public issue. The following activity may assist in deepening understanding of the patterns of abusive relationships.

#### Preparations

- Draw the Cycle of Violence diagram (page 309) on a flipchart for Part B.

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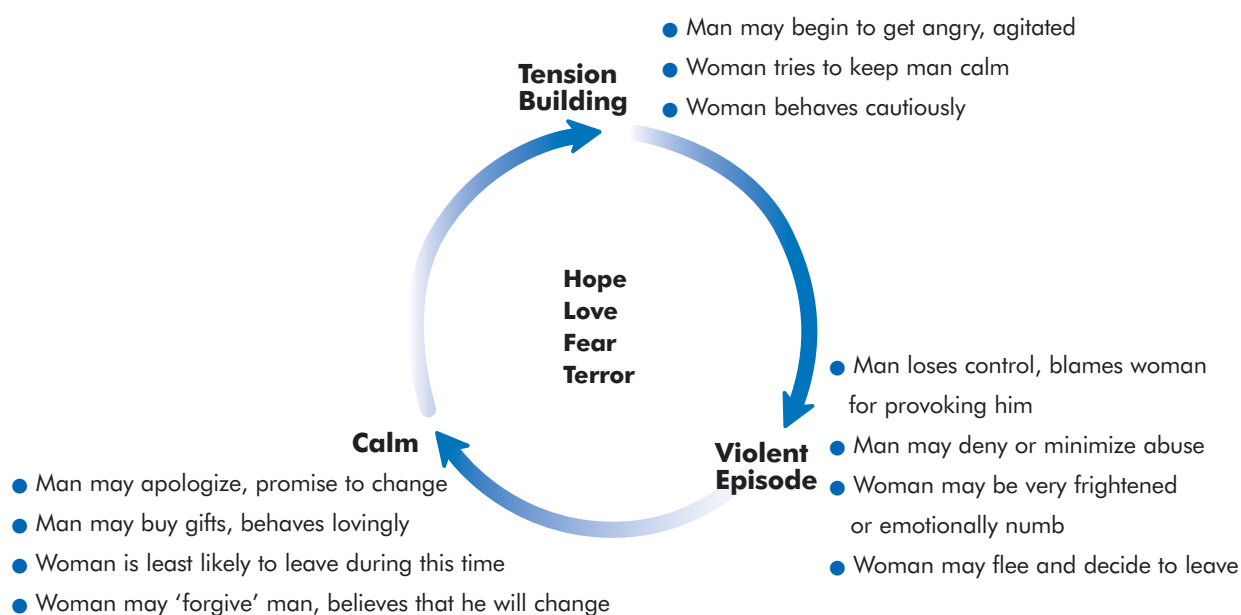
### Steps

#### Part A – Reflecting on Patterns of Violence (45 min)

1. Begin the activity by asking the participants to think of someone that they know or have heard of who is experiencing domestic violence. Ask the participants to think about the pattern of that relationship. Has it changed over a period of time? Does it go through identifiable stages?
2. Divide the participants into three smaller groups. Ask each group to share common patterns they observe in abusive relationships. Ask the participants to think about why the woman may continue to remain in an abusive relationship and to try to answer the following questions:
  - Has the violence been happening for a long time?
  - Does it happen everyday or in episodes?
  - If you know the woman, how does she describe her relationship?
  - If you know the abuser, how does he describe his behaviour?
3. Ask each group to present a summary of their discussion to the main group.

#### Part B – Introducing the Cycle of Violence (30 min)

1. Identify common themes in all the presentations. These may include:
  - Women may remain a long time in an abusive relationship.
  - The physical violence often happens in episodes (i.e., crisis, a period of calm, and then the violence flares up again).
  - This pattern is circular (i.e., keeps repeating itself).
  - Sometimes women want to escape, but when it is calmer they may change their mind.
  - Both or one of the partners in the abusive relationship may claim that it is not a serious problem or is only due to temporary stress in the relationship.
2. Display the flipchart of the Cycle of Violence.



Adapted from Lenore Walker, *The Battered Woman*, New York: Harper and Row, 1979.

3. Explain that most abusive relationships settle into this circular pattern. Give an initial overview of the cycle and include the following points:
  - The pattern begins with a violent episode, which could be one event or sustained violence over some time.
  - After the violence, there is often a calm stage during which both or one of the partners may genuinely believe that things are going to change.
  - During the calm stage, the abuser may apologize, buy gifts, or make special effort to create an atmosphere of love and peace in the family.
  - Over a period of time, tension begins to build again and the woman and others in the family feel anxious and fearful that violence will occur again. During this time, the woman usually tries hard to pacify the man and maintain normalcy in the family.
  - Eventually, the tension is broken with a violent episode. This pattern keeps repeating itself unless it is broken.
  - These are aspects of a well-defined and well-researched cycle of violence.
  - In a long-term abusive relationship, the timeframe of the cycle may become shorter so that the couple may go through the entire cycle within a day.
4. Ask the participants to name some of the behaviours of the victim and the abuser during each of the stages in the cycle of violence.
5. Explain the significance of each of the stages. Understanding this cycle will enable advocates to be more effective and help women and men break the pattern. Explain the following:
  - During the 'Violence' stage, many women seek assistance.
  - During the 'Calm' stage, many women 'forgive' the abuser and may return to the relationship. This is the stage when women may hope that the abuser loves them and will change. They may believe the promises that the abuser makes, and the abuser may be sincere about his promises.
  - During the 'Tension' stage, the woman may think about how to stay safe and may consider taking action. However, unless the cycle is broken, the pattern will keep repeating itself.

