



Gender Studies & Human Rights Documentation Centre

VIOLENCE against WOMEN

A Training Manual

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The current structure of the manual was put together by Kathy Cusack and Dorcas Coker - Appiah, the Executive Director of Gender Centre who together contributed to all the Sections not specifically attributed to anybody else.

The final editing was done by Dorcas Coker-Appiah for which I accept any editorial errors.

Dorcas Coker-Appiah,
Accra, April 2011

Introduction:

When the Gender Centre conceptualized its Nyinkyim Anti-violence Project, it recognized the need to put together a comprehensive training programme for its partners to ensure a comprehensive understanding of violence against women in order to be able to respond effectively to victims of violence in those communities where partners operated. The training programme was also intended to train other civil society organisations as well as state agencies such as the Police, health and social welfare personnel and indeed all stakeholders who interacted with victims of violence in any way.

This Training Manual has evolved from the initial training programmes that took place between 2000 and 2002. Over the years, the course content and the resource materials found in the manual have been used by a number of organisations that have taken up violence against women as a programme. The Gender Centre therefore found the need to publish the manual in order to make it more accessible to a wider public.

Structure of the Manual

The manual is in seven sections with each section dealing with one topic. These are:

Section 1: Defining Violence: This first section starts with building on participant's understanding of what is violence and introduces some international definitions of violence. It also explores why it is important to have a universal definition of violence.

Section 2: Explaining Violence against Women: This section deal with the causes of violence and introduces the ideology of patriarchy and power and control as tools of women's subordination. It further explores some of the myths surrounding violence and social influences supporting violence. This session is very important as it deals with the social underpinnings of violence and gets participants to start interrogating their own understanding of gender roles and how a departure from these roles leads to violence.

Section 3: Physical and Psychological Violence: Section three goes into detailed explanation of physical and psychological violence and what constitutes each one.

Section 4: Sexual Violence: This section sets out to identify all the different elements of sexual violence, increase knowledge on facts of the issue and to debunk myths surrounding sexual violence.

Section 5: Impacts of Violence: The section examines in detail th impact of violence, not only on the woman but also on children of the family. The section also explores the link between wife assault and child abuse.

Section 6: Responding to Violence: The key objective of this section is to improve participant's knowledge on how best to respond to victims of violence when they report. The section deals with issues to be aware of at a personal level when responding as well as professional issues in assessment of victims.

Section 7: Resource and Referral Auditing: This final section deals with helping participants development guidelines for carrying out resources and referral audits. This section is only suitable for those participants who intend to set up community -based programmes to respond to violence.

Each section stands on its own and at the same time leads into the next section. The sections are structured using a number of methodologies, including group and individual exercises, lecture and facilitators notes. As much as possible, we have used data from our national research but we have also used information from other jurisdictions which are complementary to the Ghana data. While efforts have been made to include as many exercises and materials as possible, it is possible for the facilitator to introduce any materials and case studies that may be available.

For participants to get a clear understanding of violence against women, it is recommended that they are taken through section 1 to 6 and undertake as many of the recommended exercises as possible. Depending on the previous experience of the participants, the training programme can be carried out over a minimum five days and a maximum of two weeks. Where it is not possible to have participants together for a continuous period, it is possible to do the training one section at a time. While some sections can be done within one day, experience shows that Session 2, Explaining violence would require a minimum of two days.

SECTION 1

DEFINING VIOLENCE

Overall objectives of Section 1:

- To explore participants' knowledge, understanding, misunderstandings and position on violence against women and children and to begin to identify myths about violence.
- To add to participants knowledge, stressing the importance of definitions in relation to social issues and working through a definition of violence which becomes the reference point throughout the training programme.

Exercise 1 **Why is violence against women and children an issue?**

Methodology **Brainstorming/Fishbowl**

Purpose:

- **To assess where participants position violence in the larger context of social justice.**
- **To begin to link violence to other social justice, equity and governance issues such as human rights, citizenship, poverty, health and education, so that violence is not seen in isolation.**

Procedure

1. Ask the group to answer the question either in the larger group or in a discussion point in a fishbowl:
Why do you think violence against women and children is an issue? Or
Why even bother to take violence against women and children up as a cause?

Time 30 minutes

Materials None

Facilitator's Notes

- Depending on the group you are working with this exercise can be your first exercise or it can come after you have discussed definitions of violence.

- Why is violence a social justice and gender issue:
 - Violence is a form of inequality reflecting women's subordinate position (low status) in society.

 - It is a form of exploitation.

 - It is a key factor in women's oppression, generating fear, altering women's movements and forcing them to change their behaviour.

 - Violence prevents women from freely participating in decision-making which they have a right to participate in as citizens of this country and members of a household.

 - Violence reflects a power imbalance in society and family in favour of men.

 - Violence against women is an issue of governance in various ways: when the state treats it as family matter and refers reported cases back to the family or the community, or when it completely fails to respond. In both cases the state fails to protect women. The reality is that women are not viewed as full persons (citizens) in their own right. They are viewed as wives, sisters, mothers and daughters for whom rights change in accordance with their status.

 - Violence is seen as normal, thus oppression is normalized. All of this perpetuates an ideology that women are minors, childlike in need of discipline.

 - Violence degrades, disrespects and abuses another human being.

 - Violence is a fundamental violation of human rights (the right to live a life free of violence) as enshrined in International Conventions of Human Rights and the Ghana Constitution.

 - Violence negates the effects of development programmes because women may fail to participate in or contribute to such programmes. Specifically, it negates women's advancement due to loss of self worth and confidence, reduced productivity and emotional consequences such as depression which hampers a woman's ability to participate. It can easily kill initiative.

 - Violence affects the family, community and the state. It will deplete family resources, harm the way children relate to one another, the way women relate to and look after their children and it will affect the worldview of all involved. The result may be a worldview that sees women as inferior, men as superior, men as disciplinarians, violence as the way to resolve conflict and misunderstandings. These views perpetuate violence, inequality and oppression. Violence also breeds violence.

 - It creates and in some cases demand dependency

EXERCISE 2 DEFINING VIOLENCE

Methodology Individual reflection and group discussion

Purpose:

To facilitate an understanding of the importance of naming and defining issues in social justice work.

Procedure

1. Participants individually answer the question “**Violence is.....**” and paste on the wall for a “gallery walk”. Participants are asked to review their answers posted on the wall. Group discussion can follow in which they agree or disagree with statements and are given time to add or subtract.

or

2. Use posters depicting acts of violence or a newspaper article on violence to get the group to reflect on violence. The participants may be divided into smaller groups to address the same question. These tools can be used to get them to answer the question “**Violence is**”.
3. Facilitator should, as a summary of this exercise, clearly distinguish between discipline and abuse or violence. Ask the group if they can distinguish between these terms. What do they say are the differences?

Time 30 minutes

Materials Posters, newspaper article, small slips of coloured paper, flip chart and markers.

Handout Newspaper article

Facilitator’s Notes

- Some of the responses may be:
 - Violence is anything that hurts or harms a person. It could be physical, sexual or psychological.
 - It is a denial of rights.
 - Threats
 - Irresponsible behaviour
 - Acts that reduce one’s recognition.
 - It tarnishes one’s image.
 - It is a dehumanizing action
 - Rape
 - Intentional acts that have a negative effect on a person.
 - It is an act that prevents someone from earning a living.
 - Acts that force inferiority.
 - Acts that make one feel uncomfortable.
 - Acts that prevent expression.
 - Death
- What may transpire in this exercise is a long list made up of definitions, myths and types.

We suggest that the facilitator identify each as they surface, types, definitions or myths. Address the myths immediately, dismantle them. The issue of violence is filled with so many myths that it becomes difficult to determine what is true and what is false. The majority of information we receive is based on opinion and not fact. The distinction between fact and myth is dealt with more broadly in the section on causes of violence. Look for instances at the newspaper article. The author suggests that the perpetrator was unable to control his emotions when he saw the woman with another man. This led to assault.

- Our starting point for distinguishing between discipline and abuse is that women cannot be disciplined. Our perspective is that women and men are equal. As equals, men do not have the right to discipline women. Men do not have the final say on what is right and wrong. Men do not have the right to monitor, supervise, or chastise women. Equality requires that each side has a say in working toward a solution to the problem.

Discipline then, can only be applied to children. Discipline means that you are correcting, teaching, trying to change behaviour, putting in place a system of rules so that children will behave a certain way. It recognizes that more than one person is involved. It clearly outlines the behaviour that is wrong, what is expected to change and why the person is being punished. Discipline is punishment for wrong-doing, the boundaries are clearly set out. It should not be spontaneous, it should be humane; it has an end goal. Discipline does not involve force, coercion, abuse or violence. So for instance, a child may not be allowed to play soccer for two weeks for having skipped school. A child may not be allowed to watch television for two weeks for refusing to go to farm. A child may be asked to weed the garden every Saturday for four weeks for spending the chop money on sweets. A child should not be asked to do 150 frog jumps in the hot sun for not wearing full uniform to school. A child should not be beaten for coming in late for dinner. A child should not be starved for being disrespectful. A child should not be tied up to a tree for kicking a sibling. Discipline recognizes that another human being is involved and that you are trying to teach a lesson. This child is a person with rights to dignity and respect.

- Discipline crosses the line and becomes abuse or violence when it is erratic (slap or punch to the head when you come out of your room or are sitting at the table eating dinner), constant (every time the parent sees the child they scream, hit or beat the child – or whenever the father comes home from a difficult day with his boss) when it instils fear (by threatening to kick her/him out for the house or threatening to beat or kill the child), when there is intent to humiliate (tying her up naked for all to see, ripping up her school uniform in front of people) or harm the child (leaving a child to fend for her/himself selling water on the street, sending them out to beg, abandoning a child), when there is not beginning or end to the maltreatment. Everyday the girl is insulted and screamed at, nothing she does is right. The use of force and the infliction of physical harm are fairly clear in having crossed the line. Neither grants recognition that a child is a person with rights. An adults' abuse of his/her position of trust, by touching a child sexually or having sex with a female student of any age is another example of violence. Violence is not just when a beating draws blood.
- Violence is force, brutality, aggression, degradation, humiliation, inflicting injury and harm. Violence is behaviour that generates real fear for one's safety and well being. Acts terrorizing children to get them to be obedient. This could entail threatening them that you will harm their family, destroying their property, killing their pets. All of these acts represent danger of other acts of violence.

- Abuse is maltreatment, improper use of authority. Abuse constitutes a whole range of behaviour that is inflicted on women and children without direct force. It represents the insults, shouts, disrespect, discrimination, favouritism, treating a woman as a sex object and deprivation. It must be recognized however, that abuse and violence go hand in hand. Abuse feeds into violence and often accompanies violent behaviour. Indeed, all violence is abuse of some form, but not all abuse is violence. This distinction is only necessary on reflecting upon sanctions and acts that should be criminalized. Both violence and abuse are unacceptable and interrelated. This is an important consideration to ensure that we do not end up establishing hierarchies so that one woman's experience of abuse (public humiliation by a partner and being forced to ask for money that you earned) is trivialized to power and control and both show inherent disrespect for the person receiving the abuse and violence.
- At the end of this exercise, you may also ask what is violence against women. Check to see if there is any noted difference when they apply violence to the target group of women. You may find that the definition of violence narrows. You will need to point this out and widen it again.
- Ultimately, the group needs a definition to frame discussions of violence throughout your work together and that you can refer to. This definition becomes the point of reference for the entire training period. Definitions create boundaries and help us to move issues forward. Without an issue being defined it becomes difficult to move it forward. A working definition creates a common understanding of the issue you are working with and leads toward clarity about what we mean by violence against women. This definition is needed as a point of reference for the entire training programme, to make clear the distinction between discipline and abuse/violence and between violence and discipline for the purposes of our work with the public. At the end of the week you may want to look back at your definition and see if it changes in any way.

HAND/OUT /

Newspaper Article

A 29 year old block manufacturer at Ashaiman, near Tema, who could not stand seeing his ex-girlfriend in the arms of another man and therefore stripped her naked and brutally assaulted her is now faced with the dire consequence of his action.

Rakie Ocansey, 35, the victim told police that on January 22, 2000, at about 10.30 a. m. she was in her bar cooking when Kwasi Teye showed up and saw her conversing with another man.

Miss Ocansey said, she told Teye to leave the scene, which he did but he came back after about 20 minutes and found her still with the same man. Teye unable to control his emotions pounced on Rakie and the man, stripped her naked and brutally assaulted her in the presence of her customers who were then seated in the bar.

Aggrieved, Miss Ocansey reported the incident to the Barrier Police at Ashaiman. Teye was arrested the following day and handed over to the Ashaiman Police where he was charged with assault.

EXERCISE 3 COMPARING DEFINITIONS AND IDENTIFYING IMPORTANT INGREDIENTS.

Methodology Brainstorming/Fishbowl

Purpose

To review a very specific definition(s) of violence and reflect on what is included, why these ingredients are important and what is left out of the definition.

Procedure

1. Using the United Nations and /or the Draft Pan African Treaty definitions on Violence Against Women to reflect on content, what they like about the definition and important elements of the definitions.
2. Could discuss as a group the commonalities and differences in the definitions.

Time 30 minutes

Materials Flip chart, markers.

Handouts United Nations definition of violence
Draft Pan African Treaty against Violence
Important ingredients of the U.N. definition.

HAND/OUT

United Nations Definition

The official definition of violence against women comes from the Declaration on the Elimination of Violence against Women adopted by the General Assembly of the United Nations in 1993, to which Ghana has acceded :

- ◆ The term violence against women means any act of gender-based violence that results in or is likely to result in physical, sexual or psychological **harm or suffering** to women, including threats of such acts, coercion, or arbitrary deprivations of liberty, whether occurring in public or private life.

Other details in the Declaration stipulate that violence encompasses but is not limited to:

- ◆ Physical, sexual, psychological violence occurring in the family, including battering, sexual abuse of female children, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- ◆ Physical, sexual and psychological violence occurring within the community, including rape, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.
- ◆ Physical, sexual and psychological violence perpetrated or condoned by the state wherever it occurs.

(Articles 1 and 2 of the UN Declaration on Violence against Women, 1993)

HAND/OUT

The Draft Pan African Treaty Against Violence

“(A)ny act, omission or conduct by means of which physical, sexual or mental suffering is inflicted, **directly or indirectly**, through deceit, seduction, threat, coercion or any other means, on any woman, with the purpose or effect of maintaining her in sex-stereotyped roles or of denying her human dignity, sexual self determination, physical, mental and moral integrity, or of undermining the security of her person, her self respect her personality, or diminishing her physical or mental capacities.”

Credit : The Private is the Public, A Study of violence against women in Southern Africa (for WiLDAF) editors Charlotte Watts, Susanna Osam and Everjoice Win

HAND/OUT

Important Ingredients of the UN Definition of Violence

- First, the definition is a gendered definition of violence, which is crucial to showing that the victims could not just as easily have been men. The risk factor for women is their being female.
- Second, the definition identifies physical, sexual and psychological violence and traditional practices harmful to women, recognizing that there are ranges of violence that can be perpetrated by the state.
- Third, the UN definition recognizes that violence is not a neutral thing, it causes harm and/or suffering.
- Fourth, it recognizes the distinction between the private and public spheres. This is apparent for instance, when personnel from some state agencies refer reported cases of violence which they consider to be a private matter back to the family.
- Fifth, this definition is also situated squarely within the discourse on human rights. It is particularly important to locate the definition of violence against women within the wider international and national policy agenda indicating that violence is not separated from other policy issues such as governance, citizenship, development, health, education, crime or social care.

EXERCISE 4 THE IMPORTANCE OF DEFINITIONS

Methodology **Brainstorming**

Purpose

- **To makes links between definitions and visibility of an issue. Once defined it is easier for people to name their experience.**
- **To begin the process of defining issues in social justice work.**
- **To show how definitions help to move an issue forward.**

Procedure

1. Discussion question: Why do we need a definition?

Time 30 minutes

Materials None

Facilitator's notes

- **Definitions are important because they:**
 - give visibility to a previously unrecognized issue.
 - Definitions help to name a problem.
 - Naming the issue challenges the norm.
 - To help women identify and understand the issue.
 - To encourage women to speak out.
 - To legitimize knowledge based upon experience.
 - To plan a response.
 - To make the issue a public one.

EXERCISE 5 **GHANA RESEARCH**

Methodology Lecture

Purpose

- **To contextualize the discussion of violence using the findings of the Ghana research to show that it is a local problem not a foreign one, and to begin the process of people taking ownership of the problem.**
- **To get participants to think critically about how findings of the research impact on their work.**

Procedure

1. Summarize research findings looking in particular at prevalence statistics.

Time 25 minutes

Materials Research Findings on Overhead

Handout National Research
Issues that arose from national research

Facilitator's Notes

- **Focus on the bolded terms in reviewing the research findings.**

Facilitators Notes

Facilitator can ask the group to analyze the above issues by answering the question "What do these statements signify in relation to our work?"

Pointers below will help facilitator sum up the discussion.

- In terms of anti-violence work, there is the need to have a clear definition of violence.
- It is important to stress that violence is wrong and unacceptable to break any misconceptions that violence is acceptable.
- Women are not inferior. Women are equal to men and cannot be chastised as children. Stressing an equitable relationship between men and women dispels the belief that men are superior and have the right to discipline or chastise their partners.
- We need to clearly draw the line between discipline and abuse. Discipline is clearly stated as something that is used to change someone's behaviour. No soccer for two weeks because you have been skipping school. We want you to learn a lesson here that you should not skip school; there is a point to the discipline. Abuse is when there is no forewarning, no communication, no idea of what the person did wrong. Abuse is random,

severe, unpredicted, a one-time thing or repeated. It misuses power and trust. There is no end goal in mind beyond fuelling the abuser's power and frustration. In an equal partnership, one spouse would not have the right to discipline the other; they equally enter into a discussion about a problem.

- There should be alternative forms of discipline like talking to the children and training without beating. Discipline is humane and can be undertaken without beating.
- As advocates you will come across people who have these views. It is your responsibility to get the message out that violence does exist, to identify behaviour that is violent and to state that it is a social issue that we are all responsible for.
- By using such terms as obedient and disobedient to describe women's behaviour we perpetuate the perception that women are inferior. In a society that accepts women as equal to men, there is no disobedience, but rather disagreements.

Points about consent :

- Consent is a voluntary agreement of sexual intercourse between two people.
- Consent can be coerced or influenced through social pressure. (For instance agreeing to have FGM performed on you because a failure to do so could mean that you are unable to find a husband)
- Consent needs to be understood in broad terms reflecting on the society in which we live. Men and women relate in certain ways through which a woman may be expected to say no as part of the game of flirtation between men and women. Yes and no may not always be straight forward. Human relations are rarely straight forward. There is the need to work with both men and women to clear this up.

HAND/OUT /

Defining Violence: National Research in Ghana

Respondents described a range of behaviours in the discussions of definitions and types of violence. Generally, the behaviours fall into two broad, but related categories. In the first instance, an act is considered to be violent when the perpetrator uses force and/or coercion. **['violence is a forceful way of getting something from someone']** Such acts are perceived to be associated with the absence of consent, brutality, aggression, acts aimed at humiliating or denigrating the person, inhumane treatment and pain and harm or injury inflicted upon the body. **['violence is living with someone and being forced to do things you don't understand and things that hurt']** The second category is comprised of acts that do not directly resort to the use of force but constitute behaviour that is controlling and dominating. While controlling and dominating behaviour may also be present when force is used, they are distinguished as separate in this categorization because the actions are rendered without the person directly resorting to force. **['placing impediments in the way of a person achieving his or her objectives']** According to respondents, controlling and domineering behaviour generally centres around such themes as deprivation of opportunities and essential needs, discrimination, financial neglect, disrespect and acts that frustrate freedom of movement. **['long hours of work for maid servants and step-children, with no food or left over food and having to sleep on the verandah']** Violent behaviour is generally perceived to reinforce one's position of power and another's powerlessness. **['being made to feel helpless']** Acts of violence are further seen to be those actions that have a harmful physical **['intentional infliction of pain on an individual']** or mental effect **['forced to do things that cause displeasure']** on the victim.

Physical Violence

'inflicting pain or causing harm to somebody with the help of a hand, knife, stick, belt or rope'

'children need guidance to become responsible adults. Some parents over do it by putting children in ovens and covering them'

Physical violence was one of the most **frequently cited** and thus familiar type of violence for respondents. Definitions and examples of types of violence centred around a **range of actions** that are generally inflicted upon and/or of **consequence to the body**, resulting in **varying degrees of physical damage**. Five themes emerged in the perceptions of physical violence, representing this broad range of actions:

- i) **cruel punishment and physical torture**
- ii) **forced labour**
- iii) **beatings**
- iv) **assault with a weapon, and**
- v) **death**

Psychological Violence

'if a man refuses to take good care of his wife and always insults her and refuses to talk to her, it hurts her more than if she has been beaten. Such behaviour upsets the women (sic) and leaves them thinking all day thus culminating in mental problems'

A large **range of behaviours** were identified as psychological violence, representing various elements of emotional abuse. Generally, all the behaviours described are either directed at an **emotional level** or they have an **emotional impact**, such as an **'inability to eat or sleep'**. Regardless of the intent or result of the behaviour, the abuse is **used to force someone's compliance or obedience, and/or to control them**.

