



1.5 Days

This module builds on the foundations of the Gender 101 module. To best introduce participants to gender issues, IGWG trainers recommend Gender 101 as a prerequisite for gender-based violence (GBV) training. Either the full or a shortened version of Gender 101 should be offered before beginning the gender-based violence training, or participants can complete the e-learning module, “Gender and Reproductive Health 101,” available in January 2009 at www.globalhealthlearning.com.

Workshop Audience

This training is for program staff working in reproductive health, HIV, and/or safe motherhood who want to build their skills to address gender-based violence in their programs. The module is considered a primer on gender-based violence and assumes little to no prior experience with the topic of gender-based violence. However, the module does assume that participants have a basic foundation in the concepts of gender and gender analysis from having previously completed the IGWG Gender 101 training—through either a facilitated face-to-face training or the e-learning course.

Workshop Objectives:

By the end of this workshop, participants will be able to

- Day 1:
 - Define gender-based violence;
 - Deconstruct the myths and realities surrounding gender-based violence and understand that gender-based violence also affects males due to gender norms;
 - Identify stages of the life cycle of violence where gender-based violence occurs;
 - Discuss the prevalence of gender-based violence, with a focus on intimate partner violence, and its impact on women’s and girls’ reproductive health;
 - Use the ecological model to explain how gender norms and relations at multiple levels—from intimate partnerships to policy and laws—can either perpetuate or help to eliminate gender-based violence;
- Day 2:
 - Describe the cycle of violence and explore why women remain in violent relationships;
 - Discuss the common elements of effective gender-based violence interventions; and
 - Apply gender analysis to integrate effective gender-based violence interventions into reproductive health programs.

Pre-Workshop Preparation:

1. Prepare flipcharts.
2. Make copies of handouts for each participant.
3. Review relevant background materials. Suggested materials include, but should not be limited to, the following:
 - Boender, Carol, Diana Santana, Diana Santillan, Karen Hardee, Margaret E. Greene, and Sidney Schuler. 2004. *The 'So What?' Report: A Look at Whether Integrating a Gender Focus Makes a Difference to Outcomes*. Washington, DC: USAID Interagency Gender Working Group. Available at: <http://www.igwg.org/Publications.aspx>.
 - Rottach, Elizabeth, Sidney Ruth Schuler, and Karen Hardee. Forthcoming. *Gender Perspectives Improve Reproductive Health Outcomes: New Evidence*. Washington, DC: PRB for the IGWG. Available at: <http://www.igwg.org/Publications.aspx>.
 - USAID. 2006. *Addressing Gender-Based Violence through USAID's Health Programs: A Guide for Health Sector Program Officers*. Washington, DC: USAID. Available at: <http://www.igwg.org/Publications.aspx>.
 - Data relevant to GBV for the country or region for the training, if the training is specific to a country or regions. Key resources include
 - the Demographic and Health Survey (DHS) module on domestic violence (where conducted) and relevant questions from the core DHS questionnaire (www.measuredhs.com/accesssurveys/start.cfm);
 - the World Health Organization (WHO). 2005 Multi-country Study on Women's Health and Domestic Violence against Women (http://www.who.int/gender/violence/who_multicountry_study/en/);
 - the Centers for Disease Control Reproductive Health surveys (www.cdc.gov/reproductivehealth/surveys/index.htm#surveys);
 - other country or region-specific studies that may also have been conducted.
4. Locate a culturally appropriate video that will prompt a discussion about the reasons that women remain in abusive situations and/or opportunities for supporting responses to GBV for an optional exercise on day two.