### **Part C – Breaking the Cycle of Violence (45 min)**

1. Divide the participants into two groups. Ask one group to discuss how the man could break the cycle and ask the other group to discuss how the woman could break the cycle.  
Examples for the man include:
  - He could begin by recognizing that his violence is a problem for the relationship.
  - He could stop denying his behaviour or blaming the woman for his violence.
  - He could learn techniques to manage anger and emotions.
  - He could avoid things that trigger the tension phase.
  - He could avoid alcohol or friends who impair his goal of remaining violence-free.
  - He could agree to seek help from people he trusts.
  - He could make a public commitment (in front of a friend or other family members) that he will not use violence as a means of resolving a conflict.
  - He could talk to his partner about other frustrations in his life that contribute to his behaviour.

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Examples for the woman include:

- She could make a safety plan for the next time the cycle begins to reach the 'Violence' stage.
- She could acknowledge the pattern of the relationship to the abuser and then draw a clear limit that any transgression will have consequences.
- She could develop skills with the help of a counselor on how to assert her needs.
- She could develop a plan (suited to her reality) about choices available to her.
- She could enlist help of community leaders or other respected members of the community to talk to her partner.
- She could become aware of legal action she could take to prevent violence against her and her children.

2. Emphasize with participants the following:

- It is important that those supporting the victim of domestic violence do not start blaming her for staying in the relationship.
- It is also important that counselors or friends don't force or pressure her to take actions she is not ready to take.
- Whatever support you choose to offer the woman living with the abuse, bear in mind where she is in the cycle of violence and whether she is ready to break the cycle or not.

3. If time allows, you could discuss how children who witness violence between their parents learn that violence is an acceptable way of resolving conflict. Many men who are abusive in their current relationship are likely to have witnessed violence as children in their homes. This is sometimes called 'intergenerational cycle of violence'.

### Activity 2.13 Learning Through Drama ( 2 hrs)

#### Objective

- Analyze common situations of domestic violence through acting.

**Tip** This activity may take longer than two hours, so be prepared to negotiate extension of working time if need be. If timing is a problem, you may choose to skip Part A.

#### Steps

##### Part A – Using the Body (20 min)

1. Start by playing "Mother and Child" game (appendix P).
2. Discuss what participants learned from it. Explain how this is an example of learning by using your body. If applicable to this group, remind the participants about the way they used their body when making sculptures in Workshop 1 (Activity 1.4).

##### Part B – Developing Drama (40 min)

1. Divide the participants into two groups. Explain that the groups will be using Limmy and Philipo's story from Workshop 1 (Activity 1.10).
2. Ask one group to create a detailed story about Limmy. Based on the story, the participants can



develop a drama (role-play) of about 10 minutes that shows Limmy's life. The drama should show various times in Limmy's life when violence was committed against her and respond to the following questions:

- What were her parents like?
- How did her family treat her?
- What opportunities were open to her?
- What opportunities were denied to her?
- What happened when she became a teenager?
- What was her personal life like with Philipo?

3. Ask the second group to develop Philipo's story. Based on the story, the participants can develop a drama of about 10 minutes showing incidents that led to Philipo's violence against Limmy. The drama should answer the following questions:

- What was his life like when he was a child?
- What was his parent's relationship like?
- What led to him becoming violent?
- How did his violence against Limmy start?
- What prevented him from changing his behaviour?

### Part C – Performing and Discussing Drama (1hr)

1. Ask the first group to act out their story while the second group observes as the audience.
2. Ask the first group to act out the drama again, but this time the audience can interrupt. Whenever an audience member sees violence, they can clap and the action will stop. The clapper has to come and take the place of the identified actor and demonstrates (by acting it out) how the person could behave differently to prevent violence. When the specific action is complete, the original actors continue with performing the drama until another audience member identifies a different situation where violence could be prevented. The audience can discuss the proposed alternatives and even suggest other ways of preventing violence in a similar situation.
3. Repeat with the second group's drama.
4. Discuss how drama can help us identify violent behaviour and learn practical ways of taking action.

### Activity 2.14 Closing Comments (10 min)

#### Objective

- Review the day's work and emphasize key concepts.

#### Steps

1. Briefly review the highlights of each activity completed. For example:
  - discussing the concept of rights, what they are, and how we get them
  - discussing what rights women have using cards
  - playing the "Slap, Clap, Snap" game followed by "Where Do You Stand?" game to deepen the group's understanding of gender-based analysis
  - talking about international conventions and how they embody rights

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- using drama to analyze common situations of domestic violence and strategies for action
- 2. Briefly describe topics for Day 3:
  - practical skills needed to take action, including listening skills
  - Action Plans
- 3. Ask each participant to briefly share how s/he felt about the day.
- 4. Make any logistical announcements such as the start times for the evening activities and for Day 3.

### Activity 2.15 Warm-Up and Review (30 min)

#### Objectives

- Reflect on the previous days work.
- Emphasize the continuity of the learning process.

#### Steps

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask her/him to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1 and 2.
3. Ask participants if they have any comments or views about the work. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.

### Activity 2.16 Listening and Being Heard (1hr)

#### Objective

- Emphasize the importance of listening skillfully.

#### Steps

1. Ask participants to get in pairs. One member of the pair is a listener and the other has a story to tell.
2. Ask the storyteller to think about a stressful situation s/he experienced recently. It can be anything from being late for work to getting lost in a new place.
3. The storyteller can only use sounds and gestures to tell their story. They can use a maximum of three words to give the listener some clues.
4. The listener has to observe and try to piece together the story based on what they see. After the stories have been 'told,' ask the participants to return to the main group.
5. In the main group, the listeners have to try to tell others what they heard. The storyteller then tells the group briefly what their story was all about.
6. Ask the listeners to discuss how it felt to have to piece together the story. Ask the storytellers how it felt to be so limited in the way they could tell their story. How did they feel about what their listener heard?
7. Discuss how this situation is comparable to a woman trying to relate her experience of abuse.
8. Brainstorm a list of the different things that may prevent a woman from telling her story.  
For example:



- She may be too ashamed to talk about violence.
- She may feel she is betraying her family.
- She may be scared of the consequences of talking to an outsider.
- She may not know who she can trust.