- i) threatening behaviour
- ii) objectification
- iii) verbal abuse
- iv) infantilization of women

Most of the **threatening behaviour** described incorporates acts that serve to undermine a woman's or child's sense of safety and security. Such behaviour can **generate fear** and most often **uncertainty** in the victim. Threats, bullying and destruction of property were the most frequently cited behaviours perceived to represent this aspect of psychological violence.

Objectification describes the various examples cited that indicated psychological violence is the effect of behaviours that **dehumanize** women and children, such as, a **general lack of recognition** of women and children as people with individual desires and needs. They are behaviours that indicate that women and children are **less valued**. In essence, behaviours that **objectify**, alter a woman or child's sense of value and worth so that they believe and act as though they are **rightless**. As with most other forms of emotional abuse, being the recipients of such behaviour can **cause anxiety, stress, uncertainty and doubt**. The most prominent types of behaviours to surface from the examples cited by respondents were **disrespect and discrimination** or favouritism.

Verbal abuse has numerous components to it according to respondents, **shouting, curses, superstitious labels (i.e. witch), teasing and/or false accusations**. The words of one adolescent capture the intent of many of these acts, **'using provocative words with the intent of causing misunderstanding'**. Generally, verbal assaults have a **demoralizing** or humiliating tone and zoom in on one's **'weaknesses'**

Infantilization of women is experienced as violence on two levels; on one level is **the emotional consequences of having others determine** both their roles and responsibilities and which of their behaviours constitutes disobedience. At another level are **the emotional consequences of not being able to live up to the roles and responsibilities consigned** to women by society. Having others make decisions for them, supervise and monitor them and treat them in a manner similar to children **erodes their sense of worth, their visibility and tackles their confidence**. Women begin to believe they are incapable of performing certain tasks, of supporting themselves and/or of making decisions.

Socio-Economic Violence

Socio-economic violence is most often described as **deprivation and** encompasses a tension between **essential needs and available resources**. Resources might generally be **unavailable or limited as a result of the economic situation** in the country resulting in high unemployment, deepening levels of poverty and hunger. But the most common experience for women and children was a situation in which men or male heads of household **withheld resources or neglected their responsibilities to provide essential materials**, such as money for food, school fees, clothing or other household materials, regardless of the economic situation. This was most **often done to punish the woman or to reinforce their head of household status**. The **results of this** were most often described as **extreme economic dislocation** that robbed women of choice.

Traditional Practices Defined as Violence

Numerous traditional practices considered harmful to women and children were identified because they **caused or could cause physical damage** or mutilation, such as female genital mutilation, tribal markings and food taboo's for women. ***['women not being allowed to eat chicken, mangoes or eggs when pregnant, or not allowed to eat proper foods for one or two days after giving birth. They prevent her from eating properly by claiming a child will turn into a thief if she eats well']***. More often traditional practices or elements of traditional practices were **experienced as a form of psychological violence because they were experienced by women as degrading, humiliating and invasive with the perceived effect of under-valuing them**. Most of the participants were describing **elements of rites that reinforced other's power over them** or strong cultural attitudes that indicated an inferior status of the woman or child.

Sexual Violence

A broad range of behaviours were identified as sexual violence including rape, gang rape, forced sex, defilement, sexual harassment, fondling young girls, prostitution, forced homosexuality and female genital mutilation. Sexual violence is thus understood in **fairly broad terms**, encompassing the whole **notion of consent**.

HAND/OUT

Some of the issues that arose were:

1. No easy starting point for defining violence in Ghana
2. There is an absence of a culture that clearly states that violence against women and children is wrong and unacceptable. (It is therefore seen as normal, as part of the culture)
3. Violence is often veiled under such terms as chastisement, discipline or correction, which are viewed as both parental and spousal rights.
4. Difficulty and ambivalence in drawing the line between chastisement and abuse.
5. It is generally accepted that women and children can be beaten as a way of training and bringing them up.
6. For some, there is no such thing as violence against women and children.
7. It is acceptable to correct, discipline or chastise women and children so long as the chastisement was seen as being proportionate to the act of disobedience.
8. Chastisement is seen as inappropriate when it was seen as being disproportionate to the act of violence.

SECTION 2

EXPLAINING VIOLENCE AGAINST WOMEN

Objectives of Section 2:

- To examine the cause of violence, both structural and symptomatic.
- To examine the social influences that perpetuate and condone violence.
- To debunk some of the popular misconceptions about violence.
- To look at gender roles and stereotypes as a particularly powerful social influence in contributing to and perpetuating violence against women.

EXERCISE 1

CAUSES OF VIOLENCE / PATRIARCHY / POWER AND CONTROL

Methodology

Role plays, small group work, discussions

Purpose :

- To bring out participants' own knowledge about causes of violence.
- To distinguish between structural causes and symptoms so that participants will focus on structural symptoms in finding solutions to violence
- To introduce patriarchy and power and control into the discussion of violence as being central to causes of violence.

Procedure

1. Have three groups of people act out a sketch which will bring out the three forms of violence, physical, sexual, psychological. Participants may be asked to create their own scenarios of violence or adapt the scenarios contained below.
2. Ask each group to take notes of what transpires in the play.
3. Depending on the number of groups you have, you may ask each group to critique one of the other groups' role play, leading the questions and discussions. The discussion should focus on:

What are the different types of violence that the sketches brought up?

What were the causes of the violence in the sketches?

4. The responses for causes should be grouped according to symptomatic and structural causes. All symptoms lead to structural causes.
5. Once the group has discussed the causes of violence have them break into small groups and do their own web charts identifying what they think is the central or main cause of violence and identifying other related causes or symptoms.
6. Have each group present and explain their web chart. This can be followed by an exercise where the charts are grouped according to patriarchy as the central cause of violence. The power and control chart can be used to summarize this discussion. Power is the tool used to maintain a system of patriarchy.
7. The power and control chart can be introduced by asking
 - What is Power?
 - What is Control?
 - How do they relate to the issue of violence against women and children?

Time 150 minutes

Materials Lots of coloured paper in all different sizes, natural supplies (sand, leaves, grass etc.) masking tape, staples, glue, paper, markers, scissors

Handout Copies of role plays to the group
Quotes from our research
Power and Control Chart

HAND/OUT

Scenario 1

A couple is seen engaged in what appears to be a discussion. The discussion is quiet in the beginning. However, as the discussion progresses, the man gets agitated and raises his voice. The woman responds to the man's agitation and raises her voice, which makes him angry. He starts to get physical by pushing the woman around and ends up beating the woman.

Scenario 2

A couple is in a room having drinks. They seem to be on intimate terms, holding hands and touching each other. The woman then withdraws, asking man to stop. Man ignores her, saying, "all you women are the same. You want it but you pretend you don't". The woman struggles with him.

The scene ends with the man pushing her down on the floor, obviously with the intention of forcing himself on her.

Scenario 3

A couple is seen in a household situation. The woman is heard begging the man for money for household expenses. The man shouts at the woman that he does not have money, that she is wasteful and does not use money given to her wisely. Later, woman sees man out with girlfriend, buying expensive gifts for her.

HAND/OUT /

Quotes from the Research that are linked to Discussions of Causes of Violence

- The man thinks that since the woman is his wife, **she is his property** and therefore he can do whatever he likes to her.
- One thing that has been established by our **tradition** is the fact that **men and women are not equal** – this **inequality** serves as a catalyst for a man to beat his wife because **he is superior** and **the woman is inferior**. Tradition allows the superior to abuse the inferior.
- **Woman was created from the rib of man** and hence cannot be equal to man in anyway. Moreover tradition has **assigned specific roles** to both sexes, for example grave digging for men and cooking for women and therefore there is no reason for the man “not to slap or beat the wife” if she fails to cook, having been given chop money.
- In the Islamic community, it’s **the duty of the wife** to fetch water for the husband to wash before praying. When she does her duty there is no problem, but **when she refuses to do her duty, the man** has to discipline her. It could be in the form of beating or cutting off her allowance

HAND/OUT



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PUBLIC HEALTH DEPARTMENT

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EXERCISE 2 MYTHS AND FACTS ABOUT VIOLENCE

Methodology Group work/Sociogram

Purpose:

To dispel some of the popular myths and misconceptions surrounding abuse.

Procedure

1. Break participants into groups (not more than six in a group to ensure better participation at group level) or this can be done as a sociogram where participants are required to position themselves in the room based on whether they think the statement is true or false, myth or fact.
2. Give handouts on myths exercise (True or False). First, individually, participants should answer the questions. Then, in groups, discuss and answer. The groups should then submit one report based on negotiated discussions. Report in plenary. In reporting, groups to highlight any differences in opinion that surfaced during the discussion.
3. After group presentations, facilitator to lead discussions on the answers, using facilitators guide. Facilitator to link discussion to earlier discussion on causes, referring to any issues that were put on flip chart under myths.
4. Facilitator makes an input by referring to facts of gender violence from around the world.

Time 60 minutes

Materials Flip chart, markers, Big Room, Questionnaire, masking tape

Handouts Myths and Facts About Violence
Facilitator's Guide to the exercise
Gender Violence – Some Facts

Facilitator's Notes

- Start by making a distinction between myth and fact. Facts are true statements, myths are popular opinions that might have some truth, but are often based on false information.
 - Beware of resistance, it takes many forms. Some participants may get the group stuck on words and argue about them. For instance, "Men who beat their wives continue to do so because they are **permitted to**". Try to avoid this by encouraging the group to look at the larger meaning of statements. The State's inaction gives license for men to continue with this behaviour.

HANDOUT

Myths and Facts about Violence

		True	False
1.	Wife beating was an accepted practice for so long in Western society that there were laws regulating it.	----	----
2.	Alcohol is the real culprit in violence against women and children.	----	----
3.	Men who beat their wives are mentally ill	----	----
4.	Men who beat their wives continue because they are permitted to.	----	----
5.	Women who are assaulted are usually asking for it.	----	----
6.	Woman abuse is usually the result of an argument that got out of hand.	----	----
7.	Women who are assaulted often like it.	----	----
8.	Women who stay in abusive relationships do so because they don't mind being assaulted.	----	----
9.	Violence against women and children is embarrassing but is not really dangerous to the victim.	----	----
10.	Violence against women is common only among the poor and working class people.	----	----
11.	Men who beat their wives and children only do so when they are overtaken by aggression – it is not a common occurrence.	----	----
12.	Violence against women occurs in 1 out of 3 relationships in Ghana.	----	----
13.	Only Muslims beat their wives.	----	----
14.	Only men who come from violent homes beat their wives and children.	----	----
15.	Men do not beat their wives to show love.	----	----
16.	Most acts of violence against women are committed by men they do not know.	----	----
17.	Violence against women is a recent phenomenon.	----	----
18.	Men who beat their wives are a danger to the community.	----	----
19.	Assaulted women could leave their abusive partners if they wanted to.	----	----
20.	Pregnant women are at risk of violent attacks.	----	----

HANDOUT /

Facilitators guide to True or False Exercise

1. **True.** Wife assault has been condoned throughout History. It is only in recent times that wife beating has been considered as illegal in some countries. The widely used term “rule of thumb” comes from a 1767 English Common Law that permitted a husband to “chastise his wife with a whip or rattan no wider than his thumb”.
2. **False.** Alcohol and drugs can make abuse worse but they do not cause abuse. Rather, it justifies the use of physical force by allowing the offender to abdicate responsibility for his behaviour. Some men become intoxicated in order to act out their violent wishes.
3. **False.** Violence against women is too widespread to be explained away by mental illness. Most men who assault their wives confine it to the privacy of their home. The abuse is often directed to particular parts of the body that will not visibly bruise or is covered; obvious restraint and forethought is necessary to accomplish this. Violent husbands are not likely to attack their bosses or any member of the public because they are frustrated. If the man was truly ill, he would lack the ability to be selective in his targets and controlled in his administration of abuse.
4. **True.** Society often believes that it is the man’s right to discipline his wife. As the superior person in the relationship, he is permitted by society to bring the inferior, the woman, into line if she fails to conform to her assigned roles.
5. **False.** No woman ever deserves to be beaten, regardless of the kind of person she is. Provocation is an excuse the offender uses to avoid responsibility for his own behaviour. Many people support his view by also examining the victim behaviour or personality for clues as to the cause of the abuse. Excuse-making perpetuates the use of violence as an acceptable method of problem-solving and leads the offender to believe he is justified in using force to get his own way.
6. **False.** Again, this is just an excuse by the offender to justify his behaviour and avoid responsibility. Misunderstandings deteriorate to violence because it is seen as the norm, as a valid way to resolve conflicts.
7. **False.** Women do not find pleasure in abuse. In fact women are terrified, horrified and disgusted when their partner turns on them. The “masochist’ label (someone who derives pleasure from pain) is often used in an irresponsible manner by uninformed people to explain the assaulted woman’s dilemma. Although women often return to an abusive partner, it is not violence that they are returning to but the hope that it has stopped. Applying this label to assaulted women is demeaning and disrespectful and is one more way to blame the victim.
8. **False** Women remain in abusive relationships for many reasons. Some are committed to their marriages and desperately want them to be successful. She wants the children to grow up with their father and feels responsible for keeping the family together. They also hope he (the abuser) will change. For others, leaving is not an option because they have no place to go nor money to live on. Poverty is a very real factor in women deciding to stay in an abusive situation.

9. **False.** Wife assault causes serious and sometimes permanent damage. Two out of three women who experience physical violence suffer injuries. The injuries range from bruises and body aches, to open wounds, broken teeth, broken bones and in the extreme, death.
10. **False.** There is no proof of this. Research has shown that abusers come from all walks of life and from all backgrounds; rich, poor, educated, uneducated, rural urban. There are no exceptions. However, violence in upper classes is more likely to be hidden from public scrutiny because these women may have more to lose by exposing their situation. In the same way, victims of violence come from all walks of life and backgrounds.
11. **False.** Wife assault is rarely an isolated incident. One study showed women being beaten as many as 35 times prior to their contact with the Police. In the Ghana study, one third of women admitted living with the abuse for years before reporting.
12. **True.** Violence is more prevalent than society admits. Women are most vulnerable to being assaulted in intimate relationships. These relationships include legal and customary marriages, cohabiting, dating and even when a couple is no longer living together. One researcher goes so far as to call the marriage licence a “hitting’ licence.
13. **False.** Perpetrators of violence are not restricted to any one religion.
14. **False.** While it is true that witnessing violence can influence the way in which men learn to resolve conflicts, it is not true that only men from violent homes abuse their wives. Research has shown that children raised in violent homes learn that abuse is an acceptable way to sort through issues and that women are inferior and can be used as a punching bag. They also learn to suppress emotions, so that tension builds and then becomes explosive. They often exhibit aggressive behaviour. So, childhood trauma does create misery but many abused children do not grow up to abuse others. Abusive behaviour is chosen because the abuser has learnt that it will ensure that he gets his way.
15. **True.** Men beat their wives to show control, it is not a sign of love. Violence shows disrespect and degradation and the highest contempt for another human being. It speaks about the unequal status in the relationship.
16. **False.** All research has shown that women are most at risk of violence by men they know.
17. **False.** Violence against women is not a recent phenomenon. Recent publicity may lead you to think it is on the rise, but in fact it has always been a hidden part of our community. Women, angry and tired of being victimized, are demanding that it become a public issue, a social problem in need of remedy.
18. **False.** Wife beaters seldom attack anyone outside their family. They know that they would not get away with it. They reserve their rage for their wives, realizing that consequences will be minor. Perhaps if these men were a greater danger to the community at large, major deterrents would already be in place.
19. **False.** Same as number 8
20. **True.** In fact, women who are pregnant are **more vulnerable** to violence. Many women describe the abuse starting when they were first pregnant or the violence became more severe during pregnancy. Pregnant women have even less access to resources and thus are more dependent on their partners than at non-pregnant times. Husbands take advantage of this pregnant phase knowing that their wives will be less able to counter their attacks.

HAND/OUT

GENDER VIOLENCE – SOME FACTS

- Domestic battery is the greatest single cause of injury to women in the United States.
- Over two-thirds of Korean women are beaten regularly by their husbands.
- One in two Canadian women can expect to be assaulted at some point in their lives.
- In Papua New Guinea, 61% of people killed in 1981 were women; and almost 73% of adult women murdered between 1979 and 1982 were killed by their husbands.
- In Botswana, 24% of men accused of a sex crime were acquitted and discharged due to a lack of evidence against them.
- In Chile, 72% of perpetrators of sexual crimes in 1992 were known to their victims.
- In South Africa, it is estimated that a woman is raped every 83 seconds; only an estimated one in twenty of these cases are reported to the Police.
- In Alexandria, Egypt, in 1993, 47.1% of women who had been killed had been murdered by a relative after they had been raped.
- In detailed surveys in Kenya in 1990, 42% of women surveyed reported being beaten regularly by their husbands.
- Studies of abused women in the United States have shown that the majority, 73% to 85% do not experience violence until they have married.
- More than 100 million African women and girls are victims of female circumcision or other forms of genital mutilation.
- In Bangladesh, killings of women by their husbands account for 50% of all murders.
- In Zimbabwe, domestic violence accounts for more than 60% of murder cases that go through the High Court of Harare.

EXERCISE 3

SOCIAL INFLUENCES SUPPORTING VIOLENCE

Methodology

Brainstorming and Small Group

Purpose:

- **To have participants focus on the social institutions that influence and perpetuate Violence**

Procedure

1. With the whole group brainstorm a broad and inclusive list of all on the social institutions. These could include schools, universities, churches, mosques, businesses, government, social service agencies, police, culture etc.
2. Ask participants to form small groups of four or five people and to choose one institution to work on. Give each group markers and flip chart and ask them to explain how this structure, institution, factor influences violence and why. Have them be clear about whether it is a symptom or a structure they are talking about.
3. Groups come back and make presentation of their findings for the plenary.
4. Facilitator can review the handout Social Context with the participants.

Time

60 minutes

Materials

flip chart, markers, handouts, masking tape

Handouts

The Social Context

THE SOCIAL CONTEXT

The social context in which violence against women occurs provides the most important set of factors for understanding the issues. Historically, enduring attitudes and values about men and women have shaped a patriarchal society, one which sees men as naturally superior to women and consider it a man's right and responsibility to control women's behaviour. These attitudes and values have become imbedded over the centuries and are reflected in particular social structures, e.g. division of labour, institutional policies and discrimination against women. Divisions in our society which directly impact on the issue of violence against women are:

- **The Legal System**

The judicial and legal system has functioned in way that often excuses a man's assaultive behaviour toward women. Assaultive behaviour in the home has frequently been considered a private domestic problem. There has therefore, been a reluctance in the past to press charges, despite the fact that if this same behaviour occurred between strangers on the street it would be treated as a criminal act. As police practices begin to change, wife assault is increasingly being treated as a criminal act, in that men who assault their partners are now being charged. This is an important change if, optimistically, we think of it as reflecting an overall societal shift in values. The shift reflects a beginning recognition of women's status as equal to that of men. Many sexual assault crimes go unreported. The low conviction rate and emotional strain are major deterrents, as well as the social stigma and fear that others will consider the woman responsible.

- **The Community**

Friends and family members contribute to the violence in a variety of ways. They may make excuses for the man's behaviour ("He really has been under a lot of pressure lately"): they may refuse to believe the women ("oh, he was just sounding off") they may pressure the wife to preserve the family unit in the case of wife assault, despite the potential danger for her ("He really is such a good person – he doesn't run around on you. Just try a little harder around the home and you'll see +how things will improve") Friends also ignore domestic problems and are hesitant to get involved. This is perhaps more common than outright blaming the victim.

- **The Educational System**

The educational system also reflects, teaches, and therefore perpetuates societal attitudes and values toward women. In terms of career counselling, women have traditionally been steered toward jobs or careers that are inferior in status and remuneration. In family life classes, material has often supported a traditional, rigid patriarchal family structure that sees the father as the head of the household and everyone else as subservient to him. The image portrayed of "normal" or typical family life has often been unrealistic. At the present time, there is almost a total absence of any kind of preventive education as a part of the educational curriculum.

- **The Effect of Mass Media**

What we see on television, movies, on billboards and magazines often affect what we buy, how we behave and what we think we need in order to fit in. Media images with which we are bombarded influence our ideas of what people should be. We get strong messages that imply if we are to be sexually attractive, we should use products, X, Y, and Z. Often the media perpetuates stereotypes for representing males as tough, unemotional, powerful, controlled and aloof and representing females as seductive, passive, weak and little-girl- like. These stereotypes are harmful as they affect our attitudes and expectations of others.