Gender-Based Violence: a Primer



Facilitator Guide

Materials

Flipcharts and markers

Prepared flipcharts:

- Introductions Questions
- Objectives and Agenda
- Definition of GBV
- Myths Surrounding GBV
- Six Stages of the Life Cycle
- Ecological Model
- Definitions for Ecological Model
- Group Work Instructions for Ecological Model

Handouts:

- Objectives and Agenda
- Ecological Model
- USAID. 2006. Addressing Gender-Based Violence through USAID's Health Programs: A Guide for Health Sector Program Officers.
- Case Studies: Violence Against Women in South Africa or Marie's Story
- Table 1 and Table 2
- Workshop Evaluation

PowerPoint/Overheads:

- Prevalence of GBV (*For facilitator to prepare based on local/regional data*)
- Addressing Gender-Based Violence through USAID's Health Programs (PPT)

Video (optional)

Miscellaneous:

- Character statements, cut into strips
- Table tents labeled with intervention approaches



Gender-Based Violence: a Primer



Facilitator Guide

Agenda		
Day 1:		
I.	Welcome, Introductions, and Review of Agenda and Objectives	45 minutes
II.	Vote with Your Feet	45 minutes
III.	What Do We Mean by GBV?	30 minutes
	Break	15 minutes
IV.	Myths and Realities of Gender-Based Violence	30 minutes
V.	The Life Cycle of Violence Against Women	90 minutes
	Lunch	1 hour
VI.	How Prevalent is GBV? What are its RH Consequences?	30 minutes
	Break	15 minutes
VII.	How is GBV Perpetuated at Different Levels?	2 hours
Day 2:		
I.	Welcome/Recap of Day One	10 minutes
II.	Video (<i>Optional</i>) and Discussion	60 minutes
III.	Addressing GBV through USAID’s Health Programs	50 minutes
	Break	15 minutes
IV.	Case Study	1 hour 45 minutes
V.	Close & Evaluation	30 minutes
	Closing Lunch	

Session I: Welcome, Introductions, and Review of Agenda and Objectives

Activity 1: Welcome and Introductions

 45 minutes

Materials

Flipcharts, markers, and tape

Flipcharts:

Introductions Questions

Objectives and Agenda

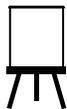
Handouts: Objectives and Agenda

Welcome (5 minutes)

1. Welcome the group to the workshop. Explain that the IGWG is committed to providing training and information critical to understanding how gender impacts our work in reproductive health. Say that the focus of this workshop will be introducing participants to the topic of gender-based violence and its impact on reproductive health.
2. Introduce yourself and explain your role during the workshop. Also have any other facilitators introduce themselves and explain their roles.

Introductions (30 minutes)

1. Divide the participants into pairs and ask them to find out the following about each other:



- Name
- Where they work
- What programs/projects they are responsible for
- Experience with gender in development
- ONE expectation for this workshop

Have this information posted on a flipchart. Allow 10 minutes for this exercise.

2. After 5–10 minutes, ask the pairs to BRIEFLY introduce each other to the larger group. Record their expectations on a flipchart for use while reviewing the agenda. As participants are introduced, note any similar or unique experiences.



Gender-Based Violence: a Primer



IGWG

Session I: Welcome, Introductions, and Review of Agenda and Objectives

Activity 2: Review of Workshop Objectives and Agenda (10 minutes)

1. Review the workshop objectives and agenda, displaying a flipchart listing both. Direct participants to follow with their own copy of the agenda. Tie participant expectations mentioned during the introductions to the workshop's objectives and activities. Any expectations that do not fall within the scope of the workshop should be written on flipchart paper marked "Parking Lot"; explain that you will talk to IGWG staff about these expectations and where participants may find information that addresses them.
2. Ask participants if they have any questions on the workshop objectives and agenda.

Transition to Vote With Your Feet

Session II: Vote With Your Feet

Activity 1: “Vote With Your Feet”

 45 minutes

1. Start by explaining that, as a group, participants will discuss some GBV-related statements. Explain that, in this next activity, they are going to explore their own views and beliefs about gender-based violence through an interesting exercise.
2. Ask the group to stand in the center of the room. Explain that you are going to call out a statement. Tell the participants to step to the right if they agree with the statement or step to the left if they disagree.
3. Read each statement twice to ensure everyone heard it. After the participants choose whether they agree or not, ask 2 or 3 participants from each side to explain why they voted the way they did. Generate responses and probe further with additional questions. Then ask the same question of the other response group. Ask participants if anyone wants to change their vote.