### Activity 2.17 Roadblocks to Listening (1 hr)

#### Objective

- Identify specific ways in which we avoid listening.

#### Steps

##### Part A – Experiencing Listening Roadblocks (30 min)

1. Ask the participants to get in the same pairs as the last activity (Activity 2.16). This time the original storyteller is a listener, and the other will tell a story about something that is of interest to them. It can be anything from an event at work to how s/he is trying to solve a problem at home.
2. Call the group of listeners aside. Ask them to be 'bad listeners'. Ask them to be subtle and use some of the ways people don't listen. For example, they could ask leading questions, take over the conversation, look bored, or before really hearing the story, say, "Yes, I know what you mean."
3. Give the pairs 5 minutes together. After the exercise, ask the speakers how they felt. Record their feelings on a flipchart. They may feel angry, frustrated, confused, or sad. Explain that this was an exercise and that the listeners were asked to be unskilled listeners. Discuss broadly what it feels like to not be heard.

##### Part B – Listing Listening Roadblocks (30 min)

1. As a group list reasons people want to be heard when they talk about issues that are important to them. Reasons may include:
  - It helps me feel better.
  - It makes me feel supported and valued.
  - It gives me a release.
  - It helps solve my problem.
  - It helps me think clearly.
  - It helps me trust the listener.
2. Make a list of different ways in which people don't listen. Ask the listeners to state some of the ways in which they were being unskilled listeners. Ask the speakers to add other ways that people don't listen. Suggestions may include:
  - guessing what the person is saying.
  - assuming you know what is being said after listening to one or two words.
  - asking leading questions.
  - talking about oneself instead of listening.
  - being distracted and not paying attention.
  - not showing respect to the speaker in tone and body language.



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- assuming things about the speaker.
- responding with your own feelings instead of focussing on what the speaker is saying.

### Activity 2.18 Listening Effectively (2 hours)

#### Objective

- Identify and practice use of listening skills.

#### Steps

##### Part A – Identifying and Practicing Effective Listening Skills (1 hour)

1. Explain to the participants the following:
  - Effective listening is a skill that can be learned and improved.
  - Effective listeners make a commitment to give their time and energy to the person who has come to them for help.
  - Effective listeners begin with a clear understanding that to help the speaker, the listener needs to adopt a supportive and a deliberate attitude; this requires compassion and skills.
  - In this activity, participants will begin by identifying and practicing some of those skills.
2. In the main group, brainstorm skills of an effective listener. Responses may include:
  - Ask open-ended questions.
  - Do not interrupt the speaker.
  - Make eye contact (if appropriate).
  - Project reassuring body language.
  - Ask clarifying questions instead of jumping to conclusions.
  - Reflect back to the speaker what is being understood.
  - Help the speaker make connections in what they have said.
  - Establish a clear goal for what the speaker wants from the listener.
  - Build trust by protecting confidentiality.
  - Concentrate on what is being communicated instead of pretending to listen.
3. Ask the participants to get into the same pairs that they were in the previous activity (Activity 2.17), and this time ask the listeners to use effective listening skills. After ten minutes, ask the listener and the speaker to change roles so that all participants have an opportunity to be heard and to practice listening skills.
4. When both participants have had an opportunity to practice their listening skills, ask them to give each other specific feedback on what they liked and what skills they could improve. Remind them that no one is a perfect listener, so they have to give their feedback with a view to being helpful.
5. Discuss as a group what it felt like to be heard.

##### Part B – Exploring Emotions and Listening (1 hour)

1. Explain that to be an effective listener you also need to be able to imagine what the speaker is feeling and what personal meaning the speaker attaches to the story they are relating to you. You also have to be a skilled observer.

2. Brainstorm with the participants all the feelings that a woman experiencing domestic violence may have (e.g., fear, anger, loneliness, sadness, vulnerability, shame, depression, confusion, etc.). List participants' contributions on flipchart.
3. Divide the participants into four groups and ask each group to choose one of the emotions listed. As a group, they have to describe to everyone else what their chosen emotion feels like, and then illustrate this with a story about someone who felt that emotion and how they dealt with it. For example, if a group chooses 'anger', they may describe what it feels like (physically and emotionally) to be angry using examples such as shortness of breath, tightness in chest, acute frustration, wanting to lash out, etc. They may also tell a story of a neighbour who came home to find all his things stolen and what he did with the anger he felt. Give the groups about 15 minutes to prepare.
4. Ask each group to present their work, and discuss each group's ideas.
5. Emphasize that domestic violence creates powerful emotions in people. An effective listener helps the speaker make sense of what s/he is feeling and understand the experience so that s/he can think about what action to take next. Effective listeners avoid giving solutions and instead focus on helping the speaker understand their situation.

### Activity 2.19 Revisiting Action Plans (1hr)

#### Objective

- Review and update Action Plans based on what participants have learned in this workshop.

#### Steps

1. Ask participants to think about all the discussions and activities during this workshop and to write down some of the key things they feel they have learned. Emphasize the discussion around building networks on Day 1 (Activity 2.4).
2. Ask participants to identify three specific things that they will do in their work/community/sector, based on what they learned.
3. Ask them to look at their Action Plans, assess what changes they will make to it, and how they will build in new activities that reflects the aims of the this phase. In their Action Plans, they should also apply what they have learned from this workshop and from their work since the last workshop.
4. You may choose to do a group brainstorm or ask participants to work in pairs if they need assistance getting ideas flowing.
5. When they are ready, ask the participants to get in pairs and share how they will modify their Action Plans after this workshop. If time allows, instead of discussing in pairs, ask the participants to present their revised plan in the main group.