- **Advertising**

The advertising business has probably been one of the most important influences on the current portrayals of men and women. Our attitudes and values are formed in part by our perceptions of the world, and the Advertising industry provides so many of the images we see. Advertising often portrays stereotypical images of men and women including aspects of personality, physical appearance or lifestyle. In order to change attitudes and values, we need to be aware of negative and demeaning portrayals of women in the media and in other spheres. We should talk amongst ourselves and with others to raise our collective understanding of how these images serve to objectify and demean women, thereby maintaining a view of women which is limited and sexist. The extent to which we are able to live up to our images of male or female will, in part determine the extent to which we feel self-confident and secure in ourselves. The powerful images make us feel inadequate if we do not successfully "fit the picture". Media messages about ways that men and women relate also shape our expectations about our own relationships. Sexual and physical abuses are not isolated problems but occur in a larger context. Prevention of the problem requires addressing the root causes, one of which is advertising which glamorises stereotypes and abuses.

- **Religion and culture**

Religion and culture further reinforce social attitudes and values about women as objects and minors and therefore subject to man's control and discipline. Religion is a particularly powerful tool for social conditioning. The word of God, through any religious doctrine, is presented as and seen to be the truth, unchanging and natural. When a pastor tells the congregation that women came from the 'rib of man' and cannot therefore be equal to men, he/she backs this perception by indicating that it comes from God, as opposed to being a view that religious organisation holds as the truth. It is particularly important that we challenge these perceptions and let it be known that the Bible and Koran, as with all religious doctrines, are open to interpretation. They are interpreted according to the worldview of the institution.

Culture is often presented as unchanging. Change is presented as the source of chaos, when in reality culture is dynamic and constantly influenced by our changing world and the dominant worldview of the day. The culture argument is used frequently when women take up issues of equity and equality.

EXERCISE 4

SOCIETY'S IMPLICIT ACCEPTANCE OF VIOLENCE

Methodology

Case Study/Small Group Discussion

Purpose:

To deepen participants' understanding of how different social influences, through the use of case study, reveals how individuals and groups in society perpetuate and condone violence by their silence and implicit behaviour.

Procedure

1. Break participants into small groups to discuss the story of Ama Abebreseh. Discussions should focus on complexity of the story.

2. It would be helpful to list characters on flip chart prior to discussion and go through each one asking: "In what way was so-and-so responsible?" and "How was society responsible?" etc.

Time 30 minutes

Materials Flip chart paper, markers, masking tape

Handout Story of Ama Abebreseh

Facilitator's Notes

There are numerous areas of the story that should be highlighted if the group misses them:

- Ama has children to consider
- Yaw becomes more abusive as the marriage goes on
- Yaw is excessively jealous
- Yaw is always checking up on her at the office – monitoring her behaviour
- The lack of support for Ama in her office – they even trivialize her experience by making jokes
- The office staff do not probe her injuries
- Family has sent her back before
- Ama's shame and embarrassment
- Constant harassment of Ama by her husband
- Allegations of adultery by Yaw
- Ama quitting her job and becoming dependent on Yaw

- Police releasing Yaw on bond for good behaviour
- Ama's agreement to go back because of the children.

Add to the possible responses:

- Ignorance and or silence of co-workers, family and friends may have allowed it to go on longer.
- Co-workers also made fun of her and trivialized her injuries through humour which would discourage reporting.
- Society's attitude seems to be that what goes on in a family is no one else's business; it is a private matter as indicated by the family.
- Society's expectation of a woman is that she should "be a good wife", whatever the cost or pain indicated by the family, the police and legal rights activists.
- The silence of former wife and previous partner to Yaw's violent behaviour contributed to Ama's death because if she had talked about it Ama might not have gone into the relationship or might have been encouraged to leave knowing he had been abusive before.
- previous interventions by family with little or no sanctions
- Her economic dependence on Yaw made her see herself as worthless and incapable of living independently without his support.
- Police releasing him on bond trivialized the abuse making it a private matter that could be sorted out at home by the couple. This is against the background that the violence had gone on for sometime.

HAND/OUT /

Society's Implicit Acceptance of Violence Against Women

Story: "Who is responsible"

Her name was Ama Abebrese, 30 years old, a cashier at a commercial Bank. She was married to Yaw Berko, 38 years old, a businessman. They had been married for seven years. They had four children. This was his second marriage but he had cohabited with one other woman after his first marriage and before he married Ama.

Throughout the years of their marriage, he became gradually more and more abusive. He was excessively jealous and emotionally abusive, accusing her of flirting with several men. He would constantly go to her office, ostensibly to ask her about something but he was obviously checking on her. Ama became the butt of jokes in the office as soon as her husband was sighted on his numerous visits to the office.

He was also physically abusive. Ama was embarrassed and ashamed about it and therefore did not talk much about it. Sometimes, Ama would come to the office with some form of injury or the other, which she attributed to a fall or that she had run into an object. **Her colleagues suspected she was being assaulted at home. Family and friends also knew he beat her** as she had on several occasions gone home to her family after what she described as an argument. On these occasions Yaw had gone to the family, asking for their intervention, promising that he would change. **Ama had always been prevailed upon by the family to go back to Yaw because of the children.**

He constantly harassed her about her job, insisting that he needed her to help in the business and that Ama's refusal to leave her job was because she was having an affair with one of her male colleagues. Out of frustration and to stop the constant harassment and abuse, Ama quit her job, becoming totally dependent on him.

When Ama became a housewife, the abuse became worse. Finally, after one very severe beating, Ama ran away from home and confided in a family doctor who encouraged her to report to the Police. She was given shelter by some women's rights activists. Yaw was arrested by the Police and charged with assault. During this period, a meeting was arranged between Ama and Yaw at the Police Station. **Ama was accompanied by legal rights activists. At the Police Station, it was agreed that the man should be warned to be of good behaviour and that if he assaulted Ama again he would be charged and put before Court.** Ama agreed to go back because of the children.

Three months later, Yaw hit Ama with a stick and she died two days later. Yaw was arrested and put before Court. He was convicted of the murder of his wife. Following Yaw's conviction of murder, **his first wife and the woman he cohabited with then started talking about his violent nature and the abuse they had suffered at his hands** during the period of the marriage and the cohabitation respectively.

Even though Yaw actually killed Ama, who and what else contributed to her death?

- **Society?**

- **Family and friends?**

- **Police?**

- **Legal rights activists?**

- **Family Doctor?**

- **Co-workers?**

- **How did they contribute?**

- **What could they have done?**

- **Former wife and girl friend?**

EXERCISE 5 GENDER ROLES AND STEREOTYPES

Methodology Brainstorm and Small Group Discussion

Purpose:

To explore gender roles and stereotypes as a particular social influence perpetuating violence.

Specifically to explore society's definition of what it means to be a man or woman, prescribed roles for men and women and their relationship to violence.

To examine how these roles and definitions are manifested and reinforced through stereotypes and folklore.

Procedure

1. Ask participants to break up into the same groups of about four or five each. Give each group some flip chart paper. Ask them to list collectively what they learned growing up about how to act like a man (for male groups) or a woman for female groups. They should consider the obvious and not so obvious messages from family, peers, neighbourhood, schools, religious organizations, proverbs, songs etc.
2. Draw a large box on two sheets of flip chart. Put the heading "Act like Man" on one and "Act like Woman" on the other.
3. Begin with either the women's group or the men's group and ask each group to report the items on their list. If there is more than one group, ask all the groups from one sex to report back before you move to the next sex. Ask the groups not to repeat what the other groups have listed. List the responses in each of your boxes respectively so there is one box for men and one for women.
4. After the lists are recorded ask the following questions to the group:
 - a) What do you notice about the lists?
 - b) Which messages have been useful? Not useful?
 - c) What are some advantages of following the messages? What are disadvantages?
 - d) How do these messages keep people in boxes?
 - e) What are some of the consequences of stepping out of the box?

Time 20 minutes

Materials Flip chart, markers, masking tape

Handouts None

Facilitators notes

This discussion focuses on what is gained and lost by going along with gender messages and what we risk by stepping outside of these roles. It helps participants identify the costs and benefits of obeying these expectations. This can demonstrate both what male and female participants have to gain by challenging sexism (less pressure to succeed and be the breadwinner, greater emotional expressiveness), as well as how men are socialized to receive privileges in the society (given and assumed to be qualified for positions of leadership and authority).

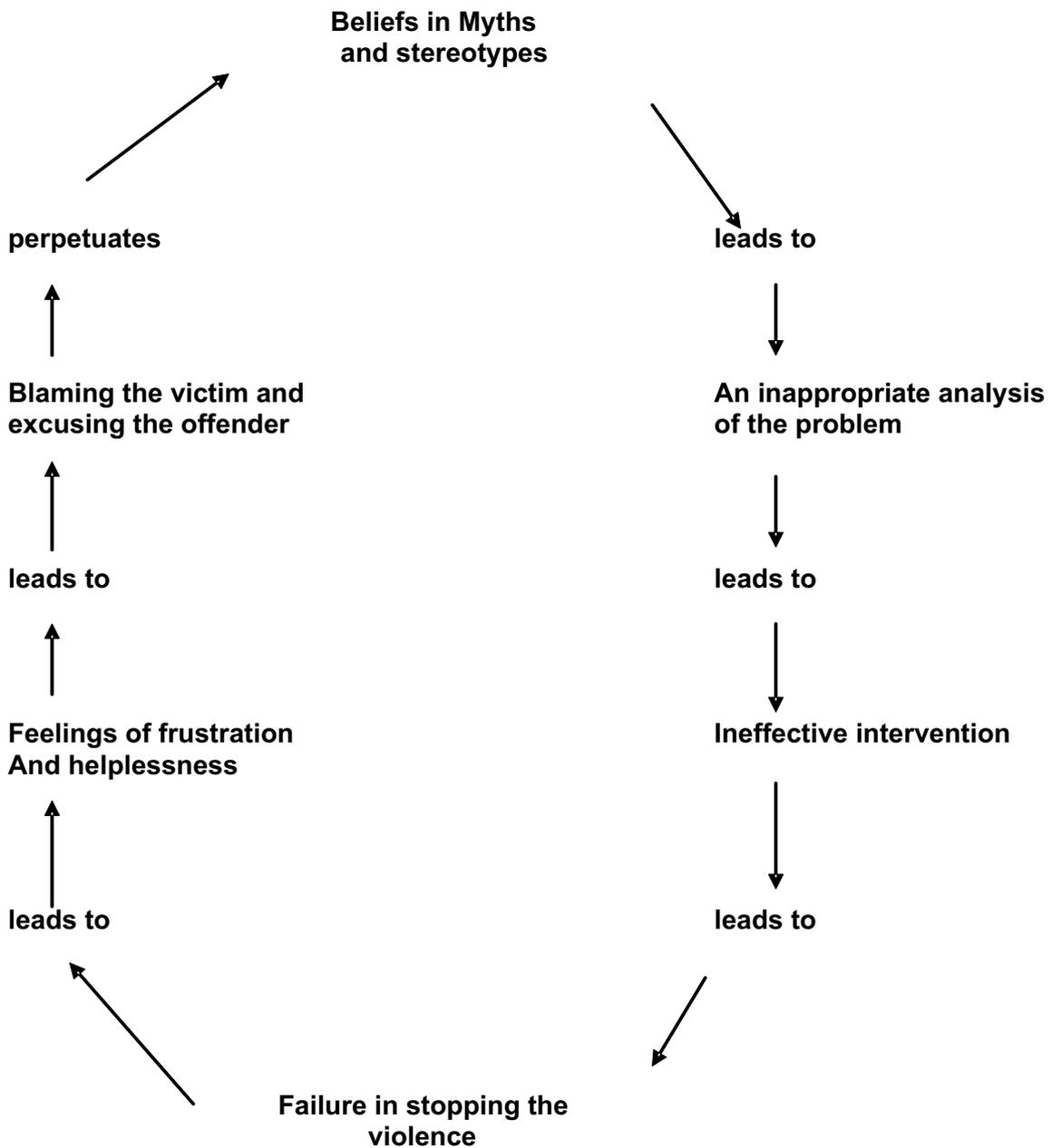
Based on how people typically respond, these issues can be highlighted:

- o Generally, the female and male messages are opposite and complementary: Boys/men should be assertive and in charge, girls/women should defer to men and let them take initiative.
- o Often we get conflicting messages: Girls can be told they can be anything they want to be but don't be too threatening to boys, get married have children: boys may be told to be sensitive, but also to be tough and don't show your feelings.
- o Messages and expectations may differ due to age and cultural identities. Younger women may have more gender role flexibility than older women. Some religious traditions prescribe stricter adherence to traditional gender roles than others.
- o Sex roles can be limiting to both females and males. Both sexes can be discouraged or prevented from behaving in ways or exploring interests that do not conform to accepted gender roles.

HANDOUT

Handout

Myths and Stereotypes



*** In order to break the cycle it is necessary to debunk myths and stereotypes

EXERCISE 7

SEX ROLES STEREOTYPES

Methodology

Guided discussion

Purpose:

To critically explore our own conditioning about being women and men and the biases we all have about the roles of women and men and how we judge those that step out of traditional roles.

Procedure

1. Divide participants into small groups. Half the small groups are given "First Impressions A" sheet with the female names in the questions and the other half of the group are given the "First Impressions B" sheet with the male names in the questions.
2. Ask participants to agree on responses to the questionnaire in their small groups.
Note: Do not tell the groups that they are receiving different sheets. If you have a mixed gender group, be sure to include male and female participants in each group.
3. In the large group, write the answers to each question on a flipchart, writing the adjectives for female impressions on one side and male impressions on the other.
4. The facilitator asks:
 - Do you see any patterns in the lists?
 - Did we interpret male and female behaviour differently?
 - What accounts for this?

Now let's look at two terms that are classically identified with male and female behaviour: **Passive** and **Aggressive**. Ask the group how would society address or refer to a man who is passive. Would these same words be applied to a woman who is passive? How would society address or refer to a woman who is aggressive? Would the same words be used to apply to a male if he is aggressive?

5. In the large group, have participants develop four lists of adjectives/expressions people may use to describe the same passive or aggressive behaviour in men and women (i.e. the same behaviour in different sexes). For example, a passive man might be referred to as weak or indecisive, but a woman might be considered soft, nice etc.

6. Write list on flip chart.

e.g.

Passive

Aggressive

Men

loser
soft
un-masculine
old lady
nervous
wimp
wishy-washy
feminine

Women

unselfish
caring
kind
nurturing
nice
helpful
agreeable
feminine

Men

direct
successful
heroic
capable
manly
firm
in charge
masculine

Women

harsh
pushy
bitchy
uncaring
offensive
unfeminine
selfish
masculine

7. Ask in the large group:

- o Which words were positive? Negative?
- o What patterns do we see on the lists?
- o What does this tell about societal values regarding these behaviours in men and women?
- o How do you think the terms “passive” and “aggressive” are understood differently by men and women?

The list may include the following;

- confident,
- firm,
- capable,
- strong,
- a winner,
- cool,
- calm,
- collected,
- polite,
- nice,
- clear,
- understanding,
- good listener,
- clear communicator,
- honest.

Time 60 minutes

Materials Flip Chart, markers, handouts, masking tape

Handouts Impression A, Impression B

HANDOUT /

IMPRESSION "A"

What are your first impressions in the following situations? Check one answer

1. Hawa says: "I'm a great salesperson. I've won many of the incentive trips"
Hawa is:

 A conceited person
 A confident person
 Other

2. Adzovi says to her superior: "I know how to do it, but I'll do it later on."
Adzovi is:
 Independent
 Defiant
 Other

3. Mary says to her assistant: "Contact these clients and make sure the goods are shipped out immediately. Report back to me before you leave for lunch"
Mary is:
 Independent
 Defiant
 Other

4. Jane says to a customer: "This shirt is not as expensive because it isn't a name brand."
Jane is:
 A poor salesperson

 An honest salesperson

 Other

5. Naa Lamile says to a friend: "I left my last job because of office politics."
Naa Lamile is:

 Unable to get along with others

 Sensible to get out of an impossible situation

 Other

Adapted from: Winning Strategies for Women, Federal Business Development Bank-1988

HAND/OUT

FIRST IMPRESSIONS "B"

What are your first impressions in the following situations? Check one answer

1. Tetteh says: "I'm a great salesperson. I've won many of the incentive trips"

Tetteh is:

- A conceited person
- A confident person
- Other

2. Kofi says to his superior: "I know how to do it, but I'll do it later on."

Kofi is:

- Independent
- Defiant
- Other

3. Harruna says to his assistant: "Contact these clients and make sure the goods are shipped out immediately. Report back to me before you leave for lunch"

Harruna is:

- Independent
- defiant
- other

4. Mensah says to a customer: "This shirt is not as expensive because it isn't a name brand."

Mensah is:

- a poor salesperson
- an honest salesperson
- other

5. Koblavi says to a friend: "I left my last job because of office politics."

Koblavi is:

- unable to get along with others
- sensible to get out of an impossible situation
- other

Adapted from: Winning Strategies for Women, Federal Business Development Bank-1988

EXERCISE 8 BIOLOGICAL LIMITS VERSUS SOCIALLY CONSTRUCTED ROLES

Methodology **Brainstorming**

Purpose:

To begin to explore the differences between what is biologically possible and what is socially imposed.

To reinforce the point that society plays in defining what it means to be a man and woman

Procedure

In the large group, brainstorm on what are the expected roles of women and of men in Ghana. Then ask the group which of these roles are biological in nature? Which of these roles are only possible because you are a man or a woman? Which are socially constructed roles?

Time 45 minutes

Materials Flip chart, markers, masking tape

Handouts None

EXERCISE 9 EXPECTATIONS IN DIFFERENT TYPES OF RELATIONSHIP

Methodology **Small and Large Group Discussion**

Purpose:

To reflect on our own conditioning by looking at the different expectations we have of men and women in different kinds of relationships.

Procedure

1. Break participants into two groups. If group is mixed, separate into single sex groups. In each group, ask them to discuss and write on flip chart what qualities they desire or expect in
 - same sex friends
 - opposite sex friends (platonic)
 - intimate relationship
2. In the large group, put all lists up and compare responses from male and female group. Look at the responses in each of the three categories. Discuss the list in terms of differences and similarities. Ask women to comment on men's list and vice versa. For instance, you may see patterns in each list that reflect societal expectations of men and women even in friendships. You may also see patterns in the lists for intimate relationships that are about control of women by men and the struggle and desire for equity by women.
3. Ask participants which of the expectations are fair and which unfair. Are any of the expectations indicative of one person's desire to control the other?

Time 60 minutes

Materials Flip Chart, markers, handout, masking tape

Handout Roles for Ghanaian Women

Facilitator's Note

- From past use of this exercise you may find that the differences between male and female responses are about control and equity.
- Comparing same sex friendships with opposite sex friendships you may see expectations that what women expect of female friends is what they expect of women generally and the same for opposite sex friendships. So from women we expect support, and loyalty. From men we expect no sexual harassment, financial assistance and advice.
- Compare them to the roles of Women in Ghana handout. Then relate the exercise to violence, how expected roles that are not fulfilled can lead to violence. How does a woman's status create vulnerabilities? (Link to earlier discussion on causes of violence) e.g. Inferior status, unequal and traditional and sex-role stereotypes mean the woman need to be disciplined, supervised and monitored. As property, women have not rights. Lack of education, economic dependency and ignorance of rights and leave women vulnerable to abuse.

Roles of Women in Ghana

From the research, the following emerged as some of the qualities and expected roles of women in Ghana:

- Obedience
- Tolerance
- Patience
- Staying close to home
- Cooking
- Washing
- Cleaning
- Limiting contact with single friends
- Submission to husband
- Bearing children
- Not asking for money, making do with the allotment of money
- Sexually available
- Get permission to move around
- Family should be her primary concern
- Not confronting him about his behaviour
- Monogamous
- Take instructions from men
- Obeying instructions
- Conforming to assigned roles
- Property of her husband
- Not asking questions

EXERCISE 10 UNDERSTANDING WHY WOMEN STAY IN ABUSIVE RELATIONSHIPS

Methodology **Case Study /Small Group Discussion**

Purpose

To explore some of the dynamics of a violent relationship and some of the realities that keep women in the relationship.

Using the story of Anowa and Chuku to reveal that a violent relationship is a complex one.

Procedure

1. Depending on the group you can either read out the story of Anowa and Chuku, or have them break into small groups to discuss the story. Either way the group(s) should consider the following questions:
 - Does this seem to be a violent relationship?
 - Is there evidence of repeated abuse, jealousy and controlling behaviour of abuser and fright of abuse?

Time 45 minutes

Materials Flip chart, markers, handouts, masking tape

Handout Story of Anowa

HAND/OUT /

Characters are:

Anowa, wife and mother

Chuku, husband and father

Zinabu, friend of Anowa

Kofi, 10 years old, son

Akua, 8 years old, daughter

Anowa and her children Kofi and Akua are home. Anowa appears to be busy in the kitchen preparing a meal. She seems to be having problems lighting the coal pot and keeps shouting on the children to help her with one thing or the other, saying that the food must be ready before their father comes home or there will be trouble.

Anowa seems to be tense as time ticks by. Her nervousness seems to affect the children as Kofi says to Akua that he hoped she has cleaned the bathroom so that their father does not start screaming at them when he gets home. Akua runs off to check on the bathroom.