Statements

1. Women are just as likely to perpetuate norms around violence as men are.
2. In certain circumstances, women provoke violent behavior.
3. Gender-based violence is too culturally sensitive an issue to be addressed in reproductive health projects.
4. Men sometimes have a good reason to use violence against their partners. (This statement typically generates more discussion in overseas settings.)

Facilitator Note: The richness of this exercise comes from discussion and debate. Try to ask questions pertaining to the participants’ own cultural norms around GBV; whether it’s acceptable or not, only in certain circumstances, etc. Also, look for cultural differences in perceptions of GBV.

4. Explain to participants that even though we may be familiar with GBV, and the importance of addressing it, some of the issues may still be difficult for us to work with. Also, we need to look at ourselves as a product of our own cultures. We need to ask ourselves: how do our own cultures shape our opinions about violence toward women and girls? Can cultural norms and experiences influence the way we address GBV in our projects/programs or even whether we address it at all?
5. Ask participants whether they have any further questions or comments. Close with a statement about violence never being an acceptable means of interaction with a person.

Session III: What Do We Mean by GBV?

Activity 1: Defining Gender-Based Violence

 30 minutes

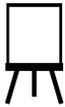
Materials

Flipcharts, markers, and tape

Flipchart:

Definition of GBV

1. Divide participants into three small groups. Distribute three pieces of flipchart paper. Tell the groups to discuss the definition of GBV, come to a consensus, write the definition on the paper, and post it on the wall.
2. Review each definition and ask all participants whether they believe that all of the elements of GBV have been covered. Facilitate the discussion.
3. Share the following definition of GBV on a flipchart:



Gender-Based Violence is violence involving men and women, in which the woman is usually the victim; and which is derived from gender norms and roles as well as from unequal power relations between women and men. Violence is specifically targeted against a person because of his or her gender, and it affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family or within the general community). It includes violence perpetuated by the state.

- Adapted from UNFPA Gender Theme Group, 1998

4. Compare this definition with those written by the participants. Without drawing attention to individuals in the groups, point out elements in their definitions that are not part of the definition of GBV and why. Ask the participants if they have any questions. Explain to the group that gender-based violence is defined in many different ways, but for our purposes today, we are going to use an adapted definition originally provided by the United Nations Population Fund (UNFPA). Also explain that the focus will be on intimate partner and sexual violence, with limited attention to other areas of GBV, such as trafficking, harmful traditional practices, etc.

Facilitator Note: Key elements that should be included in all definitions of GBV are power/power imbalance, and the subordinate status of women, as well as the various types of violence (e.g., physical, sexual, and psychological).

Transition to Myths and Realities of Gender-Based Violence

Session IV: Myths and Realities of Gender-Based Violence

Activity 1: Myths and Realities of Gender-Based Violence

 30 minutes

Materials

Flipcharts, markers, and tape

Flipchart:

Myths Surrounding GBV

1. Point participants to five flipcharts hanging on the walls throughout the room, each with a statement about GBV (in italics below). Ask the participants to stand and join you by the first flipchart. Read the statement aloud, and ask whether it's true or false. Have participants raise their hand for the response they choose. Go to the next flipchart and do the same, facilitating a brief discussion around participants' responses.
2. As the discussions around each response develop, clarify the misperceptions and beliefs about each myth with the facts detailed after each myth below.

Myths Surrounding GBV:

1. *The perpetrators of violence are a minority group of men with mental health issues.*
 - Violence may be perpetrated by those with mental health problems, but it is by no means a symptom or behavior related just to those who are mentally ill. Violence, and GBV in particular, is a common occurrence worldwide, as we will see in our next session. It is a socially and culturally learned behavior.
2. *Poverty or war lead to attacks on and abuse of women.*
 - Poverty and war may exacerbate levels of violence. Some studies have found these phenomena to be risk factors for gender-based violence. However, they are not the cause of violent behavior. Gender-based violence cuts across socio-economic levels. There are many individuals living in poverty or war who are *not* violent toward women, and there are many individuals in higher economic quintiles or non-conflict settings that *are* violent toward women.
3. *Gender-based violence is caused by substance abuse such as alcohol and/or drugs.*
 - Substance abuse may precipitate violent behavior or make potential victims more susceptible to violence. First, it may lower inhibitions on the side of the perpetrator. For the potential victims, it may impair judgment and cause them to make decisions that put them in situations that increase their risk for abuse or prevent them from defending themselves. It is important to recognize that neither alcohol or drugs or the victim should be blamed in these situations. Violence against women is unacceptable under all circumstances.