### Activity 2.20 Review and Evaluation (1 hr)

#### Objectives

- Allow participants to reflect on and assess the workshop.
- Bring closure to the process.

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### Steps

#### Part A – Evaluation Form (30 min)

1. Using the workshop schedule, summarize all the work you did together.
2. Hand out the evaluation forms and ask participants to fill them out. Remind them the forms are anonymous and that you would appreciate honest feedback.

#### Part B – Group Discussion (30 min)

1. Ask a participant to collect the sheets and put them in an envelope to protect confidentiality.
2. Ask each participant to take five minutes of quiet time and think about how s/he experienced the workshop. Participants may want to review their notes and workshop schedule. They can also think about the following questions:
  - What did they learn?
  - Which activities did they like?
  - Is there anything that they would have preferred to happen differently?
3. Invite each participant to share her/his experience of the workshop.
4. Ask each participant to identify one thing that they learned and will apply in her/his everyday life.
5. Provide opportunity for any other comments.
6. Thank them for participating.
7. Make logistical announcements about follow-up meetings and support.
8. Take a group photo.
9. Keep all the flipcharts and, soon after the workshop, document and share the process. See page 297 for suggestions.



## Evaluation Form

### CAC Workshop 2: Human Rights Awareness

Venue:

Date:

**Please tick the appropriate column.**

A= Excellent

B= Very Good

C= Fair

D= Poor

#### 1) Activities

Activity No	Title	A	B	C	D
2.1	Reconnecting				
2.2	Sharing Experiences				
2.3	Lessons Learned				
2.4	Building Networks				
2.5	Closing Comments				
2.6	Personal Motivations				
2.7	Warm-Up and Review				
2.8	Concept of Human Rights				
2.9	Identifying Women's Rights				
2.10	Gender-Based Analysis				
2.11	International Conventions and Rights				
2.12	Cycle of Violence				
2.13	Learning Through Drama				
2.14	Closing Comments				
2.15	Warm-Up and Review				
2.16	Listening and Being Heard				
2.17	Roadblocks to Listening				
2.18	Listening Effectively				
2.19	Revisiting Action Plans				
2.20	Review and Evaluation				

#### 2) Facilitation

a) Please evaluate the overall facilitation of the workshop using the same letters as above

b) Which activity did you find most useful?.....  
Why?.....

c) Which activity did you find least useful?.....  
Why? .....

d) Any other comments about facilitation? .....

#### 3) Venue Please comment on the suitability of the venue.

Location.....

Accessibility.....

Service/Accommodation.....

#### 4) Any other comments? .....

.....

.....

...

## CAC 3

### CAC Workshop 3: Advocating for Women's Rights

#### Objectives

- Deepen understanding of the concept of advocacy.
- Identify skills and personal qualities of an effective advocate.
- Practice creating tools for advocacy.
- Review and update Action Plans for ongoing work.

#### Day 1

09.00 – 09.45	Activity 3.1	Reconnecting
09.45 – 10.30	Activity 3.2	Sharing Experiences
10.30 – 11.00	Break	
11.00 – 12.00	Activity 3.2	Sharing experiences (continued)
12.00 – 13.00	Activity 3.3	Lessons Learned
13.00 – 14.00	Lunch	
14.00 – 16.00	Activity 3.4	Advocating for Women's Rights
End of Day	Activity 3.5	Closing Comments
Evening	Activity 3.6	Relationships With Women (optional)

#### Day 2

08.00 – 08.30	Activity 3.7	Warm-Up and Review
08.30 – 10.30	Activity 3.8	Recognizing Women's Contributions
10.30 – 11.00	Break	
11.00 – 13.00	Activity 3.9	Advocacy Skills and Personal Qualities
13.00 – 14.00	Lunch	
14.00 – 16.00	Activity 3.10	Learning Materials for Advocacy
End of Day	Activity 3.11	Closing Comments
Evening	Activity of Your Choice (optional)	

#### Day 3

08.00 – 08.30	Activity 3.12	Warm-Up and Review
08.30 – 10.30	Activity 3.13	Hot Debate: Do we need to have a 'head of household'?
10.30 – 11.00	Break	
11.00 – 13.00	Activity 3.14	Advocacy Plans
13.00 – 14.00	Lunch	
14.00 – 15.00	Activity 3.15	Revisiting Action Plans
15.00 – 16.00	Activity 3.16	Review and Evaluation



### Activity 3.1 Reconnecting (45 min)

#### Objectives

- Reconnect as a group.
- Emphasize the continuity of the learning process.

#### Preparations

- Prepare a flipchart of the workshop timetable for Part B.

#### Steps

##### Part A – Ice-Breaker (20 min)

1. Begin by welcoming participants to the third workshop in the series of three workshops.
2. Acknowledge new participants to the group, if any.
3. You already know each other, so this exercise will help participants to reconnect with each other.
4. Ask participants to introduce themselves as their childhood selves. They can describe their appearance, what they liked, and which school they went to and say a little bit about how they felt about themselves. For example, a participant may say, “I used to be shy at school and stayed away from other boys and girls.” Or they may say, “I was the best football player on the team!” or “I used to be angry at everyone around me.”
5. When participants have introduced themselves, play a game to release the initial anxiety that participants may have at the beginning of the group process. Choose your own game, one of the participant’s, or see appendix P for ideas.