Just then there is a knock on the door and when the door is opened, Zinabu, Anowa's friend enters. Anowa does not seem too happy to see her but invites her to sit down. Zinabu wants to know why she has not seen Anowa for a long time and why she has stopped coming to their meetings. Anowa gives some excuses and tries to send Zinabu off saying she was very busy preparing the evening meal. Zinabu offers to wait while she finishes her work, so they can talk more but Anowa is not happy with the suggestion.

Just then Kofi runs into the room in an agitated manner saying his father is coming home. Before Anowa can open the door for Zinabu to leave, Chuku enters the room. Chuku refuses to greet Zinabu when he sees her and as soon as he enters the room he starts shouting for his food. Zinabu noticed that when Chuku came in, the children ran to sit in a corner, pretending to be reading seriously.

Zinabu leaves the house but stands behind the door listening to what was going on inside. She hears Chuku shouting on top of his voice, telling Anowa he had asked her not to entertain any of her friends in the house and that if she persistently refused to obey his instructions, she should blame herself for what happens to her. Anowa starts begging and apologising to Chuku but he slaps her and pushes her around. After a while, there appears to be some calm in the house but then Chuku storms out of the house and bangs the door behind him.

Questions:

Group One

- Does this appear to be an abusive relationship?
- Is there evidence of repeated abuse, jealousy and controlling behaviour of the abuser and fright of abused?
- What is the evidence?

Group 2

- How does Chuku isolate Anowa?
- How does isolation work?
- Who benefits from isolation?

Group 3

- What would be the world view of Kofi in this household?
- What would be the worldview of Akua in the household
- What would be the world view of Chuku the husband?

Group 4

- How do you think this relationship affect the children?
- How does Chuku benefit in this relationship?
- What are some of the benefits?

Facilitator's notes

Tell the group that this situation is typical of battering relationships. There are three stages that take place in the “cycle of violence”.

THE CYCLE OF VIOLENCE

Domestic violence is rarely an isolated incident; it is a pattern of coercive behaviour intended to exert control and domination by the abuser over the victim. The recurring abusive incidents usually escalate in frequency and severity. The Cycle of Violence is a general pattern that most abusive relationships follow. It passes through three phases: tension building, explosion and gifts and apologies. It is a dangerous cycle that can end in serious physical injury or death. For battered women, it is often very difficult to recognise the pattern once it has started.

Every relationship is different, so it's impossible to describe exactly what an abusive relationship looks like. Some relationships never go through the Gifts and Apologies phase, they just pass from tension building to explosion and back again. As the cycle progresses, the Gifts and Apologies phase tends to shorten and the abuser tends to express less remorse. As the cycle progresses, it becomes more difficult to break without outside intervention.

Phase One – Tension building

This is a time of increasing stress and tension. The victim may feel as if she is walking on eggshells, waiting for the abuse to begin. This increased nervousness and vulnerability may anger the abuser. The victim may also try to stand up for herself or attempt to provoke acute battering in order to get the violence over with. It is important to emphasise that there is nothing woman can do to prevent the violence from occurring.

Phase Two – Explosion

In this phase, the violent partner explodes and attacks the victim verbally, emotionally and/or physically. The explosion phase can last from a few minutes to several days. When the explosion is over, the victim may deny the seriousness of her injuries. The time immediately the explosion is a common time for the victim to reach up for help. The police may be called and/or the victim may contact a friend or battered woman shelter for advice and assistance.

Phase Three – Gifts and Apologies or 'Honeymoon Period'

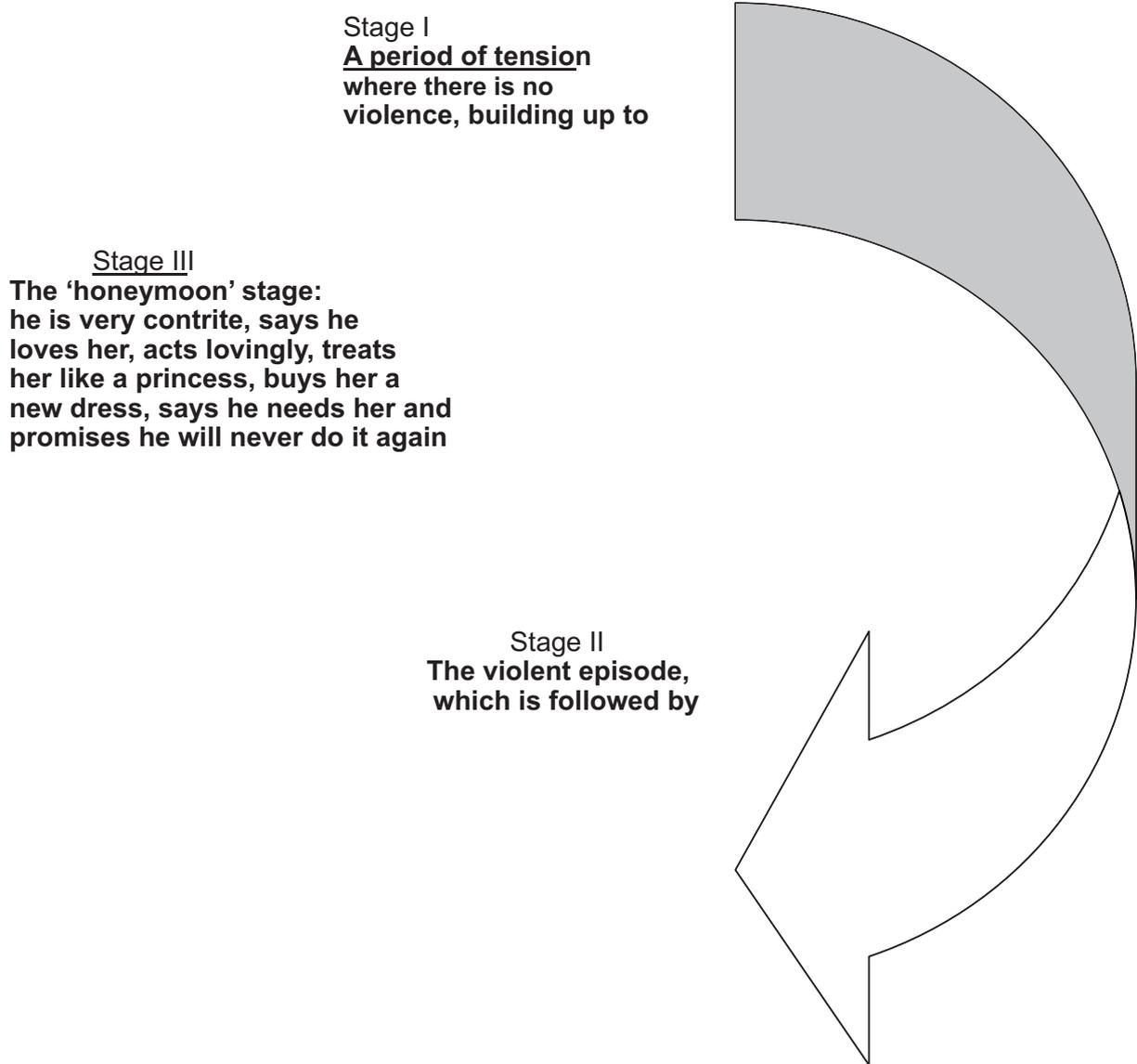
The abuser is often very apologetic in this phase and seeks forgiveness from the victim. Gifts are given and empty promises are made that the abuse will never happen again. The victim wants to believe that the abuser's loving behaviour during this phase is proof that the violence will not continue.

As you conclude the discussion, emphasise that the cycle of violence happens over and over again and that it will only stop when the abuser recognises and accepts the fact that he has a problem and takes steps to seek help.

HAND/OUT

Cycle of Violence

Many abused women find there are three stages in a repeating cycle of violence:



The combination of being treated like a princess and being needed is a powerful incentive to stay in the marriage. Many abusive men are not violent all the time. When they are not, things can seem very good to the wife. The three stage cycle feeds a woman's hope, as well.

EXERCISE 11 ISOLATION AS A KEY FACTOR IN VIOLENT RELATIONSHIPS

Methodology Large group discussion

Purpose:

To explore a common characteristic of relationship violence and to explain the particular importance of isolation as a cause and effect of violence.

Procedure

1. In the large group, ask participants how they think isolation factors in the whole question of violence against women.
2. Use the Isolation chart to explain and add to the answers.

Time 30 minutes

Materials Flip chart, markers, handout, masking tape

Handout Isolation Chart

Facilitator's notes

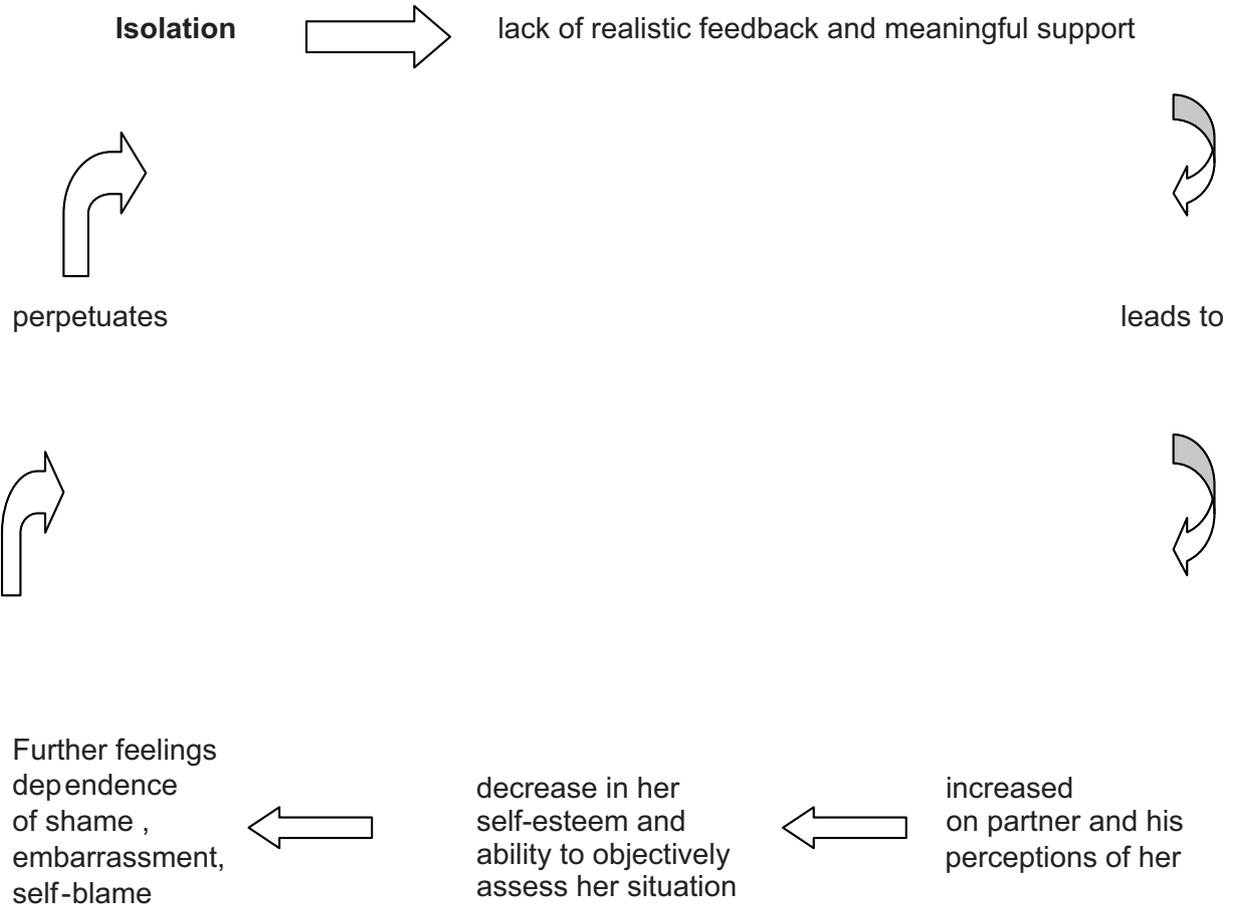
Until very recently, women were not able to speak to other women about Domestic violence. Misinformation and denial of society led women to believe that Domestic violence was a personal problem that should be dealt with privately, that it was not something society had to deal with.

A woman who is caught in a web of cyclical violence often finds herself isolated from family and friends. Her shame and embarrassment over the beatings keep her at arms length from others. Her fears for her safety and the safety of her loved ones keep her quiet. The few friends or acquaintances in her life are unlikely to know about the reign of terror in her home. Even if she attempts to reach out, her partner often sabotages her efforts by controlling her activities and limiting any contacts outside of the marriage. He may deliberately alienate her family and friends by rude and obnoxious behaviour.

She may not work outside the home or is unlikely to be involved in any social activities. Her social isolation limits her opportunities for realistic feedback that might modify her perceptions of her situation. Her loneliness then serves to increase her dependence on her partner, the very person who promotes the isolation. The cycle is complete. She is forced to accept his definition of her value as a person.

HAND/OUT

Isolation



EXERCISE 12 MATHEMATICS OF VIOLENCE TO SUM UP DISCUSSION OF VIOLENCE

Methodology **Group Exercise**

Purpose:

To sum up the analysis of violence by asking participants to fill in the equation of violence.

Procedure

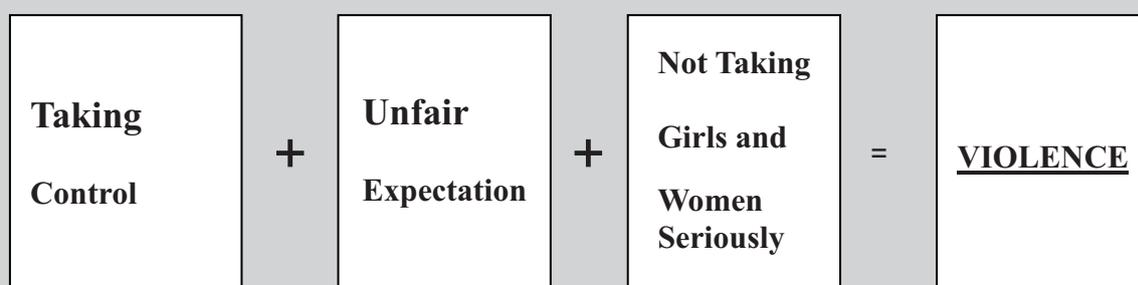
1. We have summarized our discussion on violence to an equation. Violence equals, taking control, plus unfair expectations, plus not taking women and girls seriously. So, if violence could be put in a mathematical equation, this is how it would look like. Using flip chart ask the group to give examples of what we mean by taking control, unfair expectations, not taking girls and women seriously and violence. Have the group refer to earlier exercises on expectations and use the following questions if you need to prompt:
 - o Do any of the expectations listed fall under unfair expectations?
 - o Were expectations indicative of control?

Time 30 minutes

Materials Flip chart, markers, handout, masking tape

Handout Mathematics of Violence

THE MATHEMATICS OF VIOLENCE



Taking Control	Unfair Expectations	Not taking Girls and Women Seriously	Violence
Giving orders	Thinking she owes you sex	Not listening	Hitting, shoving, pinching, burning, pushing, beating, throwing things, punching walls
Being the boss	Believing she must agree	Seeing girls as sex objects	Threatening to hurt someone
Making decisions for the two of you without consulting the other person	Thinking she shouldn't contradict you in public	Not respecting their opinions	Destroying a person's property, hurting their pets, threatening their family
Being possessive, keeping track of where the other person is, who they talk to and what they do	You can question her but she can't question you	Thinking girls aren't smart as boys	Forcing sex on another person
Criticising her all the time	She must be interested in everything you are interested in	Thinking girls are too sensitive, overly emotional or irrational	Keeping someone fearful of you
Ruining her reputation by spreading rumours	Expecting her to be available all the time		
Getting her back for not doing what you want	When you are unhappy, expecting her feel responsible for making you feel better		
	Thinking that you can cheat on her but she can't cheat on you		

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The Road Beyond...

PUBLIC HEALTH DEPARTMENT
City of North York

SECTION 3

PHYSICAL AND PSYCHOLOGICAL VIOLENCE

Objectives of Section 3:

- To examine in detail and increase participants' knowledge of physical and psychological violence.
- To distinguish between abuse and violence and abuse and discipline.
- To examine the prevalence of violence and the extent of how normalised violence is.
- To introduce characteristics of healthy relationships.

EXERCISE 1 LOVE IS... LOVE IS NOT

Methodology Brainstorming

Purpose:

- **To begin to work through personal understanding and biases of love with the intent that myths and misunderstandings will come up and be addressed in discussions.**
- **To introduce characteristics of healthy relationships.**

Procedure

1. In a brainstorming exercise, ask participants to describe what is and what love is not. Write them on flip chart. Discuss the answers.
2. Give handout to participants. Discuss differences between participants' list and what is on the handout.

Time 30 minutes

Materials Flip chart, markers, handouts, masking tape

Handout Love is ... Love is not

HAND/OUT

LOVE

There are many ways we can talk about love. But there are certain images and words describing what love is that can lead to confusion and sometimes to dangerous situations if acted on. Some of these messages are actually what **love isn't**.

Love is

Responsibility
Hard Work
Pleasure
Commitment
Caring
Trust
Honesty
Sex
Communication
Sharing
Compromising
Strong feelings
Vulnerability
Friendship
Recognising differences

Love isn't

Jealousy
Possessiveness
Pain
Violence
Sex
Cruelty
Obsession
Being selfish
Getting pregnant
Dependency
Intimidation
Scoring
Fear
Expecting all your needs to be met
Manipulation

EXERCISE 2

PROFILE OF PHYSICAL VIOLENCE

Methodology

Group Discussion

Purpose:

To generate discussion about various forms of physical violence and to fill in gaps in participants' knowledge of what constitutes physical violence.

Procedure

1. In small groups, ask participants to list what they consider as physical violence.
Ask:
 - What do we mean by physical violence?
 - Where does physical violence happen?
 - Who is doing it?
 - Who is it being done to?
 - Why it happens?
 - When is it not violence, but discipline?

2. Compare with findings from the Ghana study. Physical violence identified as any number of actions that are generally inflicted upon and result in injury or harm to the body. Some of these are:
 - cruel punishment including starving children, punitive food rationing, inserting pepper and ginger into the genitals of children
 - physical torture usually involving excessive cruelty
 - forced labour – where for example maidservants, orphans or stepchildren are forced to work long, hard hours, without pay and/or little time off
 - beatings, ranging from slapping and punching, to kicking and burning
 - assault with a weapon, such as stabbing
 - causing death

Time 35 minutes

Materials Flip chart, markers, masking tape

Handout Profile of Physical Violence in Ghana.

HAND/OUT

PROFILE OF PHYSICAL VIOLENCE IN GHANA

Physical violence identified as any number of actions that are generally inflicted upon and/or of consequence to the body, resulting in injury or harm to the body. Some of these are:

- cruel punishment including starving children, punitive food rationing, inserting pepper and ginger into the genitals of children
- physical torture usually involving excessive cruelty
- forced labour – where for example maidservants, orphans or stepchildren are forced to work long, hard hours, without pay and/or little time off
- beatings, ranging from slapping and punching, to kicking and burning
- assault with a weapon, such as stabbing
- causing death

EXERCISE 3 PROFILE OF PSYCHOLOGICAL VIOLENCE

Methodology

Brainstorm

Purpose:

To generate discussion about forms of psychological violence and to fill in gaps in participants' knowledge of what constitutes psychological violence.

Procedure

1. Ask the large group the following questions:
 - What do we mean by psychological violence?
 - Where does psychological violence occur?
 - Who is it being done to?
 - Who is doing it?
 - Why it happens?
 - When is it not psychological violence, but discipline or abuse?

It is suggested that answers be put on flip chart.

2. Facilitator to add to discussion using information from Ghana study.

In the Ghana study, psychological violence identified as behaviour directed at an emotional level or that has an emotional impact. These include:

- threatening behaviour, such as verbal threats, bullying and destruction of property
- threats that a woman will be removed from the house or that parents will stop paying a child's school fees
- death threats
- disrespect for women such as the unilateral termination of relationship without consideration or proper maintenance of woman and children
- when men take on girlfriends
- taking a second wife without consulting wife
- male partners refusing their wives sex
- refusing to eat a woman's food
- verbal abuse, insults, curses, false accusations, shouting
- humiliating or shaming a woman in front of others
- isolating women by refusing to allow her to work, visit family and/or friends
- confining women to specific spaces, such as the home
- male partners spending time away from home
- refusing to talk or listen
- discrimination and favouritism between wives, biological and stepchildren and between men and women- "when male partners give things to one lot"
- Infantilization of women – values that relegate women to the background as inferior
- When a wife cooks a meal for the day and the husband sleeps with another wife or a girlfriend.

Time 30 minutes

Materials Flipchart, markers, handout, masking tape

Handout Profile of Psychological Violence in Ghana

HAND/OUT

PROFILE OF PSYCHOLOGICAL VIOLENCE IN GHANA

In the Ghana study, psychological violence identified as behaviour directed at an emotional level or that has an emotional impact. These include:

- threatening behaviour, such as verbal threats, bullying and destruction of property
- threats that a woman will be removed from the house or that parents will stop paying a child's school fees
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- when men take on girlfriends
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- discrimination and favouritism between wives, biological and stepchildren and between men and women- "when male partners give things to one lot"
- Infantilization of women – values that relegate women to the background as inferior
- When a wife cooks a meal for the day and the husband sleeps with another wife or a girlfriend.