(continues)

Session IV: Myths and Realities of Gender-Based Violence

Myths Surrounding GBV (continued):

4. *Gender-based violence is an inevitable part of intimate partner relations.*

Disagreements and disputes may be inevitable parts of intimate partner relations. However, violence as a way to resolve those disputes is not. Violence is a learned behavior and can be unlearned.

5. *Violence against women is an inherent part of maleness or a natural expression of male sexual urges.*

Male violence is not genetically based; it is perpetuated by a model of masculinity that permits and even encourages men to be aggressive. It is up to us as individuals, communities, and society to change these gender norms so that violence against women is not accepted or tolerated.

3. Close by explaining that all of these statements are actually myths about gender-based violence that attempt to explain it or justify it:

- Such views lead to a perception that GBV is rare or exceptional and/or that it is caused by factors outside of men's control. They are used as justifications for violence.
- These views place the onus on women to ensure that they minimize the chances of their behavior instigating violence.

Make connections where possible to statements and comments made during the "Vote With Your Feet" exercise.

4. Explain to the group that justifications for violence are frequently based on gender norms:

- Gender norms are the socially assigned roles and responsibilities of women and men.
- Cultural and social norms often socialize men to be aggressive, powerful, unemotional, and controlling. This contributes to a social expectation (by both men and women) that accepts men as dominant.
- Similarly, expectations of women are that they be passive, nurturing, submissive, and emotional. This reinforces women's roles as weak, powerless, and dependent on men.

Session IV: Myths and Realities of Gender-Based Violence

Continued:

- The socialization of both men and women has resulted in an unequal balance of power and unequal power relationships between women and men.
 - In many societies, children learn that men are dominant and that violence is an acceptable means of asserting power and resolving conflict.
 - Women as mothers and mothers-in-law unwittingly perpetuate violence by socializing boys and girls to accept the dominance of men and by acquiescing throughout life to men's demands.
 - Mothers teach their daughters to accept the roles that society assigns them, often punishing deviant behavior to ensure their sexual and social acceptance.
4. Tell the group that we should keep in mind our own cultural norms and thoughts about GBV as we design projects/programs and staff these projects. They can have an impact on attaining outcomes that prevent or mitigate GBV.

Transition to The Life Cycle of Violence Against Women

Session V: The Life Cycle of Violence Against Women

Activity 1: The Life Cycle of Violence Against Women

 90 minutes

Materials

Flipcharts, markers, and tape

Flipchart:

Six Stages of the Life Cycle

1. Explain to participants that they are going to identify the types of gender-based violence that can occur at different points of the life cycle for girls and women.
2. Use a creative way to divide the participants into six small groups. Give each group one piece of flipchart paper with one of the six stages of the life cycle written on it:

Six Stages of the Life Cycle

1. Pre-birth
2. Infancy
3. Childhood
4. Adolescence
5. Reproductive Age
6. Elderly

3. Give the group the following instructions:
 - Brainstorm on the different types of gender-based violence that can occur at this stage of the life cycle.
 - Choose a recorder and have that person write the group's list of types on the flipchart. Ensure that it is printed in large block letters.
 - Choose a presenter to report on your group's findings.
 - Take 15–20 minutes for group work.



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Session V: The Life Cycle of Violence Against Women

Continued:

4. Ask the groups to present their lists, starting with pre-birth and working through each stage of the life cycle. After each group has presented, facilitate a brief discussion by asking the following:
 - Would you add or delete anything from the different stages? Why?
 - Are there any culturally specific practices of which Westerners may not be aware?
 - Was this task easy or difficult? Why? Were there any surprises?

Transition to How Prevalent is GBV? What are its RH Consequences?