##### Part B – Workshop Timetable (15 min)

1. Display the flipchart of the workshop timetable.
2. Carefully go through the schedule with the participants. Explain the objectives of the workshop and briefly describe what is planned, for each of the three days, to meet those objectives. This will help the participants know what to expect and how to pace their contributions.

##### Part C – Ground Rules (10 min)

1. Remind the participants of the ground rules you made together in the first workshop. If you have the ground rules flipchart, use that again. If you don’t, re-write the ground rules from your notes.
2. Ask the participants if they want to add or modify any of the rules.
3. Ensure that the rules foster fair power sharing and enable everyone to contribute her/his views.

### Activity 3.2 Sharing Experiences (1 hour 45 min)

#### Objective

- Learn about each participant’s experience of implementing her/his Action Plan.

#### Preparations

- Ask each participant to prepare a short (5-7 minutes) presentation to share with the rest of the



## CAC 3

group about their involvement in preventing domestic violence since the last workshop. The presentations could include:

- objectives
- key activities implemented
- important achievements
- any challenges or problems
- lessons learned from their experience

### Steps

1. Explain that before moving forward, it is important to share the experiences that each participant has had implementing their Action Plan and working to prevent domestic violence in the workplace/community.
2. Listen to the presentations.
3. After each presentation, invite other participants to ask questions and make comments. Ensure the participants focus on the key points listed above. Ask clarifying questions and request more information to help other participants understand the presenter's work.
4. Continue sharing experiences until all the participants have had an opportunity to talk about their work.

### Activity 3.3 Lessons Learned (1 hour)

#### Objective

- Identify lessons learned from implementing Action Plans.

### Steps

1. Divide the participants into groups of four or five.
2. Ask each group to look back to their notes from Workshops 1 and 2 and, with their notes and what they learned from the participants' presentations (Activity 3.2), identify 6 to 10 key things they have learned about preventing domestic violence throughout the time you have been working together.
3. Ask each group to present their work to the main group.
4. In the main group, create a final list of 6 to 10 things the entire group has learned throughout the process.
5. If time allows, ask them to design a poster or any other learning material that will help them communicate these lessons learned to future workshop participants. For example, health sector workers may develop a poster that reads: "If you want to prevent violence in your workplace, get your supervisor involved, sensitize your colleagues, develop posters for your department, suggest practical things your colleagues can do!" Provide flipchart, marker pens, crayons, glue, and a stapler for this exercise.
6. Ask each group to present their work to the main group.

**Tip** As an alternative instead of the learning materials, they could write a letter to the participants of the next workshop who may be from the same or similar sector/community.

**Activity 3.4 Advocating for Women's Rights (2 hrs)****Objective**

- Emphasize the importance of advocating for change.

**Preparations**

- For Part A, cut out small pieces of paper (one for each participant) and write any number between 1 and 20 on each piece. Fold them so no one can see what numbers are written.

**Steps****Part A – Experiencing Advocacy (30 Min)**

1. Briefly, review the workshop series with the participants:
  - In the first workshop, the group looked at the basic ideas about domestic violence and developed Action Plans for raising awareness about it in their workplace/community.
  - In the second workshop, participants deepened their knowledge of human rights and discussed how to involve people within their workplace/community to build networks of support.
  - In this workshop, you will discuss the importance of advocating for attention and resources to be focused on taking action at the institutional and community level to prevent domestic violence.
2. Explain to the group that you are going to play a game about advocacy.
3. 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.
4. 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.
5. Once in their small groups, ask all the men to look at their pieces of paper. The number written on each paper is the amount of points they contribute to the group. At this point, women are not allowed to look at their paper.
6. The objective of the game is for each group to gain as many points as possible. The only way to gain more points is by activating women's points. However, only the blindfolded 'Decision-Maker' can activate women's points by touching their hand.
7. Ask the 'Decision-Maker' to leave the room and wait until you come for her/him. Ask one group to be observers.
8. 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. The team cannot use words or touch the Decision-Maker (like the "Mother and Child" game you played in the last workshop). 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.



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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.
  - 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 the 'Decision-Maker'.
  - Careful strategy for influencing the Decision-Maker is important.
  - Timing 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 summarized above.
3. Explain that advocacy is like the sounds that the team members were making to influence the 'Decision-Maker'.

### 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 summarize 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.

### Activity 3.5 Closing Comments (10 min)

#### Objective

- Review the day's work and emphasize key concepts.

#### Steps

1. Briefly review the highlights of each activity completed. For example:
  - introductions, overview, and objectives for the workshop
  - sharing experiences and reviewed lessons learned

- developing a common understanding of advocacy
- 2. Briefly describe topics for Day 2:
  - women's rights
  - skills needed to be effective activists in their workplace/community
- 3. Ask each participant to briefly share how s/he felt about the day.
- 4. Make any logistical announcements such as the start times for the evening activities and for Day 2.

### Activity 3.6 Relationships With Women (1hr 30 min)

#### Objective

- Deepen awareness of the importance of the kinds of relationships we have with women.

**Tip** This is an activity that can help your group connect with each other at a personal level. It allows the participants to share experiences and gain support from each other. It may even help them build trust within the group and develop a more creative working environment. However, it is important that participants don't feel pressured to share information. Emphasize that the activity is optional.