EXERCISE 4

FACTS ABOUT RELATIONSHIP VIOLENCE

Methodology

Lecture, Small Group Discussion, Plenary Discussion

Purpose:

- **To look at the dynamics of relationships and further explore why violence occurs in intimate relationships and why it is so difficult for women to leave such relationships.**
- **To highlight some of the danger signs for women and men in relationships.**

Procedure

- a) Facilitator to give a brief input on the dynamics of relationships, by focussing on what is involved when two people become a couple.
- b) This can be followed by breaking the participants into small same sex groups. Give the female group the handout Warning Signals for Women and ask them to prepare a presentation explaining the contents. They can add or subtract, agree or disagree. But they should consider roles, expectations and status of women in society based on earlier discussions. The male group (s) would be given Danger Signs for Men and asked to make a presentation explaining the contents. They too would consider roles, expectations, privilege and status.

Time 30 minutes

Materials Handouts

Handout Danger Signs for Men and Warning Signals for Women

Facilitators notes

Being a “couple” means different things to different people. Both partners bring to the relationship their personal expectations of themselves and each other. These expectations are both healthy and unhealthy and they can be conflicting. (Here, facilitator should refer to earlier exercise on expectations)

A healthy relationship grows out of healthy expectations and behaviours. Trust is a main ingredient; trust in being oneself, trust in sharing thoughts and feelings with each other.

An unhealthy relationship often includes feelings of ownership or belonging to someone else. Stereotypes are accepted which allow behaviours for one sex but not for the other.

Relationship violence occur in relationships where there are unhealthy expectations. Sex-role stereotypes may equate masculinity with “dominance and strength” and femininity with “submission and passivity”. It is an easy step from these stereotypes to the belief that a male has the right to use force in order to dominate his partner.

There are other reasons why relationship violence occurs.

- When children have witnessed their mothers being abused by their fathers and believe it is acceptable male/female behaviour.
- No one has ever told the male that what he is doing is wrong and criminal.
- The victim of the abuse may feel she deserves it or that she does not deserve anyone else.

HAND/OUT

Recognising Danger Signs of Violence

DANGER SIGNS FOR MEN

If you are presently involved in an intimate relationship, you may be at risk for becoming an abusive man if you

- Are excessively jealous of your partner.
- Criticise what she does and what she wears.
- Like to scare her by doing reckless things
- Become very angry about trivial things
- Tend to be depressed or withdrawn but won't talk about your feelings.
- Come from an abusive home.
- Become angry or violent when using drugs or alcohol.
- Have traditional ideas about what should be like and should do.
- Make threats about hitting her, her friends or pets, or killing yourself.
- Have ever hit her, no matter how sorry you are afterwards.

HAND/OUT

Recognising Danger Signs of Violence

WARNING SIGNALS FOR WOMEN

If you are involved in an intimate relationship, you could become a victim of abuse if you.....

- Feel you can't live without him.
- Stop seeing other friends or family.
- Give up activities you enjoy because he doesn't like them.
- Feel you have to "walk on eggshells" to keep the peace.
- Are afraid to tell him your worries and feelings about the relationship.
- Stop expressing opinions if he does not agree.
- Feel that you are the only one who can help him and that you should try to "reform" him.
- Believe that his jealousy is a sign of love.
- Believe that there is something wrong with you if you don't enjoy the sexual things he makes you do.
- Believes that the man makes the decisions and the woman pleases the man.

EXERCISE 5 EQUALITY AS A FACTOR IN RELATIONSHIP VIOLENCE

Methodology **Large Group Discussion**

Purpose:

To begin to shift from traditional understanding of intimate relationship and to explore the ingredients of a relationship based on equality.

Procedure

1. In the large group ask participants to identify the ingredients of an equal relationship.
2. List on the flip chart. Discuss the answers.
3. Use the Equality chart to confirm and add to what they have listed.

Time 30 minutes

Materials Flip chart, markers, Equality Chart

Handout Equality Chart



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SECTION 4

SEXUAL VIOLENCE

Objectives of Section 4:

- To identify all the different elements of sexual violence and define them in detail.
- To debunk myths surrounding sexual violence and to learn the facts of the issue.

Exercise 1 Myths and Facts about Violence

Methodology Sociogram

Purpose:

- To begin to identify and debunk some of the myths about sexual violence by highlighting the facts about sexual violence specifically.

Procedure

1. Divide the room into agree or disagree or true and false sectors. Have the participants position themselves in the room based on whether they think the statement read is true or false, myth or fact. Discuss statements.

Time 45 minutes.

Materials Big Room and Questionnaire

Handout Myths and Facts Questionnaires.
Facilitator's Guide

Facilitator's Guide to Myth and Fact Handout

- (1) **Myth** Love does not equal sex. A person should not need to have sex to prove love.
- (2) **Myth** Girls and boys can lead each other on and misinterpret each other's intentions. No one should have sex simply because another person is "turned on." Everyone has control of his or her own body.
- (3) **Myth** Many times a male will get an erection involuntarily. The erection usually disappears with orgasm.
- (4) **Myth** Individual differences in sexual desire vary considerably between humans, not just males and females. Stereotypically, males are taught they should enjoy sex more than females, just as females are taught they need love more than sex.
- (5) **Myth** People who commit sex crimes do not have any more "hormones" or sex drive than others. Often these people have sexual partners; the reasons for the crime are not solely for sex.
- (6) **Myth** Children like nurturing and affection from adults. This is not to be viewed as wanting to have sex with adults. Adults abuse children when they cross that line.
- (7) **Fact** Males can be forced into various sexual acts, including anal and oral sex. Though not frequent there is a possibility of it happening.
- (8) **Fact** A prolonged erection during intense sexual arousal may be frustrating and may "hurt", just as prolonged pelvic congestion can in a woman if it does not result in orgasm. However, no one should be made to feel guilty because of someone's sexual arousal. The "hurt" is temporary and will not damage a person's body.
- (9) **Fact** People do have this right. However, some people believe this type of information should be screened. Therefore it is difficult for some people to get accurate information.
- (10) **Myth** Venereal disease may be contracted orally if there are open sores in the mouth. You cannot get venereal disease from toilet seats, glasses etc.
- (11) **Myth** Both males and females who are sexually active carry responsibility for birth control.
- (12) **Myth** Withdrawal is probably the most frequently used, ineffectual means of birth control. Sperm is emitted from the Cowper's gland in preseminal fluid prior to ejaculation; hundreds of sperms are contained in every drop.
- (13) **Myth** Some sexual abuse may be "gentle," and therefore not hurt physically. This does not mean it is not sexual abuse. Often there is severe emotional and psychological damage. When a victim experiences pleasure, particularly in cases of incest, s/he may feel guilty. When sexual boundaries are violated within the family, there is confusion in the area of sexuality and other relationships.
- (14) **Fact** Anyone can be a victim of sexual assault. Prostitutes can be and are victims of rape.

- (15) **Myth** Rape is a crime of violence and power, not of sex. Child sexual abuse seems to be more sexually motivated by an attraction to children than other sex crimes such as rape.
- (17) **Fact** Pregnancy can happen whenever the female is of childbearing age and intercourse has occurred. Pregnancy can occur without intercourse if semen is deposited near the vaginal canal.
- (18) **Fact** Sex offenders cross all socio-economic levels, religions, ages, sexes etc. They can be strangers or related to the victim.
- (19) **Myth** Some theories suggest drugs are the reason why someone commits a sex crime. Studies vary why someone commits a sex crime. Studies vary significantly as to the percentage of sex offenders who are chemically dependent or under the influence of drugs at the time they committed the crime. Too often drugs are used as an excuse not to be responsible for one's behaviour, especially concerning sex. Sex crimes are often committed under this adoption. Further, not all people who are under the influence of drugs choose to force sexual contact on another person. If an identified sex offender does have a drug problem -and many do- it is important to treat the chemical dependency in order to influence a positive behaviour change sexually. However, simply treating the drug problem will not necessarily change the violent and/or sexual problem behaviour.
- (20) **Myth** Some sex offenders look at pornography and some don't. It is not the cause of sexual abuse, though many people believe that pornography itself is abusive of women and children and that it plays a role in perpetuating sexual abuse.
- (21) **Fact** Over seventy percent of victims know the person who sexually assaulted them. They may be acquaintances, someone they recognize or close friends or relatives.
- (22) **Myth** People do not ask to be sexually assaulted; no one wants to be, an offender has an advantage over the victim, and that advantage is shock. It is hard to move fast and think quickly in a crisis situation. What works on television is not likely to work in real life. If an offender has a weapon it may not be safe to fight.
- (23) **Fact** Rape is not the victim's fault. An offender may say a victim asked for it because of how s/he looked or acted. Unfortunately it is not only the offenders who believe this myth, but also much of the general public. Such statements as: "she wasn't wearing much," she was drinking," "she did agree to go out with him," "well, everybody knows what kind of girl she is," indicate that the blame is being placed on the victim and not the offender. Very often victims feel as if the assault was their fault and that had they done something different it might not have happened. The self-blame victims go through can be very damaging and have long term effects on their life and relationships. Victims should be given support and reinforcement that they did nothing wrong and that it wasn't their fault. Even if the victim was doing something risky, such as asking for a lift, she did not ask to be sexually assaulted.
- (24) **Myth** Society has granted permission for men to see sex as their right in marriage. However, sex in marriage is a matter of mutual consent.

HANDOUT /

Myths and Facts Questionnaire

Myth	Fact
_____	_____ (1) If you love someone you should be willing to have sex with them.
_____	_____ (2) If a girl gets a guy excited or leads him on she should do what he wants.
_____	_____ (3) A boy only gets an erection if he is turned on.
_____	_____ (4) Boys like and need sex more than girls.
_____	_____ (5) People commit sex crimes because they do not have enough sex.
_____	_____ (6) A lot of children like to have sex with adults.
_____	_____ (7) Males can be forced to have sex.
_____	_____ (8) It hurts a man if he doesn't ejaculate once he gets a prolonged erection.
_____	_____ (9) Women have the right to learn accurate information and make wise decisions about their bodies.
_____	_____ (10) You can't get an STD (sexually transmitted disease) if you don't have intercourse.
_____	_____ (11) It is a woman's responsibility, not a man's to use birth control.
_____	_____ (12) Withdrawal is an effective means of birth control.
_____	_____ (13) All sexual abuse hurts physically.
_____	_____ (14) Prostitutes can be raped.
_____	_____ (15) Rape victims are often weak or passive.
_____	_____ (16) Rape is a crime of violence, not of sex.
_____	_____ (17) A woman can get pregnant from rape.
_____	_____ (18) Any one can be a sex offender.
_____	_____ (19) Alcohol and drugs are often excuses for sexual abuse.
_____	_____ (20) Pornography causes men to commit sex crimes.
_____	_____ (21) Sexual assault is usually done by someone the victim knows.
_____	_____ (22) Sexual assault can't really happen to you if you don't want it to.
_____	_____ (23) Rape is not the victim's fault.
_____	_____ (24) Sex is a man's right in marriage; he will look for it elsewhere if you deny him sex.

Adapted form: No Easy Answers: A sexual Abuse Preventive Curriculum for Junieur and Senior High School Students, Cordelia Anderson Kent, Minneapolis, MN:Illusion Theatre, 1982.

Exercise 2 **DEFINING SEXUAL VIOLENCE**

Methodology **Brainstorm or Small Group Discussions**

Purpose:

After so much discussion on myths and facts there is a need to clarify what each form of sexual violence constitutes.

Procedure

1. Ask the group to define the following terms:
 - attempted rape
 - rape
 - consent and force
 - fondling
 - sexual harassment
 - child sexual abuse
 - gang rape
 - prostitution
 - defilement
 - incest

Time 60 minutes

Materials Flipchart, markers

Handout Continuum of Pressured Sex Behaviour

Facilitator's Notes

- The definitions provided below are a guide to the discussion.

Rape Is sex with any person without their consent. (In Ghana's legcode, it is rape if the female is over 16 and defilement if the female is under 16) Rape involves penetration. Penetration can be oral (in the mouth), anal or vaginal. It can happen to both females and males. The vast majority of rape is inflicted on women by men. It is rape even if there is no physical force, no weapons, no cuts or bruises. Rape can occur between the same sex and opposite sex.

Attempted rape Involves a sexual assault in which there was an attempt at rape, but no penetration. The assault may have involved forcing the woman to perform sexual acts that she did not want to do or that she did not like.

Consent Agreement which is given voluntarily and willingly i.e. without threat or force.

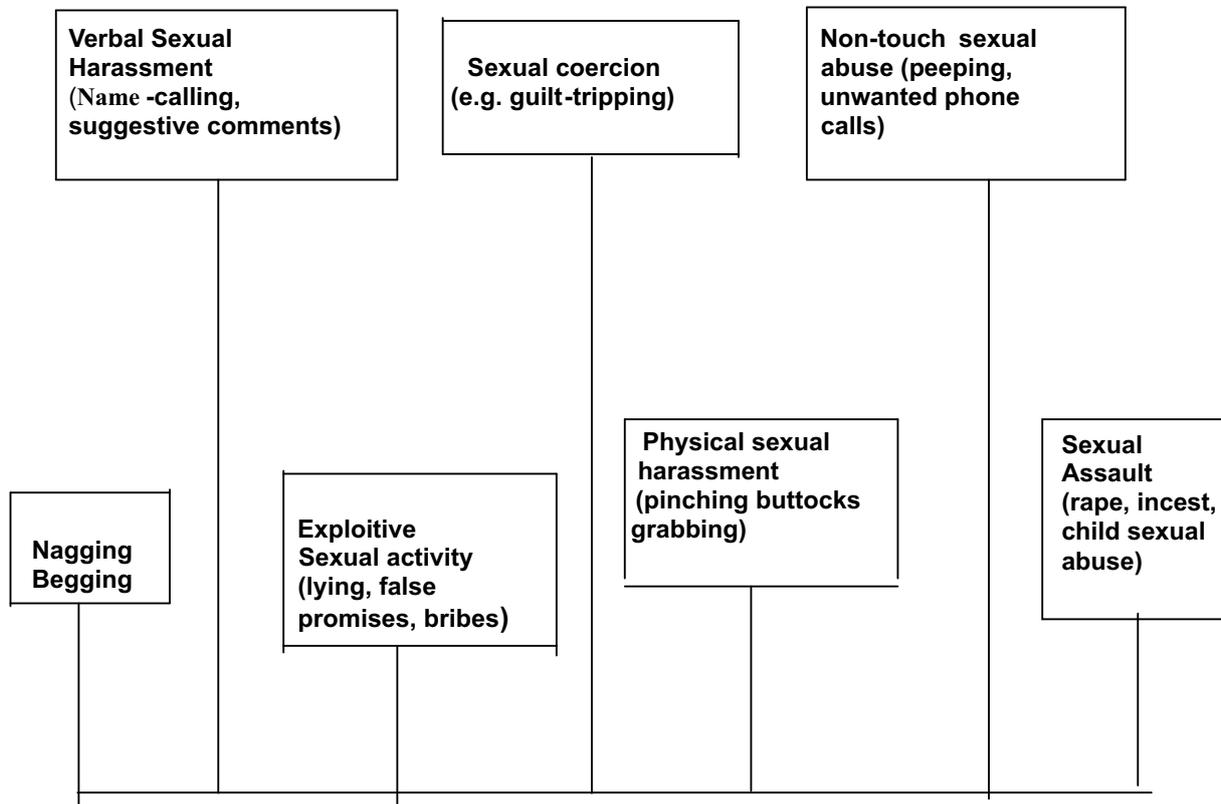
Sexual Harassment Any unwanted sexual attention in the workplace. It can involve unwanted comments, suggestions, sexualised talk, looks, repeated propositions for dates / dinner, demands for sexual intercourse, touching, sexual insults, threats of demotion and job loss for not having sex, promised favours or promotion for sex. Harassment can also take place in non-working situations where a person in 'authority' and respect exploits their position of trust and power. Examples of this include teachers, lecturers or principles who sexually harass students and religious leaders who target members of their congregation.

Fondling	Unwanted sexual touching of certain parts of the body such as the buttocks, breasts and genital area.
Gang rape	Involves more than one person forcing another person to have sex. Most often gang rapes involve more than one male forcing a female to have sex. But gang rapes can occur between the same sex and opposite sex. Again the rape can be vaginal, anal and/or oral.
Child Sexual Abuse	There are many different definitions of child sexual abuse. Most commonly child sexual abuse takes place when an adult or someone bigger or older than a child involves a child in sexual activity. This includes a wide range of sexual activity – sexual touching (breasts, genitals, anus), oral sex, sexual intercourse, vaginal penetration with fingers, penis or any other object, child prostitution, child pornography, child sex rings (where adults regularly involve a group of children in sexual activity).
Prostitution	Sexual services in exchange for some form of payment, i.e money, drinks, drugs, shelter, protection. For instance, a pimp organizing women to have sex for money and in return he protects them from harm.
Incest	An incestual relationship involves sexual activity between a child and her/his adult family members. Most often an incestual relationship involves a male adult (father, uncle, adult brother) and a female child.

- Additionally, use the Continuum of Pressured Sex Behaviour (on transparency if available) pointing out that all of this behaviour is related, there are common characteristics of each of these forms of sexual abuse of violence. These events pass into one another or they are connected. For instance, all involve some level of coercion.

HANDOUT

Continuum of Pressured Sex Behaviour



Though some of the behaviours on this continuum are clearly more intrusive than others, all of them are inappropriate and abusive. None of these behaviours is part of mutual consensual sex.

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Saskatoon Sexual Assault and Information Centre .

The Road Beyond...

PUBLIC HEALTH DEPARTMENT
City of North York

Exercise 3 DETAILED EXAMINATION OF SEXUAL VIOLENCE

Methodology Case Studies

Purpose:

To generate deeper discussion and group analysis about various forms of sexual violence, the victims, perpetrators, causes, impacts, reasons why women may not report and the pervasiveness of the problem.

Procedure

1. Divide participants into three groups, each to work on one case study. Ask the groups to analyze the case studies by answering the following questions:
 - Identify the types of sexual violence in the case study?
 - Where does this type of sexual violence most often occur?
 - Who is the victim?
 - Who is the perpetrator?
 - Why does it occur?
 - What do you think is the cause generally and specifically?
 - Who could the victim talk to? (Reflecting on the reality in Ghana today)
 - What might prevent her from talking?
2. Groups present their conclusions, but should preface the findings by reading the case study.
3. Facilitator to ask the questions generally so there can be additions from other types of sexual violence not depicted in the case studies.

Time 60 hour

Materials Flip chart, markers, papers, and overheads, masking tape

Handout Case Studies
Profile of Sexual Assault
Facts about Sexual Assault

Facilitator's Notes

- ◆ Sum up the discussions by referring to A Profile of Sexual Assault and the Facts About Sexual Assault (on transparency if available) in leading discussions on this topic.

HAND/OUT

Types Of Sexual Assault

CASE STUDY 1

Efuma, who is 13 years, lives with her father, Kwasi Mensah and her stepmother Esi Mempeasem at Asaasekrom. Though Efuma is not the daughter of Esi, she loves her like her own. For some time now, for reasons Esi cannot fathom Efuma has been rather cold towards her. The two no longer share treasured moments of chatting about Efuma's days at school and Esi's time at the market. Unbeknown to Esi, her beloved husband, Kwasi had been molesting his own daughter Efuma since she was 11 years.

To silence Efuma, Kwasi would buy all sorts of niceties for Efuma anytime he went to the big city and tell her to keep there little secret. Efuma began to feel uncomfortable about the gifts and ashamed about herself, but did not feel as though she could talk to anyone about what was going on because she had been accepting the gifts. Realizing the seriousness of what was going on with her father (after listening to a radio talk show) she refused to accept any more gifts from her father. Later she told him she wanted him to stop having sex with her.

Shame, guilt and fear continued to build in her, she spent more and more time alone. Esi grew increasingly worried and continued to ask what was wrong. One day Efuma burst into tears and confessed to Esi.

What might Efuma be feeling about:

- herself
- her step mother
- her father
- her school work

- what might some of the effects be to Efuma of her father's incestual abuse?

- How do you think Efuma would view the world based on what she has experienced from her father?

CASE STUDY 2

Mr. And Mrs. Saakwa are newly weds. Mr. Saakwa is the loving and understanding man any woman would wish to be married to. Right after the wedding, he began demanding sex almost everyday. At night he would force Mrs. Esther Sarkwa to have sex. This has gone on for almost six months now. Esther is so disappointed in her marriage.

- Why is Mrs. Saakwa so disappointed in her marriage?
- How do you imagine she feels after her husband forces her to have sex?
- Who do you think she could talk to about this?

How fair is her situation?
What might prevent her from talking?

CASE STUDY 3

This is the story of Alice. "I applied and got a job at Gye Nyame Company. My boss Mr. Adams has been making advances at me at the office. Anytime I go to his office for documents, he pinches my buttocks and touches my breasts and arms. He waits for me at the end of each day by the gate and demands to take me home. He phones me at home at odd hours and says he wants to check on me to make sure there is no one sharing my bed. I dislike his attitude because he is a married man and my boss. I am fed up with his attitude."