Session VI: How Prevalent is GBV? What are its RH Consequences?

Activity 1: How Prevalent is GBV? What are its RH Consequences?

 30 minutes

Materials

PowerPoint or Overheads: Prevalence of GBV

Facilitator Note: If this workshop is being conducted in a particular country or region, try to gather prevalence data specific to that country/region. Look at the most recent DHS data to see if it included questions related to GBV and see if the WHO multi-country study included the specific country or a country from the region. Focus the prevalence presentation on these data.

1. Begin the presentation with the following points:

- Millions of girls and women suffer from violence and its consequences because of their sex and their unequal status in society.
- Gender-based violence is a serious violation of girls' and women's human rights.
- While men are also victims of violence, violence against women is characterized by its high prevalence in the family; its acceptance by society; and its serious, long-term impact on women's health and well being. Because of the enormous impact of intimate partner violence and sexual assault on women and girls, as well as the availability of data, the prevalence presentation emphasizes these two types of GBV.
- Data on the prevalence of GBV can be difficult to collect and compare. Ask the participants why they think this is so. Facilitate or build on the discussion using the points below:
 - Definitions vary (e.g., not all studies separate or include all types of violence—physical, sexual, and psychological).
 - Data collectors are not trained properly and therefore do not know how to make interviewees feel comfortable.
 - Interview questions are not asked properly or at all (e.g., asking if women were “abused” rather than behavior-specific questions, such as “Have you ever been hit, slapped, kicked, etc?”).
 - GBV is also under-reported due to cultural and societal norms around disclosure (such as honor, shame, sense of privacy) as well as fear of further violence.

Continued:



Gender-Based Violence: a Primer



Session VI: How Prevalent is GBV? What are its RH Consequences?

2. Begin the overhead or PowerPoint presentation on Prevalence of GBV. Introduce it by explaining that the information is based on a WHO multi-country study of violence, which included violence against women, focusing on violence by intimate partners, one of the most common forms of violence against women.
3. When the first part of the presentation is finished, facilitate a brief discussion on the prevalence data and what the group thinks the impacts could be. Then proceed to the section of the PowerPoint presentation or overhead that describes reproductive health impacts.
4. Ask the group for any final questions or comments.

Transition to How is Gender-based Violence Perpetuated at Different Levels?

Session VII: How is GBV Perpetuated at Different Levels?

Activity 1: How is GBV Perpetuated at Different Levels?¹

 2 hours

Materials

Flipcharts:

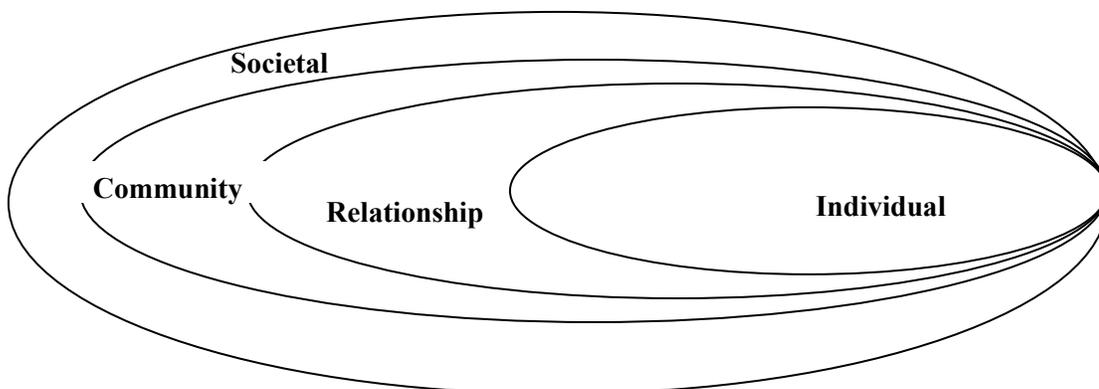
Ecological Model and Definitions for Ecological Model

Group Work Instructions for Ecological Model

Handout of Ecological Model

Character statements (photocopied, cut into strips so each participant can read one)