#### Steps

1. Gather in an informal place where people can sit in a circle.
2. Remind participants that all the personal information shared in this activity and the workshop is confidential.
3. Explain that sharing experiences helps a person cope with feelings, better understand themselves and others, and even take action to resolve their problems.
4. Carefully, ask participants to share personal stories or experiences of their relationships with women. How do they see, understand, and relate with women that are in their lives? What hopes do they have for their daughters?
5. Men may choose to talk about their relationships with their wives, mothers, sisters, daughters, or friends. Women may choose to talk about what it has meant for them to be women in this community and/or their relationships with mothers, daughters, sisters, or friends.
6. Each participant has a turn to speak while others just listen to her/his story. Encourage other participants to stay quiet and just listen supportively. Make sure that no one criticizes the speaker.
7. Continue until all the participants who wish to speak have spoken, including yourself.
8. Close the activity by emphasizing that we are all in influential relationships with women. The kind of relationships we build with these women determines who we are and how we behave in the community around us. Many of us learned how to relate with women through distorted power systems and inherited gender roles. By becoming conscious of these influences and striving to create more respectful and just relationships with women, we can truly change our lives.

### Activity 3.7 Warm-Up and Review (30 min)

#### Objectives

- Reflect on the previous days work.
- Emphasize the continuity of the learning process.

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**Steps**

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask her/him to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1.
3. Ask participants if they have any comments or views about the work. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.

**Activity 3.8 Recognizing Women's Contributions (2 hrs)****Objectives**

- Analyze women's contributions to the quality of a community's life.
- Emphasize women's lack of access to a fair share of the community's resources.

**Steps****Part A – “When I Get Up In the Morning...” Game (15 Min)**

1. Explain that you are going to begin the activity with a game called “When I Get Up In the Morning...” You will begin the game by saying the sentence, “When I get up in the morning, I begin by fetching water.” The person on your right has to repeat your sentence and then add another thing that a woman does. So, for example, the next person may say, “When I get up in the morning, I begin by fetching water and cooking breakfast for the whole family.” The third person will repeat the first and second contribution and continue by adding another task. If a participant forgets one of the previously mentioned chores, s/he is out of the game. The game can include what women do outside their home as well, such as selling goods at the market, taking a bus to work, etc. Continue until all participants have had a turn or are eliminated from the game.

**Part B – Discussing Women's Contributions (1 hour)**

1. Discuss how life would change if women stopped doing all these things.
2. On a flipchart, write, “What contributions do women make to the family, the community, and the country.” Ask participants to think about the labor, skills, creativity, resourcefulness, wisdom, and many other things that women contribute.
3. Divide the participants into three smaller groups. Ask each group to focus on one of the three categories (i.e., family, community, or country) and list all the contributions that women make to it.
4. Ask each group to present their thoughts.
5. Prepare one flipchart for each category and record their ideas. Discuss briefly.

**Part C – Analyzing Resource Allocation (45 Min)**

1. Discuss who controls the resources in each of those categories and what that means for women.
2. Emphasize that, despite the contributions that women make, in all three categories resources are disproportionately controlled by men. Women's needs and priorities are often overlooked and their contributions undervalued.



3. Ask the participants to go back to their groups and identify three ways in each category to advocate for a more fair distribution of resources and power. For example, they could say that within the family, men could help in household responsibilities, plan with their partners how their money will be spent, etc.
4. Ask each group to present their ideas in the main group and discuss.

### Activity 3.9 Advocacy Skills and Personal Qualities (2 hrs)

#### Objective

- Identify skills and qualities needed to be effective in advocating for the prevention of domestic violence.

#### Steps

##### Part A – Defining and Listing Skills and Personal Qualities (1 hour)

1. Hang two sheets of flipchart with the word “Skill” on one and the words “Personal Qualities” on the other.
2. Ask participants what they understand by the word ‘skill’? Record their responses on the appropriate flipchart. A skill is a way of doing things that a person can learn and get better at by practicing (e.g., listening skills, decision-making skills, thinking skills, writing skills, etc.).
3. Ask participants what they understand by the words ‘personal qualities’? Record their responses on the second flipchart. A personal quality is a characteristic of how a person does things and interacts with the world around him/her (e.g., perseverance, commitment, discipline, focus, etc.).
4. Ask participants to think of one important thing they achieved in their life and feel good about. What were the skills they needed to succeed? What personal qualities did they need to achieve their goal? Ask them to write these in their notebook.
5. Ask the participants to turn to their neighbour and share their thoughts, each taking a turn to listen.
6. In the main group, ask what skills are needed to continue the work of preventing violence. Record participants’ responses on a flipchart. Ideas may include:
  - listening skills
  - documentation and report writing skills
  - fundraising and resource identification skills
  - communication skills
  - motivational skills
  - analytic thinking skills
7. Ask participants what personal qualities are needed to continue the work of preventing violence. Record their responses on a flipchart. Ideas may include:
  - perseverance
  - compassion
  - pragmatism (problem-solver)
  - credibility and standing in professional environment
  - status and recognition within the community
  - willingness to work hard to create a just society
  - courage

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- trustworthiness
- integrity

8. Ask participants if these lists are similar to their personal lists in their notebooks. Discuss the skills and personal qualities that are in both places. Ensure there is a common understanding of the ones that are not on both the lists.

### Part B – Building and Sustaining Skills and Personal Qualities (1 hour)

1. Divide the participants into two groups.
2. Ask one group to discuss how they could develop and maintain the skills that they need to do this work.
3. Ask the other group to discuss how they can sustain the personal qualities needed to do this work.
4. Ask both groups to consider practical mechanisms that need to be established and the support they will need. Each group has to try to come up with practical suggestions that are realistic.
5. Ask them to present their thoughts in the main group and discuss.

**Tip** Many of the ideas that emerge around skills and qualities needed to continue doing this work could form the basis of the fourth optional workshop. This workshop could be developed based on priorities identified by the participants and some participants may even play a part in designing and co-facilitating it.

### Activity 3.10 Learning Materials for Advocacy (2 hrs)

#### Objective

- Discuss components of effective learning materials (appendix J for assistance).