HAND/OUT

APROFILE OF SEXUAL ASSUALT

What is Sexual Assault?

Sexual assault is a crime involving any unwanted act of sexual nature that is imposed on another person. This includes sexual assault in a marriage or dating relationship. The range of behaviours considered as sexual assault range from rape (i.e. unwanted sexual intercourse) to unwanted fondling or touching.

Where does it occur?

Occasionally, sexual assaults do occur when a woman is out alone at night. However, more than one half of all sexual assaults occur in private homes, with the majority of incidents being in the victim's home. Sexual assaults occur in large cities, small towns, urban and rural areas ... anywhere.

Who is Sexually Assaulted?

A popular myth is that only young, beautiful, attractively dressed woman are sexually assaulted. However, the fact is that anyone can be a victim regardless of appearance, age, size, race or sexual class, including elderly and disabled women. It doesn't happen to any certain type of woman. Any woman can be sexually assaulted.

Who are the Offenders?

Anyone can be an offender. It could be a stranger, although it is far more likely to be an acquaintance, friend or relative. Over one half of all sexual assaults are committed by one who is known to the woman.

Men who commit sexual assault are from every background ... rich, poor, every racial and ethnic group, and every kind of profession. These men can be husbands, partners, relatives, boyfriends, employers, co-workers, doctors, teachers or lawyers of the women assaulted.

Assaults by acquaintances often involve the use of tricks, verbal pressure, threats or mild force (i.e. arm- twisting or pinning the victim down) during the assault.

Why Does Sexual Assault Happen?

Men and women have not yet achieved equality in our society. When a man feels that his feelings and desires are more important than the woman's sexual assault can occur. By committing a sexual assault, the man imposes his wishes on the woman through force, pressure or other methods. His "right" to be satisfied is more important to him than her right to say no. Often when a woman says no, many men don't listen. They think she means "maybe" or "yes." Some men believe that women secretly "want" or "deserve" to be raped. This is not true. "No" means "no" whatever the situation.

Under the law, women have the right to say no to any form of sex or sexual touching, even in a marriage or dating relationship. It is a popular belief that sexual assaults occur because a man sees an attractive woman and can't control himself. This is not true. Offenders generally have poor social relationships with women, a poor self-image and see women as sex objects without feelings. Sexual assault is a crime of violence, hate with sex being used to hurt and humiliate the victim. Sexual assault is an act of authority and hostility, not of sexual desire.

HAND/OUT

FACTS ABOUT SEXUAL ASSAULT

- Abuse is never an act of passion
-
- Victims never deserve or ask to be abused
-
- Abuse is never the result of provocation
-
- Alcohol and drugs do not cause abusive behaviour
-
- Abusers are not always abusive in all their relationships
-
- Abusers can be successful and popular
-
- Abuse occurs in both homosexual and heterosexual relationships
-
- Victims can heal and empower themselves
-
- Moving from relationship to relationship does not change abusive behaviours
-
- Marriage does not end abuse that is present in a dating relationship
-
- Anyone, regardless of religion, race or economic status can be abused or be an abuser

Exercise 4 **IS IT ALL RIGHT TEST**

Methodology **Sociogram**

Purpose

To see if there has been a shift in the group's understanding of sexual violence and to address any issues and myths that surround their positions.

Procedure

1. Participants who agree with the statement read out move to one side of the room and those who disagree to the other side of the room. Participants should be prepared to defend and explain their choices.

Time 45 minutes

Materials Big Room and It Is All Right exercise

Handout It Is All Right exercise
Facts of Sexual Assault statistics.

Facilitator's Notes

- In negotiating the debate on this exercise, refer to two points: was there consent by both sexes for the sexual act to occur; was force used? If there is no consent on both sides its not all right because sex is about negotiation. If there is any force its not all right
- Sum up the discussion of the session by referring to some of the statistics from the Ghana research and international data.

HAND/OUT

IT IS ALL RIGHT ...

If a man holds a female down and forces her to engage in intercourse if ...

	AGREE	DISAGREE
1. He spent a lot of money on her.	_____	_____
2. He is so turned on he can't stop.	_____	_____
3. She has had sex with other guys.	_____	_____
4. She is drunk or stoned.	_____	_____
5. She agrees to see him but changes her mind.	_____	_____
6. She allows him to touch her above waist.	_____	_____
7. They have dated a long time.	_____	_____
8. She has had sex with him before.	_____	_____
9. She led him on.	_____	_____
10. She is wearing suggestive clothing.	_____	_____
11. She is asking for a ride.	_____	_____
12. She is out alone.	_____	_____
13. She is living with him but they are not married.	_____	_____
14. She is married to him.	_____	_____

** All of these situations describe are sexual assault if:
 . there was no consent or
 . force was used.

HAND/OUT

THE FACTS OF SEXUAL VIOLENCE

The following are selected statistics from

1. A national study on violence against women by the Gender Studies and Human Rights Documentation Center.
2. Fact sheets compiled by the Ontario Women's Directorate and from the Ontario Federation of Students.

GHANARESEARCH

- 27 % of women had been sexually assaulted in their lifetime.
- 1 in 3 women had been fondled or touched against their will.
- For 2 in 10 women their first experience of sex was by force.
- 2 in 5 women are harassed or coerced when they refuse their partner sex.
- 3 in 10 women are forced by their male partners to have sex sometimes.
- 7 % had been forced to touch a man's private parts.
- 6 % had been threatened by a schoolteacher or principal that schooling would suffer if they did not have sex.
- 4 % of women had been threatened with demands for sex before being offered a job or having a favour done.
- 15 % of women had been circumcised.
- Studies indicate that women are at risk of sexual violence, in all its forms between the ages of 10 – 18 years.
- Contrary to popular belief that stranger are the most common perpetrators of violence against women, the most common perpetrators of sexual violence are men known to the victims including both male acquaintances and male relatives.

HANDOUT /

INTERNATIONAL RESEARCH

- ▽ One in four women will be assaulted at some point in her life (Brickman & Briere, 1984).
- ▽ A woman's risk of being sexually assaulted by an acquaintance is four times greater than her risk of being similarly victimized by a stranger (Warshaw, 1988).
- ▽ Eighty three percent of women who have been raped know their attacker (Russell, 1984).
- ▽ Eighty seven percent of rapes happen while on a date (Warshaw), 1988).
- ▽ Sexual assault is the most under reported crime against a person. It is estimated that only five to ten percent of victims report the crime to the police (Brickman and Briere, 1984; Russell, 1984; and Warshaw, 1988).
- ▽ Acquaintance rape, the most common type of sexual assault, has an
- ▽ Even lower police report rate of only one percent (Russell, 1984).
- ▽ Of the sexual assault victims that did not report the crime to the police, forty four percent stated that this was due to the to their concerns about the attitudes of the legal system (i.e. police and courts). (Solicitor General of Canada, 1985).
- ▽ Women are more likely to report a rape by a stranger, and the legal system is more likely to prosecute this act than acquaintance rape because it is easier to get a conviction. If a woman is raped by a man she knows, it is perceived she “asked for it in some way” (Ontario Federation of Students, 1989).
- ▽ About sixty percent of rapes occur in a private home (Bart, 1984).
- ▽ Seventy five percent of men and fifty five percent of women involved in acquaintance rape had been drinking or taking drugs just before the assault occurred (Warshaw, 1988).
- ▽ Women try many forms of resistance: in one study, eighty three percent tried to reason or plead; seventy seven percent turned cold in hopes of discouraging the attacker; eleven percent screamed for help; eleven percent ran away (Warshaw, 1988).
- ▽ Sixty four percent of men who committed rape did so by using types of “mild” force (e.g. physically holding her down, or “light” physical force (e.g. arm twisting.) (Warshaw, 1988).

- ▽ One out of twelve men surveyed in one particular study had committed acts that met the definition of rape or attempted rape (Warshaw, 1988).
- ▽ Eighty four percent of men who committed rape acts that met the definition of rape stated that it was definitely not rape. (Warshaw)
- ▽ Thirty percent of men questioned stated that they would commit rape if there were no chance they would get caught. This figure rose to fifty percent when the word “rape” was changed to “force a woman into having sex” (Warshaw, 1988).
- ▽ Studies indicated that sexual assault has traumatic, long lasting and debilitating effects on victims. One in five rape victims attempt suicide, whereas the rate is one in fifty in a non-victimized population (Briere, 1986).
- ▽ The emotional trauma resulting from it is not always immediate but often results in long depression, fear and sexual dysfunction (Canadian Family Physician, 1985).
- ▽ Forty two percent of victims surveyed never told anyone about the sexual assault (Warshaw, 1988).
- ▽ Only five percent sought help from Rape Crisis Centres (Warshaw, 1988).

SECTION 5

IMPACTS OF VIOLENCE

Objectives of Section 5:

- To focus on individual realities of living with and experiencing violence;
- To identify and understand the impacts of violence on women and children;
To recognize the subtle signs of violence;
- To understand the impact of violence witnessed by children;
- To make links between domestic violence and child abuse (generational violence).

EXERCISE 1 IMPACTS OF VIOLENCE

Methodology Brainstorm/Small group discussion

Purpose:

- To start to focus participants' attention on the human effects of violence to body and mind. Specifically, to show that there is suffering and harm, often injuries that accompany violent acts, that it is not a neutral thing.

Procedure

1. Ask the participants any of the following questions to generate discussion:
(Phrased a number of different ways to trigger discussion) (this can be in the large group or in small groups, followed by a report back)

- How does violence affect women?
 - What are the physical results of a fight between a man and a woman?
 - How does a woman feel or think of herself when she has been beaten by a man?
 - How does a woman feel about herself when she has been raped?
 - What are the effects or impact of violence on children?
 - What are the effects of violence on society?
2. Discuss as a group some of the consequences mentioned by participants asking for elaborations and examples from participants' knowledge.

Time 30 minutes.

Materials None

Handout Table on impacts of violence
Guide to Trainer's input

Facilitator's Notes

Refer to the table on impacts of violence to guide the discussion trying to get a sense of individual impacts, impacts on children, the family and on society.

Make an input referring to the Guide as a way of elaborating on some of the impacts.

HAND/OUT /

IMPACT/CONSEQUENCE OF VIOLENCE

PYHSICAL	PSYCHOLOGICAL	SEXUAL	ECONOMIC	OTHER
Bruises	Fear	Shock	Loss of income,	Divorce
Broken bones	Anger	Frigidity		
Fractures	Depression	Promiscuity	Poverty	
Swollen face	Guilty feeling	Inability to build an intimate relationship with anyone	Neglect to maintain	
Rashes	Aggressive		Financial dependence on men	
Broken teeth	Withdrawal			
Open wounds	Mood swings			
STDs	Inability to learn			
Pregnancy	Low self esteem			
Pain	Insomnia			
Death	Ambivalence			
	Internalized blame			
	Helplessness			
	Hope			
	Isolation			
	Anxiety			

HAND/OUT

Guide to Trainer's Input.

The Psychological Experience of the Victim

Fear: Fear is the most predominant feeling that surfaces when working with an assault victim. It rules her actions and colours her every waking moment. It even intrudes and plays havoc with her sleep patterns, causing insomnia and recurrent nightmares. This sleep disruption may lead to dependence on addictive sleeping pills. Her partner may have threatened her with bodily harm or death if she attempts to break the silence or worse, if she considers leaving him. Many women would want to reach out to someone for help but fear the man's threats to harm anyone who intervenes. Many would rather contain the violence in their own home than possibly jeopardize anyone else's safety, which is a tribute to their bravery. Although some people might consider this trait of self-sacrifice as martyrdom or masochism, it really reflects their concern for others' safety.

Traditional female role conditioning prepares women well for this position of sacrifice. They get the message very early on that they must always put others ahead of themselves in order to fulfill their role of nurturer and caretaker. Our role is to assist them to be as caring, concerned and protective of themselves as they often are for others. Many are immobilized by their terror. It is often the underlying reason why they remain where they are. To deal with the ever-present fear, many deny the horror of the violence and threats and minimize their need for safety.

Low self-esteem: The end result of repeated abuse and victimization is a battered self-esteem. The woman's self confidence, her sense of worthiness and belief in her abilities have all been changed. Most humiliating for her is that she has been beaten by the person she chose to be her husband, the person who was supposed to love, honour and cherish her. She often describes this as her severest blow – the ultimate betrayal.

The more severe the abuse is and the longer it has gone on, the poorer self-image she will have. She begins to believe the names he calls her – stupid, incompetent, ugly and so on.

In the past, she may have threatened to leave or actually fled for a brief time, resolving never to return unless her partner changes. Once on her own, her fears and the cold reality of her single life overwhelm her. Her options are limited and she feels forced to return to an unchanged situation. Her inability to sustain her resolutions of a life without her husband results in more self-blame and lowered self-esteem. She feels beaten once again, and knows her defeat spells victory for her husband.

The woman who voluntarily returns to her husband because he has promised to change can at least feel some measure of control over her life. She is able to return with greater integrity. She has clearly demonstrated to her partner that she is only prepared to be with him if he proves he has changed his abusive behaviour.

Internalization of oppression: When any group believes it is inferior and deserves to be treated badly, this makes it easier for the bad treatment to continue. Such beliefs are sometimes called

“internalization of oppression.” Messages about inferiority of the female comes from many sources like family and friends, children's story books, school books, advertisements and movies. A first experience of victimization becomes complicated when the victim internalizes her oppression.

The abused woman may already see herself as inferior and when she is first assaulted this may act to confirm her suspicion that “something is wrong with me.” The woman who has little support in challenging the traditional female role is most vulnerable to remaining in an abusive relationship. The greater her internalization of her oppression, the longer it will take to overcome her victimization.

Internalized Blame: An assaulted woman believes the myths about violence in the home. She often believes she is to blame and might have provoked the violence. She thinks she caused the beating because she might have done something wrong. Her partner asks her repeatedly “why do you make me hit you? If you just do what you're told, this would never happen.” She tries to become more perfect, not realizing that the violence has little to do with her behaviour or personality.

Victim thinking is built into the female role. She grows up believing it is her responsibility to make the marriage work, and therefore when something goes wrong she thinks it is her fault. She gets a lot of support for this from her family, friends, professionals and the community. She spends much of her time and everyday planning her life and conversations so she does not upset her husband. This existence is often described as “walking on egg shells.” Her feelings of guilt for his violence take him off the hook and perpetuate his use of violence with little or no repercussions.

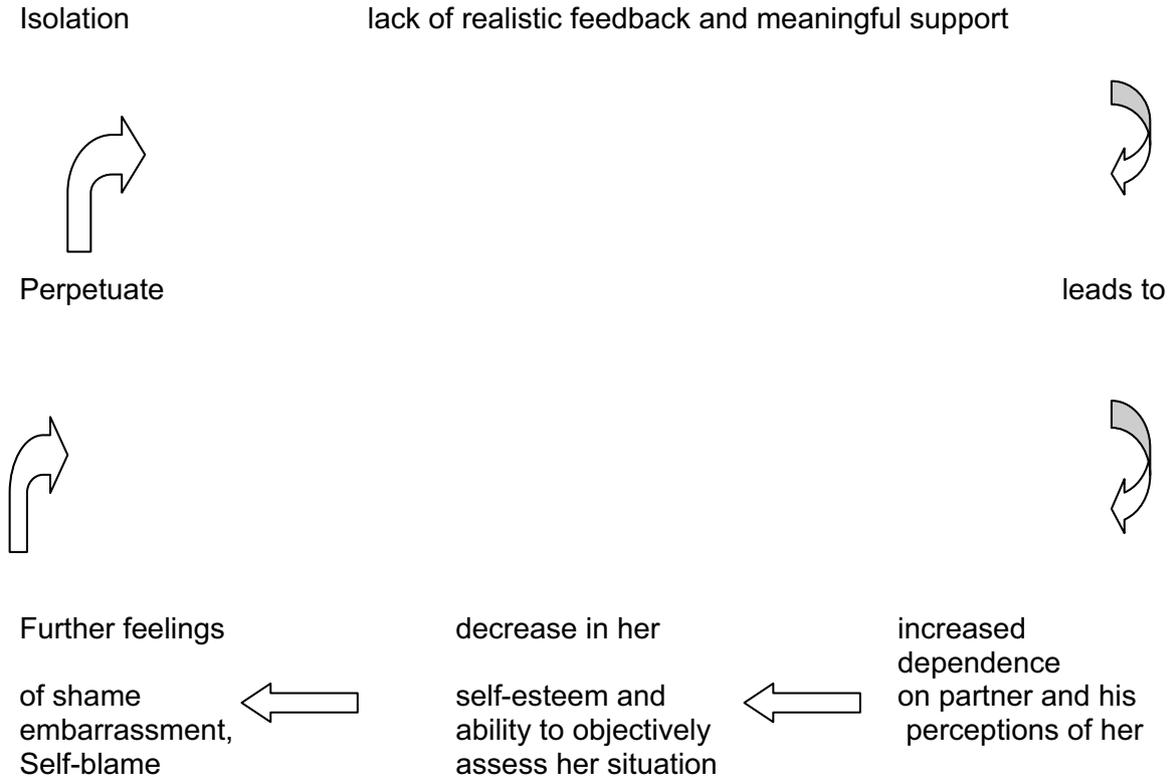
Ambivalence: The violent partner is not violent all the time. There may be long periods when she feels he is the loving husband. This is the crux of her ambivalence. She wants the violence to end and not her marriage. She hopes he will change. She wants to believe his promises. She thinks she loves him. Her definition of love may be different from ours, but it is hers we must pay attention to.

She is also terrified of the prospect of being on her own. Separation from her spouse may bring radical changes in her lifestyle. If she has been a housewife, she may have to look for a job. For a middle or upper class woman, the drop in standard of living may be dramatic. She may face the harshest adjustments in the event of a separation.

These are real barriers to change, not just for assaulted women, but for most women in our society. Very few women in unhappy marriages – violent or not – have the financial independence to leave their marriages without concerns for supporting themselves and their children. Women who work outside the home still earn on the average only 60 % of what a man earns.

Helplessness: The assaulted woman is often in a state of “learned helplessness.” This means her attempts to control, escape or avoid the violence have been unsuccessful. It brings out a sense of helplessness that leads her to believe that nothing she does will change her situation. Assaulted women often describe an experience of a lack of control of the situation that eventually leads to a chronic state of helplessness, hopelessness and utter despair. The longer the woman is exposed to the abuse, the longer it will take her to overcome the effects of the helplessness. Even though she may have initiated contact with you, it is important to understand that she may think you will be as helpless as she is to change the situation. She sees her partner as all-powerful. You may have to convince her that you can help her change her situation. Until now, nothing has worked.

Isolation: The fears of the assaulted woman for the safety of her loved ones e.g. children keep her quiet. She stays away from a lot of people she knows or can help her because of her shame and embarrassment over the beatings. The few friends or acquaintances in her life are unlikely to know about the reign of terror in home. Even if she attempts to reach out, her partner often sabotages her efforts by controlling her activities and limiting any contacts outside the marriage. He may deliberately alienate her family and friends by rude and obnoxious behaviour. She is unlikely to have any positive connections to rewarding work, childcare, educational or recreational activities. Her social isolation limits her opportunities for realistic feedback that might modify her perceptions of her situation. Her loneliness then serves to increase her dependence on the very person who promotes the isolation. This is a cycle (this could be on transparency).



Minimizing the abuse: Most abused women, especially in their contact with a professional tend to minimize the extent and severity of the abuse. The underlying thinking of the minimization include her fear that talking about it may make her situation worse; her lack of accurate information about what abuse is and who is a victim to it; her need to believe that “it's not so bad,” as a means of coping with her life until she is ready to deal with the reality and take protective action; her shame and embarrassment about the abuse and her belief that she is responsible for the abuse.

Hope: The assault victim hopes her husband will change and become the husband of her dreams. It is important to convey respect for her dreams of a happy marriage and a good life. She is not unusual. We all have our dreams.

Too often we blame the victim by focusing on questions such as “why does she stay?” again implying there is something wrong with her. We need to view her in a more positive light. It is more helpful to think of her as a courageous woman who survives despite the many obstacles

placed in her way. In other words, we should be asking, “where does she find the strength to leave a violent relationship in the face of such odds?”

Mood Swings: Victims of violence can become very unstable emotionally with mood swings that are not situation based. This may make them difficult to understand. One minute the person is laughing, the next minute they are moody. This may injure their relationship depriving them of the needed support.

Anger: This is not often directed at the source of the violence but may be displayed on others. Sometimes it may be directed at the perpetrator and could result in counter violence or even murder. Years after the actual violence the victim may still have a lot of pent up anger and may lash out at others at little provocation. The desire for revenge may be so great that it may cloud the victim's entire life.

EXERCISE 2 **THE VICTIM'S EXPERIENCE**

Methodology **Case Studies and Small Group Discussions**

Purpose:

To have deeper discussions about the experiences of violence on its victims, beginning to focus beyond the physical and psychological effects, to the effects on the victim's worldview and the messages that the victim learns about the roles of women, men and children in society. We are beginning to center on violence itself as a part of the socialization process.