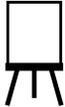
1. Explain that, as we learned in earlier activities (especially defining gender-based violence and violence across the lifecycle), gender-based violence can be perpetrated by any number of actors—partners, family, community, and the state. These individuals can also play a role in perpetuating as well as preventing gender-based violence. In fact, all individuals in the community can play a role.
2. Then refer participants to a flipchart with the Ecological Model drawn on it. Ask participants how many have seen the model before? Ask how many have used it. Referring to the fact that many people use the model to better understand GBV and identify how to respond to it, present the details of the model. (Adapted from Heise, L. 1998. “Violence Against Women: An Integrated, Ecological Framework.” *Violence Against Women* 4(3): 262–290.) Explain that researchers developed this model to conceptualize the varying factors at each level—individual, relationship, community, and societal—that cause and allow gender-based violence to take place.



Session VII: How is GBV Perpetuated at Different Levels?

Continued:

Define each level in the model as follows, referring to pre-printed flipcharts with each of the following definitions at the top of each flipchart:



Individual level: biological and personal history factors among both victims and perpetrators

Relationship level: proximal social relationships, most importantly those between intimate **partners and within families.**

Community level: the community context in which social relationships are embedded, including peer groups, schools, workplaces, and neighborhoods.

Societal level: larger societal factors that “create an acceptable climate for violence, reduce inhibitions against violence.”

3. Ask participants for examples of what they think are factors in perpetuating violence at each level and list them next to the corresponding circle on the flip chart. (See handout on the ecological model for examples, but do not distribute handout until the end of the exercise.) Facilitate a brief discussion on how the factors and each level are linked with one another, recognizing that each level influences the other. Emphasize that understanding gender-based violence requires drawing on each of the levels of influence.

Facilitator Note: The ecological model can sometimes elicit debates over how each factor is categorized, and what should be considered a factor or not. If so, you may emphasize to participants that the model is not necessarily perfect, but is intended to conceptualize the various influences on GBV and thus help design interventions that prevent violence.

4. Go on to explain that, in this next part of this exercise, we will explore how the thoughts, beliefs, and actions of others create community norms and how these norms influence change in the community. Norms are unwritten rules in a society that guide how people behave. Norms can and do change over time.
5. Randomly distribute character statements—one to each participant. (If there are less than 30 participants, eliminate statements so that the number of statements matches the number of participants. Be sure that Kebede’s and Almas’ statements remain in the pile. And be sure that there is a roughly equal number of statements from each of the categories of the characters: I/ R - individual/relationships; C1 - community with weaker institutional affiliation, C2- clear institutional affiliation, and S- society.)

Session VII: How is GBV Perpetuated at Different Levels?

6. Share the flipchart instructions:



- Find others with your level (with I/R, C1, C2, or S).
- Read your character statements out loud to each other.
- Discuss and record your responses to the following (on one flipchart each):
 - How might your character perpetuate violence, according to the statement?
 - How could the character instead play a supportive role?
- Please label your flipchart with your group's "level" at the top, and choose a presenter.

7. Before having people break into their groups, explain that because all of the characters are linked in some way to two individuals who are at the heart of the story – Alma and Kedebe – we would like them each to read their statements first. Ask the persons with Alma's and Kebede's statements to raise their hands, and have each character read their statement two times.

Then ask participants (including Alma and Kebede) to get into their groups, explaining that they will have 30 minutes for their work together.

8. After 30 minutes, bring the groups back together. First, thank the participants for having played the different characters in their groups. Welcoming them back to their roles as participants in the workshop, ask each group to report out. After each group reports out, ask the others if they have any clarifying questions.
9. After all the groups have presented, ask the larger group for comments and questions.
- How was this exercise for you?
 - What struck you most about the exercise?
 - Was it hard or easy to identify the ways in which the characters may have perpetuated violence? Why or why not?
 - Was it hard or easy to identify opportunities for change? Why or why not?
 - What are the most difficult factors to address when preventing GBV? Why?
 - What factor is the most important to address if one wants to prevent GBV? Why?
 - Did this activity give you ideas about interventions that you can incorporate into your own work?
10. Wrap up the activity by reflecting on how inter-dependent social and cultural norms are for perpetuating violence—but also, because of this interdependence, how successful changes can also have an add-on effect (if done with the proper supports—i.e., to avoid backlash) across multiple levels.