#### Preparations

- For Part B, collect examples of different learning materials that are around in your community.
- For Part B, write the following questions on flipchart:
  - What is the central message of the material?
  - Is the message clear and easily accessible?
  - Who is it aimed at?
  - Is the material attractive?
  - Is it appropriate for the target audience?
  - How is the information organised?
  - Would your group have done it differently? If so, how?
  - What overall feedback would you give to the creators of the material?

#### Steps

##### Part A – Discussing Learning Materials for Advocacy (15 min)

1. Begin by brainstorming different types of learning materials that the participants may have seen. Record their contributions on flipchart. They may say things like posters, t-shirts, badges, caps,



messages on containers, songs, messages on clothing, etc. Discuss how a learning material can be anything that allows you to communicate information or ideas to your intended audience.

2. Continue by asking why learning materials, such as posters and booklets are useful. Write down participants' thoughts on flipchart. They may say things like, they can reach a wide range of people, they can be used at the recipient's convenience, they summarize useful information, they can engage people who may otherwise be inaccessible, etc.
3. Emphasize that learning materials, if designed well, can be a powerful tool for advocacy. They can help you communicate your message to a wide range of people.

### **Part B – Evaluating Learning Materials for Advocacy (40 min)**

1. Display all the learning materials you were able to gather (see preparations) Gather as many materials from different sources as you can for the purpose of this exercise. It is also helpful to have a mix of effective and ineffective materials.
2. Divide the participants into three groups and ask each group to select one of the learning materials.
3. Display the flipchart of questions that you prepared in advance (see preparations).
4. Ask each group to review the material and answer the questions.
5. In the main group, ask the participants to present a summary of their discussion. Discuss each group's ideas and summarize key points on flipchart.

### **Part C – Identifying Qualities of Effective Learning Materials (20 min)**

1. With the whole group, brainstorm qualities of effective learning materials. Ideas include:
  - colourful and attractive
  - relevant for the audience they intend to reach
  - use appropriate language
  - ask questions instead of giving answers
  - interactive
  - encourage rather than scare the reader
  - open up possibilities rather than judge the viewer
  - propose positive alternatives rather than focus on negative reality

### **Part C – Planning for Use of Learning Materials (45 min)**

1. Ask participants to get into groups with people from the same or similar workplace/community. Ask each group to think about their own work:
  - Could they use learning materials?
  - What kind of learning materials could they use?
  - How would they be useful in their work of reaching community members/clients/colleagues?
  - Who would they be aimed at?
  - What resources would they need?
2. Ask the groups to design one learning material each (e.g., poster, T-shirt, pamphlet, banner, etc.) based on their discussions. You may need to provide manila board, marker pens, colour pencils, crayons, glue, and scissors. Consider sharing the Learning Materials Checklist (appendix J, page 250).
3. Ask each group to share their learning material with the main group.

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### Activity 3.11 Closing Comments (10 min)

#### Objective

- Review the day's work and emphasize key concepts.

#### Steps

1. Briefly review the highlights of each activity completed. For example:
  - discussing women's access to resources within your community
  - discussing skills and personal qualities needed to do this work
  - reviewing various learning materials and discussing how you could apply what you learned in your work to prevent violence against women
2. Briefly describe topics for Day 3:
  - a hot debate that will allow them to practice their advocacy skills
  - learning about the process of advocacy
3. Ask each participant to briefly share how s/he felt about the day.
4. Make any logistical announcements such as the start times for the evening activities and for Day 3.

### Activity 3.12 Warm-Up and Review (30 min)

#### Objectives

- Reflect on the previous days work.
- Emphasize the continuity of the learning process.

#### Steps

1. Start with a game. Ask participants if they know any warm-up game. If a participant volunteers a game, ask her/him to explain it to the group and lead the activity. If there are no suggestions, use one of your own games or see appendix P for some suggestions.
2. Briefly remind the participants (one or two sentences) about the work you completed on Day 1 and 2.
3. Ask participants if they have any comments or views about the work. If a major issue emerges, negotiate a special time for in-depth discussion.
4. Give a brief overview of the work for the day.

### Activity 3.13 Hot Debate: Do we need to have a 'head of the household'? (2 hrs)

#### Objective

- Practice advocating for women's rights and violence prevention.

#### Preparations

- For Part A, on a flipchart, write the following statement: "Women and men can never be equal. A man is the head of the household and the woman's role is to serve and obey him!"



### Steps

#### Part A – Debate (1 hour 30 min)

1. Explain that you are going to begin this activity with a debate.
2. Explain how the debate will be conducted:
  - You are going to divide the participants into two groups.
  - One group will make a case for the statement and the other group will argue against it.
  - Each group must give clear reasons for what they believe and cite sources they are invoking. For example, if they say something is in the Bible, they have to say where, or if they say its agreed in an international convention, they have to say which one, etc.
  - Each group will have 45 minutes to prepare their argument.
  - A volunteers from each group should be nominated to present the case.
  - Each group will have a maximum of 15 minutes to present their case.
3. Present the flipchart with the statement to be debated (see preparations).
4. Divide the group in two. Ensure that the group arguing 'against' the statement has an articulate member who will be able to make the argument against the statement convincingly.
5. Conduct the debate as described above.
6. During the debate the opposing group members must listen carefully and cannot interrupt. They can take notes and prepare a short (maximum 5 minutes) rebuttal to the argument after the presentation. Emphasize that this is their response to the arguments presented by their opponents, not their presentation. They have to refer to what was said by the other group.