Procedure

1. Break the participants into small groups, each with a different story to analyse. Each group will report back to the plenary, beginning by reading their story.

Time	60 minutes
Materials	Flip chart, markers, masking tape
Handout	Copies of stories

Facilitator Notes

Story 1

She is feeling intimidation, isolation, loss of self-confidence, helplessness and is in a perpetual state of fear because of his threats. She may not feel that she can talk to anyone because if she talks to the family they may blame her. She may report to the police if she believes that they will intervene justly. On the other hand, she may not tell the police because they may incarcerate her husband, which may not be what she wants to see happen, or she may be afraid that the police may react to her negatively, telling her to take it home. She may refuse to talk about it because she does not want to wash her "dirty linen" in public.

She may have mixed feelings about her husband – love and fear. She may be confused because at one point he is loving and gentle and at other times he is violent. Her attitude before her in-laws will be to put up her best behaviour as if nothing was wrong. She may even defend him. She may be depressed, jumpy, ashamed of herself for causing the violence. She will likely have no sense that she is worth anything. She may be resigned or numb.

Story 2

The woman feels afraid for her job. She feels threatened and watched. He has no-one to talk to, she is isolated. She has to put up with the abuse. She may be depressed and worried, embarrassed, disturbed and depressed. She feels her behaviour is being monitored. She is afraid. Avenues for reporting this kind of harassment are limited because he is her boss and she is a junior staff and harassment is not recognized in society as something serious. Perpetrators of sexual harassment usually target junior staff who would not feel able to take up the issue. If systems are in place, she could talk to another senior staff or even act assertively to persuade her boss to desist from such harassment. She could also report to agencies such as the

International Federation of Women Lawyers (FIDA), the Commission on Human Rights and Administrative Justice (CHRAJ), the national Legal Aid offices and the women and Domestic Violence victims support Unit of the Ghana Police Service (DOVVSU). If her job is unionized, she could report to the relevant branch of the Trades Union Congress (TUC). But this also takes courage. There may be lengthy delays

Most women would fear to lose their jobs and so would feel pressured to accept the sexual advances. If she should give in there would be violations by the boss, he may even be encouraged to violate other women. Office morale and discipline would be low. Alice's performance at the office would be dismal. Others may be affected eventually leading to low productivity.

Story 3

She is terrified angry, shocked, frustrated, helpless and powerless. She may be confused and disoriented. She feels guilty and asks herself "why did it happen to me?" She may have thoughts of revenge especially where she has to face the perpetrator again and again.

There may be physical pain and she may have contracted a venereal disease. She may have physical injuries: cuts, bruises, abrasions, broken limbs, if she is virgin then her hymen will be torn. Then she has to undergo a physical examination at the hospital which is painful and embarrassing.

She blames herself. She may feel so disgusted she may want to scrub her skin so hard as if that could take away all traces of his touch. She may delay reporting because of the fear of being stigmatized by society. She would obviously respond differently had her purse being stolen as there is no stigma attached to that.

The long- term consequences include negative attitudes towards men, difficulties in having or maintaining relationships with the opposite sex, possible painful flashbacks of memory which force her to experience the horror of the rape over and over again. She will experience depression and anxiety in its different forms. She may even become suicidal.

Story 4

The key issue here is why she thinks she deserves such treatment. She is blaming herself because she went to the man's room knowing this is how society would look at the attack. She is embarrassed and worried that he thinks she is "cheap". She did not talk because she blamed herself or to avoid being blamed by society and avoid stigmatization. Keeping this in she has become withdrawn, is losing sleep and is worried. It is important to note that a woman can visit a man without expecting to be raped, that a woman can expect some romance without an actual sexual experience. A woman's body is her own and she should be able to stop a sexual experience if she does not want it to go any further. However, because society tends to blame the victim, and because some men feel a sense of entitlement to sex once a woman goes out with them, it is important to teach women to avoid places in which they can be at risk with men they do not know well. Please point out however, that the statistics in Ghana and the Western world show that over 75% of cases of rape are perpetuated by men known to the victims, including relatives.

HAND/OUT

Story 1

My husband threatened to hurt me badly if I ever left him. He says: "If you leave, I'll find you. No matter how long it takes I will look for you. You can't get away from me. I will destroy your pretty face so no one will ever want you. I will also hurt anyone who tries to get you away from me."

He carries out his threats. For about 2 years now he has beaten me often over every little disagreement between us. I have lost two of my front teeth. I have an ugly scar over my left eye. I have lost part of my hair from continuous pulling when he beats me. I walk with a limp because he once dislocated my right knee.

One time he beat me so badly I had to wear dark spectacles and cover my face with a scarf for several days. He came with me to the hospital and told the Doctor I had a car accident on my way to the market. The Doctor said nothing.

That night he was very nice to me. He cooked dinner, served me and included a bottle of beer. Then he asked me "do you still love me?" I said, "Look at me. My eyes and face are swollen. I can't even look at myself in the mirror." He apologized for his behaviour. But that promise barely lasted 48 hours before he was beating me again.

Questions:

1. What is this woman experiencing? What is she feeling?
2. To whom would she tell her story? Her family? The Police? The Social Worker? Why or why not?
3. What would be her feelings towards her husband?
4. How would she react around her family and her in-laws in the presence of her husband?

Story 2

This is the story of Alice. "I applied and got a job at Gye Nyame Company. My boss, Mr. Adams has been making advances at me at the office. Anytime I go to his office for documents, he pinches my buttocks and touches my breasts and arms. He waits for me at the end of the day by the gate and demands to take me home. He phones me at home at odd hours of the night and says he wants to check on me to make sure there is no one sharing my bed. I dislike his attitude because he is a married man and my boss. I am fed up with his attitude and want to leave the job."

Questions:

1. How do you think Alice is feeling?
2. What avenues/channels are open to her in a normal office situation?
3. Can most women afford the loss of income that comes with quitting a job?
4. How fair is the situation?
5. What happens if she gives in? What happens to the office morale?

Story 3

Felicia is coming home from work one late evening alone. She has to pass a dark alley to reach her house. She feels as though someone is following her. She is afraid because the alley is usually deserted at that time of evening. Suddenly, a man grabs her and pushes her into the bushes nearby. He rapes her.

Questions:

1. What do you imagine her feelings to be during the sexual assault?
2. What would she do as soon as the stranger left? Would she notify the Police? Her family? Her best friend? Why or why not? What do you imagine the response of each person would be?
3. If a friend called her the next evening and asked why she was not at the office, what would she say? Would she explain what happened? Why or why not? Would she respond if her purse had been picked from her by a pickpocket?

Story 4

Sarah and Matilda are best friends. They get together after work for a chat. Sarah notices Matilda is not as vivacious as she always is. She seems to be upset about something. Sarah asks her what is wrong. Initially Matilda was reluctant to open up and talk. She then says she had gone to the apartment of a man she had met recently. It was the first time she had visited him. He made sexual advances which she resisted. He continued with the advances and then raped her. She has never told anyone about it, but has been having sleepless nights. Matilda asks Sarah if she had done anything to deserve such treatment.

Questions:

1. Why do you think Matilda wondered if she deserved the sexual advances?
2. How do you think she felt about the encounter?
3. Why didn't Matilda tell anyone after it happened? Would you encourage her to tell someone? If so, when?
4. If you were Sarah, would you tell anyone about what your friend has told you? If so, whom?

(If there are men in the group, this is for them to answer) If Matilda were the person you are currently dating, and you get to know about this encounter, how would this affect your relationship?

EXERCISE 3

THE CHILD VICTIM'S EXPERIENCE

Methodology

Guided Discussions

Purpose:

To begin to get participants to focus on the consequences for children experiencing or witnessing family violence on several levels, physical, psychological and social.

Procedure

1. Have participants close their eyes as Facilitator reads the following: **(warn the participants that this exercise may be difficult for some, they have the option to open their eyes or opt out of the exercise)**

"I want you to go back to your childhood. Imagine growing up in a home where ...

Your father

- beats your mother and threatens to kill her
- calls your mother nasty names
- destroys your mother's precious possessions
- throws things around in a fit of rage
- believes he has a right to hurt your mother
- tells you not to listen to your mother because "she is a bad mother"
- is angry a good deal of time
- says he can't control himself
- walks about like a time-bomb ready to blow up any minute
- promises he will never hurt you or your mum again and then he does
- says he will not pay your fees
- threatens to hurt your siblings

Your mother

- feels terrified of your father
- tries to escape from your father's temper
- screams out for help
- creeps around the house so Father won't get angry
- picks up the kitchen knife to defend herself
- forgives your father when he apologizes for his behaviour
- thinks she deserves to be hit
- makes excuses for your father's temper tantrums
- feels helpless to change the situation
- promises to leave if your father ever hits her again and then she doesn't
- feels depressed and cries a lot
- gets furious at your father and takes it out on you

Adapted from: Understanding Wife Assault: A Training Manual for Counsellors and Advocates, Sinclair, D., Toronto, 1985.

Fleming, Jennifer. Stopping Wife Abuse. Garden City, New York: Anchor Books, 1979

2. Facilitator to encourage individuals to:

- share what they imagined the feelings of these children might be
- comment on the cycle of violence and its impact on children
- hypothesize about the child's world view.

Below are possibilities of the effect of violence on a child's world view:

- That women are inferior.
- It is all right for husbands to hit wives.
- Violence is a way to win arguments.
- Big people have power they often misuse.
- Men are bullies who push women and children around.
- Women are victims and can't take care of themselves or children.
- That bullying women is normal.

Time	30 minutes
Materials	None
Handout	Copies of the exercise

EXERCISE 4 CHILDREN OF VIOLENT FAMILIES

Methodology Case Studies and Small Group Discussions

Purpose:

To further reinforce participants awareness of the issues of family violence and its impact on children.

To enable participants draw the linkages between wife assault and child abuse.

Procedure

1. Divide into participants into groups to review case studies. Groups report discussion results back to the larger group for analysis.

Time 30 minutes

Materials Markers and flip chart paper, masking tape

Handout Copies of case studies.

Facilitator's Notes

Case Study 1

The children could feel helpless because they cannot do anything for their mother. They may be frightened of their father and for their mother, angry and confused with their father for his abusive behaviour and their mother for putting up with this behaviour. They may begin to blame their mother and to mistreat her as their father does. Effah is aggressive becoming a bully and withdrawing. He is quarrelsome projecting all his oppressed feelings onto other children and sister. He may have low concentration and therefore poor performance, or he may try to wipe out home from his mind and overachieve in school. Children from violent homes often exhibit characteristics of insecurity, absentmindedness and may be disrespectful. They may also become delinquent from home and from school, or have difficulty leaving their mothers at home, believing that if they stayed, things may get better.

Case Study 2

Kobby may feel pity for his mother, wonder why his mother does not fight back or think the mother is doing something wrong. He may be afraid for her and want to protect her. He may be afraid of his father. He may be confused, wanting out of the house or to stay in the house to protect his mother. His worldview on men and women is that men are superior, women must be submissive, wife - beating is a form of discipline. Men can beat their wives, violence is a way to solve conflict or women have no rights.

Upon hearing he is going to be sent away, Kobby would feel terribly insecure and may feel hostile towards his grandmother.

Case Study 3 – Efuma's Story

The girl would feel guilty for accepting the gifts and become depressed. She may be confused because the touching did not hurt her, it might have even felt good. She would be afraid and feel isolated. Terror develops in her because of fear of what the stepmother may say if she gets to know. She could feel hatred towards the father, angry and become disrespectful. Or she may want to protect him. She is afraid he may hurt her or send her away. He may be taken away. She doesn't know what to do. She may lose confidence in him as a parent and distrust him. She could get pregnant or contract a venereal disease such as Acquired Immune Deficiency Syndrome (AIDS). It is difficult to describe the effects of such betrayal when the man who is supposed to protect you, is the one who violates you.

The long -term effects in such children include intense anger, disrespect for men in general, depression sometimes to the point of suicide. They are often at risk for self-destructive behaviours such as substance abuse, promiscuity, prostitution, and have little self- confidence and self-esteem.

ISSUES RELATED TO CHILDREN

Any child who lives with violence or the threat of violence is a child in need of protection, a child at risk. Four possibilities exist:

1. A man who abuses his wife may also abuse his children.
2. A woman who is abused may vent her rage and frustration on her children.
3. Children may be accidentally hurt when they try to stop the violence or protect their mother.
4. Children witnessing wife assault in their home may grow up to be abusive husbands or assaulted wives.

Even if children are not the direct target of violence, by being exposed to violence they suffer from tremendous emotional abuse and possible neglect.

They seldom have an adequate relationship with their fathers. Although many children living with the threat of violence are close to their mother, the mothers cannot be fully available to tend to the children's needs when they are forced to fight for their own survival on a daily basis. This is not said to fault mothers. Many have done quite incredible jobs of raising their children in the face of horrendous odds. However, the only way to end the generational cycle of abuse is to stop it today.

Fleming, Jennifer. Stopping Wife Abuse. Garden City, New York: Anchor Books, 1979

The Cycle of Violence Continues

It is little wonder children react the way they do. Unless someone actively intervenes, the cycle of violence continues. There is substantial evidence suggesting that offenders have grown up in violent homes – either being victims of abuse themselves or witnessing their father beating their mother – leaving little doubt that violent behaviour is learned.

Although the majority of wife assault victims have not grown up in violent homes, those that have experience much greater difficulty standing up for themselves and taking protective action leaving little doubt that victim behaviour is learned.

Children from violent homes end up believing that

- It is all right for husbands to hit wives.
- Violence is a way to win arguments.
- Big people have power they often misuse.
- Men are bullies who push women and children around.
- Women are victims and cannot take care of themselves or their children.

***Roy, Maria (ed.). The Abusive Partner: An Analysis of Domestic Batteries
New York: Van Nostrand Reinhold, 1980***

HAND/OUT

Characteristics of Children who Witness Family Violence

- ◆ Exhibit more aggressive or delinquent behaviour (externalized behaviour).
- ◆ Exhibit more withdrawn, anxious behaviour (internalized behaviour) than children from non-violent homes.
- ◆ Perform significantly below their peers in school performance, organized sports and social activities.
- ◆ Display more behaviour problems than children from non-violent homes.
- ◆ Have adjustment difficulties similar to children who are abused by their parents.
- ◆ Experience learning or language problems, developmental delay, stress-related physical ailments (headaches, rashes and ulcers), hearing and speech problems.
- ◆ Take responsibility for the abuse, experience constant anxiety (that another beating will occur,) feel guilty for not being able to stop the abuse or loving the abuser, or experience fear of abandonment.

Children who experience family violence are significantly affected by the abuse, both psychologically and emotionally. They experience sleep disturbances, bed-wetting, failure to thrive, aggression, bullying, impaired concentration at school, physical injuries, drug and alcohol abuse, suicidal thoughts and involvement in criminal activities.

HAND/OUT

LINKAGES BETWEEN WIFE ASSAULT AND CHILD ABUSE ARE STRONG

- ▶ A man who abuses his wife may also abuse his children.
- ▶ A woman who is abused may vent her rage and frustration on her children.
- ▶ Children may be accidentally hurt when they try to stop the violence or protect their mother.
- ▶ Children witnessing wife assault often present the same symptomatology of children who have been sexually abused.
- ▶ Children witnessing violence are often insulted, verbally abused, threatened and physically assaulted themselves. These children demonstrate the most negative long-term consequence.
- ▶ Women are particularly vulnerable to abuse during pregnancy. The effects of abuse can be detrimental both to the pregnancy and the development of the fetus.
- ▶ The stress of the victimized woman may reduce her coping skills and parenting skills putting her children at risk of neglect or abuse by the mother.
- ▶ Infants are highly vulnerable to injury during an assault on their mothers.

HANDOUT

Case study 1

Mr. Amoah shouts at his wife Esi Mansah because the house is untidy, the children, Effah and Akua are dirty and food is not ready. He calls her names and insults her: “good for nothing woman,” “illiterate,” “stupid woman.” Esi Mansah tries to explain that she got home late from her trading activities. Mr. Amoah is so angry he beats her, slapping and kicking her. The children witnessing what is happening crouch in a corner of the room and cry. Mr. Amoah also shouts at the children and beats them saying they as useless as their mother.

Effah and Akua go to bed without eating. Effah the older child tosses in bed unable to sleep because he still hears his mother sobbing. When he hears his father's voice again during the night, fear grips him so much he wets his bed. In the morning he hides his soiled bed cloth before his father sees it.

At school the next day, he is absent-minded and unable to do his class work. He refuses to join his friends at break time. When some of his friends prod him to play he gets violent and assaults them. His teacher sends him home.

Questions:

What do you think the children are feeling at home when such assault occurs?

What is Effah feeling at school?

What are the characteristics of children who witness violence at home?

Case study 2

“He used to beat me, then force me to walk about the house naked, telling me he will disgrace me in front of the neighbours,” said a small frail woman. “And he will always threaten to take Kobby, who is 9 years and our only child away from me to his mother in the village.”

Our arguments and fights have become a daily occurrence. He often comes home drunk and angry. If the food is cold, it is an opportunity to insult and slap me. He picks arguments with me anytime my mother visits us and it often generates into beatings. Sometimes the arguments go on through out the night. We share a one-room apartment and all the arguments and fights take place in the presence of Kobby.

Questions:

What might Kobby be feeling

- about his mother
- about his father
- about himself?

What might Kobby's world-view about women and men consist of?

What obstacles may Kobby have to overcome in the future (regarding relationships, sex-role stereotyping and self concept?)

HAND/OUT

The Impact of Violence on Children

When upset, children generally tend to act out their distress rather than talk about it. In a home where fearful silence and tension is the norm, children are even more vulnerable to repressing their feelings. Feelings of fear, anger, guilt, sadness, worry, confusion and ambivalence often get submerged. These reactions surface in other ways. Children know their parents are not able to deal with their hurts or even be aware of them at times. Because their parents are too tied up with their own miseries, children are bound to find indirect ways of expressing their hurts, getting the attention they need. In essence, they are crying out for help.

The following reactions have been observed in children and are separated into groups according to their ages and stage of development. Any child could have some of these symptoms, but children from violent homes are more vulnerable to excessive symptoms of stress.

Preschoolers (birth to 5 years)

- physical complaints, such as stomach ache, headaches.
- sleep disturbances, such as insomnia, heightened fear of the dark, resistance to bedtime.
- bed-wetting
- excessive separation anxieties.
- whining, clinging, anxiety.
- failure to thrive.

School-age children (6 to 12 years)

School-age children may:

- become seductive or manipulative as a way of reducing tension in the home.
- hang around their house a lot believing their presence will control the violence and will protect their Mom – or they may do the exact opposite, avoiding their home as much as possible believing their absence will improve their parents' relationship.
- fear being abandoned.
- fear being killed or fear killing someone else themselves.
- fear their own anger and others' anger.

- exhibit eating disturbances, such as overeating, under-eating or hoarding food.
- become insecure and distrustful of their environment, especially if there are frequent unpredictable parental separations that they are not informed about.

The effects of sex-role socialization can be seen as school-age children tend to separate their behaviours along sex lines.

Girls

- continuation of somatic complaints
- withdrawn, passive, compliant, clinging behaviour
- approval-seeking behaviour
- low frustration tolerance or infinite patience
- acting as “mother’s little helper”

Boys

- aggressive, acting-out behaviour
- temper tantrums
- fights with siblings and classmates
- low frustration tolerance
- bullying

Some children experience one extreme ...

- impaired concentration spans
- difficulty with school work
- poor attendance patterns in school
- clumsy, accident-prone behaviour
- fear of attending school
- being labeled a “slow learner”

while others will experience the exact opposite

- excellent academic work
- perfectionist standards (harbouring a tremendous of failure)
- overly responsible, especially the oldest child

Adolescence (13 + years)

All teenagers are vulnerable to escapist, self-destructive behaviour. Adolescence is a particularly stressful stage and becomes even more acute for those teenagers from a violent home. The following examples illustrate the most extreme of these behaviours:

- escape into drug or alcohol abuse
- running away from home
- escape into pregnancy and early marriage
- suicidal thoughts and actions
- homicidal thoughts and actions
- criminal activities, such as drug-dealing, theft

Teenagers will continue to differentiate their behaviour along traditional sex lines.

Young women

As the daughter of an abusive man enters puberty, he may begin to treat her like a second wife. His jealousies and excessive use of control, usually reserved for his wife, may now be directed towards his daughter. He sometimes is very suspicious of her interest in boys. His suspicious nature may reflect overt incestuous thoughts, if not actual incestuous behaviour. She may hate her own body and feel confused about her sexuality (being female = being like Mom =being punished). She may become sexually promiscuous or withdrawn and completely deny her sexuality.

Young Men

A young man in a violent environment may try to become his mother's protector while his father is in the home. Ironically, if the father leaves the home, this same son often moves into his Dad's footsteps and abuses his mother if he feels she is stepping "out of line." (This most of the time happens with the oldest child; sometimes if a daughter is the oldest child, she will adopt this role.) The young man may hate his own body and feel confused about his sexuality (being male =being like Dad = being mean and abusive). He may become sexually promiscuous (sons are often encouraged by father to "sow their wild oats") or he might withdraw and completely avoid contact with the opposite sex.