Transition: Briefly wrap up the day's activities and give an overview of the next day's activities.

Sessions I and II: Welcome/Recap of Day One and Video and Discussion (optional)

Day 2

Session I: Welcome and Recap of Day One

 10 minutes

1. Welcome participants back. Ask them to recap key learnings from the previous day. Facilitate the discussion.
2. Explain that today we will examine the reason women stay in violent relationships and then switch from defining GBV to programming for it.

Session II: Why Does She Stay?

Activity 1 (optional): Video

 60 minutes

Materials

Video

Facilitator Note: To date, IGWG trainers have used a video to introduce ideas about why women remain in abusive relationships. The video can also help participants consider what types of interventions were (or were not) helpful and what else could have helped. The facilitator is encouraged to use a locally relevant video or other training aid to sensitize participants about the reasons why women “stay.”

On the following page, two alternative videos are provided along with facilitation steps. Alternative 1 is the video “SASA! A Film about Women, Violence, and HIV/AIDS”; it can be downloaded from the Raising Voices website (http://www.raisingvoices.org/women/Sasa_film.php). Alternative 2 is the video “Matlakala’s Story”; it can be ordered from the Soul City website (<http://www.soulcitydistribution.co.za/ProductInfo.aspx?productid=SV004EN>).

1. Introduce the video dealing with gender-based violence. Tell the participants to keep in mind the previous discussion about gender norms, types of violence, levels at which violence occurs, and impacts on health.
2. Show the video. Give the participants several minutes after the video ends for spontaneous discussion with others.
3. Then initiate a guided discussion and ask the following questions:

Session II: Video and Discussion (optional)

Facilitation Alternative 1: SASA! A film about Women, Violence, and HIV/AIDS

The following are suggested discussion questions to follow a screening of “SASA! A Film about Women, Violence, and HIV/AIDS.”

Discussion Questions — Video

1. What did you think about the video?
2. Was there anything that surprised/shocked you?
3. What were the reasons for staying in an abusive relationship?
4. Did she have any options?
5. Think about the “Vote With Your Feet” exercise, in addition to discussions about gender norms and myths.
 - Are there differences in how we view GBV—our views on options to stay or go?
 - Did your views affect your thinking about/reaction to this video?
6. Consider what resources or responses were (or were not) available.
7. What else would be important to enable a more effective response?

Facilitation Alternative 2: Matlakala’s Story

At a recent workshop on GBV and HIV/AIDS from a faith-based perspective, facilitators showed the Soul City video titled “Matlakala’s Story” and then asked the following discussion questions:

Discussion Questions — Video

1. What did you think about the video?
2. Can you identify the types of abuse depicted in this video?
3. What was the impact of the violence on the family (mother, children, father, parents-in-law)?
4. What was the impact of the violence on the community?
5. Within your faith communities, what would the woman’s options have been?

Facilitators Note: Ask the participants to focus on the last question and be very realistic about what their faith communities could offer to such a woman.

Session II: Video and Discussion (optional)

If the participants do not mention the following as reasons to stay, please share:

- Fear of not being able to support herself
- Fear of not being able to support her children
- Barriers to being able to gain access to a safer situation (distance, no money for transport, plus the potential lack of support from friends and family)
- Fear of having children taken away from her and put back with her abusive partner
- Fear of having no place to go (partner may have already isolated her from family and friends)
- Fear of not having a place to live, insurance for herself and children
- Fear of partner killing her, or the children
- Disbelief that she is being abused
- Still loves him and believes he can change; hopes things will improve
- Religious beliefs discourage divorce
- Fear that family and friends will not believe her
- May feel she can manage the situation

Tell the group that it usually takes a woman 6–8 attempts to leave before she does finally, permanently leave a relationship.

Observe that these reasons women do not leave can be considered in terms of the domains of the gender analysis framework and thus highlight the gendered nature of the barriers and power inequalities that limit a woman's ability to leave.