#### Part B – Discussion (30 Min)

1. After each group has had an opportunity for a presentation and a rebuttal, the floor is open for a free exchange and discussion.
2. Summarize the discussion and key points made by each side and ask participants to vote on the winning team (hopefully those that argued against the statement!).
3. Remind the participants that the group that was arguing 'for' the statement was playing a role. They don't necessarily believe what they were arguing in the debate. Ask members of the team that argued 'for' the statement to add any arguments they may have used if they were the opponents.
4. Discuss how such a methodology can be useful in helping you practice presenting your ideas to others. In participants work of preventing domestic violence they will be challenged by opposing views and need to use convincing arguments and understandable words and metaphors to convince and persuade.

### Activity 3.14 Advocacy Plans (2 hrs)

#### Objectives

- Develop understanding of the process of advocacy.
- Practice developing advocacy plans for the prevention of domestic violence.



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**Steps****Part A – Creating Mock Advocacy Plans (1 hour)**

1. Explain that in this activity participants will develop a hypothetical advocacy plan to prevent violence against women.
2. Divide the participants into two groups.
3. Ask the participants to imagine that they have decided to advocate for preventing violence in their community:
  - Where would they begin?
  - What institutions would they target?
  - What individuals would they try to influence?
  - How would they try to do it?
4. Ask them to write a step-by-step plan for their ideas (e.g., a ten-step plan that lays out each step in a logical order).
5. Ask each group to present their work and discuss their ideas. Ask open-ended questions to broaden participants' understanding of the importance of working to change the community's perceptions of women and of influencing the attitudes of their peers. Emphasize that advocacy is about persuading and inspiring others to take action. This involves convincing others and proposing practical, achievable alternatives.

**Part B – Planning for Advocacy (1 hour)**

1. Ask the participants to form small groups with other participants in their workplace/community. Ask them to take a few minutes to discuss how they could apply what they have learned in this activity to advocate for prevention of violence against women in their workplace/community.
2. Ask each group to share their thoughts.

**Activity 3.15 Revisiting Action Plans (1 hrs)****Objective**

- Review and update Action Plans based on what participants have learned in this workshop.

**Steps**

1. Ask participants to think about all the discussions and activities during this workshop and to write down some of the key things they feel they have learned. Emphasize their discussion about advocacy on Day 1 (Activity 3.4).
2. Ask participants to identify three specific things that they will do in their work/community/sector, based on what they learned.
3. Ask them to look at their Action Plans, assess what changes they will make to it, and how they will build in new activities that reflects the aims of the phase. In their Action Plans, they should also apply what they have learned from this workshop and from their work since the last workshop.

4. You may choose to do a group brainstorm or ask participants to work in pairs if they need assistance getting ideas flowing.
5. When they are ready, ask the participants to get in pairs and share how they will modify their Action Plans after this workshop. If time allows, instead of discussing in pairs, ask the participants to present their revised plan in the main group.

### Activity 3.16 Review and Evaluation (1 hr)

#### Objectives

- Learn from feedback.
- Bring closure to the process.

#### Steps

##### Part A – Next steps and Evaluation Form (30 min)

1. Discuss the feasibility of jointly developing a fourth workshop based on priorities defined by the participants. If it is to be conducted, who will design it, what will be its contents, and who will help you facilitate it? Activity 3.9 may have yielded ideas, but the participants may have other topics in mind too. This would be a good opportunity for you and the group to apply all that you have learned about participatory learning.
2. Using the workshop schedule, summarize all the work you did together.
3. Hand out the evaluation forms and ask participants to fill them out. Remind them the forms are anonymous and that you would appreciate honest feedback.

##### Part B – Group Discussion (30 min)

1. Ask a participant to collect the sheets and put them in an envelope to protect confidentiality.
2. Ask each participant to take five minutes of quiet time and think about how s/he experienced the course. Participants may want to review their notes and workshop schedules. They can also think about the following questions:
  - What did they learn?
  - Which activities did they like?
  - Is there anything that they would have preferred to happen differently?
3. Ask each participant to identify one or two things that they learned during the course and say how they will apply them in their everyday life.
6. Provide opportunity for any other comments.
7. Thank them for participating.
8. Make logistical announcements about follow-up meetings and support.
9. Congratulate them on completing the course and, if appropriate, have the head of your organisation say a few words and hand out certificates of achievements to each of the participants.
10. Take a group picture if you have a camera and celebrate!
11. Keep all the flipcharts and, soon after the workshop, document and share the process. See page 297 for suggestions.

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## Evaluation Form

## CAC Workshop 3: Advocating for Women's Rights

Venue:

Date:

Please tick the appropriate column.

A= Excellent

B= Very Good

C= Fair

D= Poor

## 1) Activities

Activity No	Title	A	B	C	D
3.1	Reconnecting				
3.2	Sharing Experiences				
3.3	Lessons Learned				
3.4	Advocating for Women's Rights				
3.5	Closing Comments				
3.6	Relationships With Women				
3.7	Warm-Up and Review				
3.8	Recognizing Women's Contributions				
3.9	Advocacy Skills and Personal Qualities				
3.10	Learning Materials for Advocacy				
3.11	Closing Comments				
3.12	Warm-Up and Review				
3.13	Hot debate: Do we need to have a 'head of the household'?				
3.14	Advocacy Plans				
3.15	Revisiting Action Plans				
3.16	Review and Evaluation				

## 2) Facilitation

a) Please evaluate the overall facilitation of the workshop using the same letters above

☐

 b) Which activity did you find most useful? .....  
 Why? .....

 c) Which activity did you find least useful? .....  
 Why? .....

 d) Any other comments about facilitation? .....  
 .....  
 .....

## 3) Venue Please comment on the suitability of the venue.

 Location .....  
 .....  
 Accessibility .....  
 .....

 Service/Accommodation .....  
 .....

 4) Any other comments? .....  
 .....  
 .....

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