State that it is important to understand both why women often cannot leave situations of abuse, as well as the increasing efforts (and successes) that are being made to overcome these gender barriers.

Ask for any final comments or reflections.

Transition to Addressing GBV through USAID's Health Programs

Session III: Addressing GBV through USAID's Health Programs

Activity 1: Presentation about Guidelines and Discussion

 50 minutes

Materials

Copy of *Addressing GBV through USAID's Health Programs: A Guide for Health Sector Program Officers* (2006)— if possible, secure a copy (whether print or electronic) for each participant. See www.igwg.org under Publications and Tools.

PowerPoint Presentation:

Addressing Gender-Based Violence through USAID's Health Programs

Facilitator Note: In some IGWG workshops focusing on GBV, the training team has been tasked with moving beyond knowledge transfer/awareness raising and into the programming phase. On such occasions, the facilitators can deliver an overview presentation about the publication cited above. The guide defines GBV and clarifies the link between GBV and reproductive health, but furthermore, it builds the rationale for addressing GBV as a component of many other types of programs and includes promising approaches.

If your broader training goal includes the design of GBV interventions (and time allows) this is a good juncture to conduct a lecturette or PowerPoint presentation about the guide. If time is limited, pay special attention to the section titled *Guiding Principles in GBV Programming*, beginning on p. 11 of the publication.

Transition to the Case Study

Session IV: Case Study

Activity 1: Case Study

 1 hour, 45 minutes

Materials

Flipcharts, markers, and tape

Table tents labeled with intervention approaches

Handouts:

Case Study: Violence Against Women in
South Africa **or** Marie's Story
Table 1 and Table 2

Facilitator Note: Facilitators should choose which case study will be most appropriate to the particular training context or substitute another study that may be more relevant.

1. Explain that participants will develop their analysis and proposed interventions for the case study according to a specific programming approach. Note that these four intervention approaches mirror the types of promising approaches contained in the guidelines reviewed in the previous activity:
 - Community mobilization
 - Behavior change communication
 - Health service delivery
 - Laws and policies
2. Remind participants of the process they learned in the Gender 101 module of conducting a gender analysis and integrating gender into programs, referring participants to Table 1—Data Collection and Analysis and Table 2—Moving from Analysis to Action. State that participants will follow the process laid out in the two tables to structure their analysis and proposed interventions for their gender-based violence case studies.

Session IV: Case Study

3. Tell the participants that they will have 60 minutes to do the following:

- Read the case study quietly to yourself.
- Complete Table 1 and Table 2 (Objectives and Activities) for your group's intervention approach:
 - Community mobilization
 - Behavior change communication
 - Health service delivery
 - Laws and policies
- Be sure to consider the promising approaches as you design components of a program to address GBV in this context.
- Adhere to the guiding principles set forth.
- Prepare a flipchart with your group's findings and choose a presenter to report.

4. Divide the participants into four small groups according to their intervention approach. Place table tents with their group's approach on their corresponding table. Distribute copies of the case study.

5. After 60 minutes, ask each group to report on the key gender-based constraints and opportunities they identified and highlights of their proposed activities.

6. After each group presentation, debrief by asking questions such as the following:

- What do you think about each group's report-outs?
- Were the components realistic?
- Were there any surprises?
- Was there anything not mentioned that you think was a critical component?
- Any further observations or comments?

Transition to the Workshop Close and Evaluation

Session V: Close and Evaluation

Close and Evaluation

 30 minutes

Materials

Workshop Evaluation Handout

1. Ask the participants to jot down in their notebooks (1) a key learning from the workshop; and (2) a next step they are prepared to take in order to address GBV in their program work. Give participants several minutes to generate an individual response.
2. Write each of the following headers on its own flipchart: “**Key Workshop Learnings**” and “**Concrete Next Steps.**”
3. Ask for volunteers to share their responses, and record them on the appropriate flipchart.
4. Make final remarks and ask the participants to complete the workshop evaluations before they leave. Distribute the evaluations and collect them as participants depart.
5. Thank participants for their energy and participation.