HANDOUT

WHY SOME MEN BEAT THEIR WIVES

- To maintain control
- When a woman has economic power, she is at high risk of abuse in a relationship. Most of such women would take a low profile or will not aspire to develop themselves just to keep the peace.
- Insecure men see equality as a threat.

WHY SOME WOMEN STAY IN ABUSIVE RELATIONSHIPS

- Women accept role of being subordinate
- The woman may have come from the same sort of home
- A woman's family may condone the violence
- She may be comfortable in the relationship
- Violence may be familiar to her
- The relationship does not become violent all the time
- She thinks he loves her
- She has become used to it
- Economic dependence

EXERCISE 5 INTERVENTIONS

Methodology Brainstorm

Purpose:

To get participants to begin thinking about strategies that address violence.

Procedure

1. Ask participants to divide themselves into small groups and discuss for presentation what the means of intervention should be to address violence at:
 - a) The family level
 - b) The community level
2. The trainer adds to the responses of the group by referring to the guide above.

Time 30 minutes

Materials flip chart, markers, masking tape, handout

Handout A new Vision – Beyond Intervention

HANDOUT

A New Vision – Beyond intervention

Society needs to recreate its vision of the family into one that emphasizes mutual respect of all individuals, responsibility for oneself, interdependence, shared negotiation and responsibility for the family system.

Practices which should be fostered in the home.

- ◆ Encourage respect for one another based on the human value of each person not because of any role held (e.g. parent, teacher, woman etc.)
- ◆ Foster mutual decision-making (i.e. good negotiation and re-negotiation) of expectation among family members.
- ◆ View the family as being responsible for presenting options to children so they can formulate their own opinions.
- ◆ Resolve conflicts by win-win lose procedures.
- ◆ Have family members express feelings (anger, frustration, love, affection) openly within a supportive environment.
- ◆ Encourage a caring environment in family.

Community responses which support change

- ◆ Needs to understand that violence is unacceptable.
- ◆ Adequate funding for family violence work.
- ◆ Family violence protocols which can be developed for schools, physicians, social workers and police.
- ◆ Provision of training and education on family violence for professionals working with children.

SECTION 6

RESPONDING TO VIOLENCE

Objectives of section 6:

- To improve knowledge on how best to respond to victims of violence when they report.
- To understand the peculiar needs of women and children victims of violence

EXERCISE 1 A DAY IN THE LIFE OF.....

Methodology Role Plays, Group Discussion.

Purpose:

- To increase knowledge on various groups' work in relation to violence and how they presently respond to reported cases of violence;
- To tap into participants' knowledge and understanding of good practices in agency response.

Procedure

1. Depending on the nature of the participants, they can be divided up according to the type of work they do i.e. police, social welfare, religious leaders, medical practitioners, NGOs etc. In this situation, we want to know what a day in the life of this agency looks like in responding to reported cases of violence (use different types of cases and different perpetrators).

If they are all one category of workers (NGOs, Police) you can divide them up into the same grouping (police, social welfare, religious leaders, community etc) and ask them to present information based on how they believe each of these categories of state agencies respond to violence in the present situation and then how they should be responding to encourage reporting.

A final alternative may be to ask the group, if they are all from one agency, to divide up into four or five groups. Each would enact situations i.e. how they respond to reported cases today, how they should respond, all using physical, psychological and sexual forms of violence by different perpetrators i.e. husbands, fathers, teachers, strangers, men from the neighbourhood.

2. Some scenarios from each group might be:

Scenario 1

The group acts out how they perceive the **Police** respond to a victim of rape who reports to them and how they should respond to encourage reporting.

Scenario 2

The group acts out how they perceive a **religious body** respond to a reported case of domestic violence and how they should respond to encourage reporting.

Scenario 3

The group acts out how they perceive the **family** respond to a reported case of child abuse and how they should respond to encourage reporting.

Scenario 4

The group acts how they perceive the **community** respond to a reported case of sexual harassment and how they should respond to encourage reporting.

3. Each group is to act out a scenario and then to provide details of the scenario on flip chart.

Time 60 minutes

Materials Flip chart, markers, masking tape

Handouts None

Facilitators Notes

Identify the issues and processes that surfaced in the presentations. Summarise the issues that came out of the exercises, highlighting best practices, bad practices, attitudes etc.

EXERCISE 2 **AWARENESS AT PERSONAL LEVEL Doing assessments**

Methodology Brainstorm

Purpose:

To explore what participants, as practitioners or front line workers, need to be aware of in terms of their own attitudes, biases, assumptions and conditioning, when they respond to reported cases of violence.

Procedure

1. In the large group, Facilitator asks participants, "As persons working with women living with or escaping from violence, what do you need to be aware of personally in responding to reported cases of abuse?"

2. Write the responses on flip chart. Discuss responses. Add to the discussion with the following input.

Time 30 minutes

Materials Flip chart, markers, handout, masking tape

Handout Things you Need to be Aware of as a Practitioner

Facilitators Notes

- We have now had many discussions about socialization, conditioning, personal biases based upon experiences, worldviews and assumptions.
- Practitioners are not immune to all of these influences; in fact we must recognize that they operate in the midst of dominant values and ways of thinking.
- If we want as practitioners to be able to help those that are reporting and to encourage more reporting, we must recognize that we operate with these assumptions.
- Recognizing them helps us to set them aside when we are responding to a reported case of violence.
- So, whether or not we believe that a man has the right to discipline his wife, and that if he beats her to “correct” her it is a private matter, as a front line worker we must set aside this belief and attempt to respond objectively when this wife reports her husband to police.
- Our personal judgements should not influence how we respond.
- Our discussions have also indicated that there is very little support on the ground, stretch us beyond our capacities. It is important that we recognize our limits and work within them, while appealing for greater assistance.
- See handouts for additional points.

HAND/OUT

THINGS YOU NEED TO BE AWARE OF AS A PRACTITIONER

As a person working with abused women,

- Be aware of your own attitudes, experiences and reactions to violence.
- Be non-judgemental, and objective.
- Know your own limitations; you are there to help her define her problems, not to solve them.
- Be aware of your own needs to be a powerful expert or rescuer. Remember that there are many different ways of helping. You can help by listening, by just being there, by referring a victim to resources. Most importantly, let the victim know that you care.
- Keep in mind that there are many barriers to leaving a relationship. Encourage the victim to find her own strength and make her own decisions. Do not be surprised if she is not able to break free of the relationship this time; when she does break free be delighted.
- Respect the victim as an individual. Respect her problems, concerns and feelings and respect individual differences in handling and dealing with domestic violence.

Exercise 3 **ASSESSMENT OF VICTIMS**

Methodology **Lecture / Role Play**

Purpose:

To clearly identify best practices in responding to and assessing reported cases of violence.

Procedure

1. In the large group, ask participants to brainstorm on ways to respond to an abused woman. Ask: If a woman came to report that she had been beaten by her partner, how would you respond? It is suggested that answers be written on flip chart
2. Discuss. Facilitator adds to the discussion using the guide below.

Time 60 minutes

Materials Flip chart, markers, masking tape

Handout How to respond to an abused woman
How to help an abused woman
What you can do to help an abused woman

Facilitators input:

Lecture Notes for Assessment

As practitioner ask yourself the following questions. What is the purpose of my assessment? The purpose or reasons for doing the assessment will determine the kinds of questions you ask.

Some of the reasons may be:

- (1) To enable her tell her story – to ventilate.
- (2) To determine how serious the situation or problem is i.e. give details.
- (3) To determine the type of intervention or strategy.

Kinds of questions you need to ask:

1. Nature and Circumstance of the Problem

- Answer the need that is in front of you - confront the need before you get into the details.

What happened?	Who did this to you?	What did he do?
Where did it happen?	What did he use?	When did it happen? How did it happen?
How long did it last?	Who was there?	Who saw it?
	Why did this happen?	Why do you think he did this to you?

(Be sensitive so that it does not come off sounding like you are blaming the victim).

- If it is a rape case, you might want to know the level of self blame; the relationship between the victim and perpetrator; the number of assaults, whether it is the first or second assault; the prior history of unwanted sexual experiences in sexual assault; type of coercion – was there a threat, was it accompanied by physical force; the nature of the force (was there battering involved).

2. Post Assault Interactions

- Who else have you seen? – who did you talk to? (initial contact is important to ascertain who the person trusts.)
- Has she washed or cleaned so you can inform the Doctor. Where are the clothes if she changed?
- How long ago did it happen, what have you done in the meantime?
- Social support system, are you married. Who are your friends? Who is your close family? Do you have children?
- In the case of sexual assault, if it is not the partner committing the crime, you want to know how supportive the partner is in the case.
- Know about the family that the victim is coming from, who are you in contact with, will they help you, friends who you can run to; who can you cry with?

3. What is your victim's initial reaction to the assault?

- You want to see if there is confusion, helplessness, is there fear (how far has the fear subsided.)
- In your own words describe your initial reaction, what were your thoughts and feelings. Have a list of possible symptoms – so that if the victim needs a bit of help you refer to your checklist. What are the physical repercussions, has it affected the way you walk, do you have any pain anywhere in your body. If you have a camera take pictures of any physical injuries.
- Try to assess what the person is thinking. “I am a worthless being”, or guilty. Ask questions that will tease out the emotions of the victim so you know what you are dealing with. Emotional well being of the victim – Ask, are you depressed, are you sleeping well, are you eating well, have you had your monthly flow, are you having upset stomach?
- Initial changes in daily function (in sexual assault cases) – how has your job performance being affected, how have your relationships being affected by this, your social life, keeping your house clean etc.
- Any changes in personality or behaviour reported by others – is there agreement by victim's story and the story of others?

4. Current Mental status (what you see before you)

- Is the victim making sense, are they confused, do they know where they are, what is the state of mind, can they focus, can they pay attention, what is their memory like of other events, what is the time, who are you, where are you, who am I, ask them to count in threes and sevens.
- They may not be giving you consistent information – and this may be used against her later.
- It may be difficult with retarded persons.
- Assess the intellectual ability of the person i.e. from teachers.
- Are there other things in a person's life that can make things worse i.e. has she ever been depressed, does she have psychosis, any history of psychological illness. Ask about symptoms, flashbacks, nightmares, inability to concentrate, sexual dysfunction, anxiety.
- Can the person evaluate themselves, what are her personal thoughts, what are her personal strengths, what will carry her through this, does she believe in God, does she feel like she is a strong woman.

- What are her weaknesses – I am not strong enough to go through this horror- evaluate this and know what you are faced with and can help. Ask if she is pregnant if a rape victim, has she dropped out of school. What are her coping mechanisms – can you teach her self defence, does she need to change the lock in her room, does she need to relocate, if she needs help in finding alternate accommodation what can you do.
- 5. Course of the person's life (what the person was like before the assault)**
Presence of mental illness, social functioning, friendship, is the person assertive, can she trust or can she not trust.
- 6. Attributions (what do they think is responsible for what happened to them)**
- What does the person think about having been raped.
 - What does she think are the causes of the rape?
 - You are assessing levels of self blame here. Does she know that she is not alone? Whether the persons she is or has sought help from are helpful.
- 7. Future Orientation**
- What are your goals, do you want to continue to live with the barterer, do you want to prosecute.
 - There is the need to help them with their thinking. You want to assess them so that they do not blame themselves. See whether they feel that things will get better.

HAND/OUT

PROFESSIONAL ISSUES IN ASSESSMENT

HOW DO YOU RESPOND TO A WOMAN WHO COMES TO YOU?

- √ Use a structured or semi-structured interview asking standard questions that everyone can follow.
- √ Have a time schedule.
- √ Make her feel welcome.
- √ Establish trust and build confidence. Let her know that she can rely on you to keep her secrets safe.
- √ Listen to her.
- √ Put her at ease by talking generally, especially if you know her.
- √ Use good body language.
- √ Empathise with her.
- √ Do not be too emotionally involved so you will be able to give advice objectively.
- √ If you have to cry with her, do so but you should be able to stop, put yourself together to be able to help her.
- √ Encourage her by interjecting words, a smile or a pat on the hand.
- √ Do not argue with her or interrupt unnecessarily.
- √ If you need to take notes, assure her of the importance of you taking notes so she does not get the impression that you are not listening to her.
- √ Ask questions – Help her explore her feelings and options by asking her questions. For example, if she is going to stay in the relationship because she feels her partner will stop beating her, gently ask her why she feels this way? What makes her believe he will change? Elicit information about the abuse in a sensitive and supportive manner.
- √ Help her to deal with her emotions – It is common for women to have conflicting feelings – love and fear, guilt and anger, hope and sadness. Let her know that her feelings are normal.
- √ Use her knowledge – when exploring an abused woman's options, remember to use her knowledge of the situation. For example, if she leaves her partner for a few days, what

does she think he will do? What does she see happening if she stays with him? Even though she may be emotionally upset, an abused woman still understands her partner and her life better than you do as an outsider.

- √ Don't be judgmental.
- √ Be aware of your personal values and how they are going to impact on how you deal with cases.

Once you enter into a professional relationship with a victim, you cannot be involved sexually. You can become close to the person because some closeness helps to heal her.

HAND/OUT

WHAT HELP DOES AN ABUSED WOMAN WANT

- √ Apprehend perpetrator.
- √ Get rid of signs of violence on self.
- √ To be listened to.
- √ Want to confide in someone.
- √ To be believed.
- √ Punish the perpetrator / change the perpetrator.
- √ Perpetrator to feel sorry for what he has done.
- √ To feel safe / want a safe place to go.
- √ What support systems are available.
- √ Want perpetrator to be helped.
- √ Want to know about options and to have options.
- √ Close relatives to support her.
- √ To get on with her life.

HAND/OUT /

WHAT YOU CAN DO TO HELP AN ABUSED WOMAN

The objective of any intervention is to help the abused woman make her own decision. As a resource person working with victims therefore, your main duty is to put all the options before her and allow her to make her choice. Below is a list of things you should or should not do.

DO

- **Believe her:** Accept what the woman is telling you. Do not dismiss her remarks as those of a “hysterical woman”. Tell her you believe her. Affirmation of the woman is of primary importance. Identify the ways she has developed coping strategies, solved problems and exhibited courage and determination. Affirming her strengths, the efforts she has taken and will take to end the abuse are very important. Believe her and give her credit for being in the best position to evaluate the risks of separation from the abuser. Reiterate, whenever possible that she is not responsible for the abuser's behaviour.
- **Listen and let her talk about her feelings:** Sensitive listening is very important. This may be the first time the abused woman has told her story. The usual experience of abused women is that no one listens to them or takes them seriously. Either as a professional or as a friend, the most effective help you can provide is an open ear. Do not tell an abused woman what she should or should not be thinking. This is all part of being non-judgemental.
- **Give clear messages:**
 - Violence is never okay or justifiable.
 - The safety of the woman and her children is always the most important issue.
 - Wife assault is a crime.
 - She does not cause the abuse.
 - She is not to blame for her partner's behaviour.
 - She cannot change her partner's behaviour.
 - Apologies and promises will not end the violence.
 - She is not alone.
 - She is not crazy.
 - Abuse is not loss of control, it is a way of controlling another person.
- Talk with her about what she can do to plan for her and her children's safety. Allow her to make her own decisions.
- Help her find the good things about herself and her children
- Know the key resources in the community and how to contact them
- Get her a copy of a community resource list
- Respect her confidentiality

An abused woman needs our support and encouragement in order to make choices that are right for her. However, there are some forms of advice that are not useful and even dangerous for her to hear.

Don't

- Don't tell her what to do, when to leave or when not to leave.
- Don't tell her to go back to the situation and try a little harder.
- Don't rescue her by trying to find quick solutions.
- Don't suggest you try and talk to her husband and try to straighten things out.
- Don't tell her she should stay for the sake of the children.

At the individual level

1. **Empowering the Women:** Many women who are abused feel they have no choices and will accept the violence against them in a helpless way. They need to be helped to recognise their rights, the choices they have and be enabled to take action to protect themselves, for example, move from the home, report to the police, family elders, etc.
2. **Teaching Communication Skills:** Good communication skills can often prevent violence. Women need to learn to be assertive i.e. stand up for their rights without violating that of others by attacking them. It involves learning to listen to what the other person is really saying and using non- verbal behaviour; e.g. Tone of voice, facial expression to indicate firmness gently. A person can learn to begin sharing negative information e.g. Criticising by starting with positive statement about the other person before criticism or asking for what one wants. The use of 'how I feel' messages that does not attack can often escalate and stop the process of violence.

However, communication is a two way process and can only be effective if the other person is willing to communicate. The abused woman needs to recognise when her partner is unwilling or incapable of giving up the violence.

3. **Helping her analyse the process of violence** e.g. when it occurs, what stops it, what makes it worse, etc in order to attempt to stop the process.
4. **Helping the woman improve her self esteem** and begin to see herself as being of worth and capable of an emotional existence separate from him.
5. **Helping the woman take the decision to leave.** In cases where the man is unwilling to work to abate the violence the only solution would be to leave.
6. **Getting the family or the police to intervene to protect the woman**
e.g. Legally restraining the man from attacking her to stay away from her.

Exercise 4 REASONS FOR REMAINING IN AN ABUSIVE RELATIONSHIP

Methodology **Brainstorm**

Purpose:

To help participants understand factors that affect a woman's choice to stay in an abusive relationship.

Procedure

1. In a brainstorming exercise, ask participants to identify some factors that may influence a woman to remain in an abusive relationship.
2. Write answers on flip chart and discuss. Facilitator makes an input from the notes below.

Time 45 minutes

Materials Flip chart, markers, handouts, masking tape

Handout Why Some Women Stay in Abusive Relationships
Options for an Abused Woman

WHY DO SOME WOMEN STAY IN ABUSIVE RELATIONSHIPS

Society makes it very difficult for women to leave men who abuse them. A woman may feel she has to stay for reasons such as:

- She fears for her life. Her partner threatens to hurt her or kill her if she tries to leave.
- She cannot afford to move out and support herself.
- She feels responsible for keeping the family together.
- Relatives and in-laws pressurise her to stay.
- He makes her feel guilty and tells her the abuse is her fault anyway.
- He takes away her confidence, so she doesn't think she can make it on her own.
- He promises to never beat her again and he begs her to believe him
- She is ignorant of her rights and option
- She loves her partner and hopes he will change
- She is isolated from family and friends and does not know who to turn to for support
- He threatens that she will not see the children again if she leaves him
- She is ashamed
- She is afraid of societal attitudes
- Because he showers gifts on her
- Because the legal system is expensive and lengthy
- Because she is made to believe it is normal

HAND/OUT /

WHAT ARE THE OPTIONS FOR AN ABUSED WOMAN

If you are an abused woman, you have three real choices. You can:

- 1. Stay in the relationship and accept it as it is.** This is the most dangerous route. If you accept a violent relationship there is a great possibility that someone will die as a result. Some women are murdered. Other women get pushed to the limit and commit murder. Still others commit suicide. If you stay you must realise that the changes are great that your children will suffer emotional abuse. In addition, they may be suffering abuse either physically or sexually, either you know about it or not. This will scar them for life. They may die or they may become violent people.
- 2. Stay in the relationship and make changes.** You can not make the changes happened by yourself. Your partner must admit that he needs help, that it is wrong for him to hurt you or want to control you and that he must seek professional help to change.

You also need someone to talk to, either professional or other women who have been in similar situation. You need to regain a sense of self confidence. Do not be ashamed to talk about your problems. You will be surprised to learn just how many other women have had experiences like yours or worse.

Finally, if you have children you must talk to them and teach that attering is wrong. Children who live with violence often grow up to abuse their own partners and children. They also need counselling.

- 3. Get out of the relationship and get on with making a better life.** Deciding to leave someone you love is a painful decision, but leaving a bad relationship does not make you a bad person. It is not immoral. Many people lead happy and fulfilling lives on their own and also raise children. Nobody should have to endure the pain, anguish and uncertainty of an abusive relationship.

Exercise 5 **BEST PRACTICES**

Methodology **Role plays, Discussion**

Purpose:

To enable participants to put into practice new skills and lessons, particularly how to assess a victim's case and appropriate procedures for response that includes listening, body language.

Procedure

1. Divide participants into 4 groups – label them groups A, B, C and D. Have each group do their own role play that involves a victim going into an agency to report.

Group A should focus on rape of a prostitute being reported to the Police.

Group B can focus on wife beating being reported to a Religious Leader.

Group C, the focus can be on marital rape and being reported to a Health Practitioner.

Group D can focus on workplace harassment to CHRAJ.

Different groups can then lead the feedback from the larger group about the response. So Group A leads the discussion for Group B, Group B for Group C, Group C for Group D and Group D for Group A.

The feedback should focus on where the response was problematic and how it can be improved.

Time 60 minutes

Materials None

Handouts None

Facilitators Guide

Remind participants that their initial response to a victim will to a large extent determine whether a victim will be encouraged to pursue the case to its logical conclusion or whether she will be discouraged from pursuing the matter or even reporting future abuses

EXERCISE 6

COMMUNICATION AND LISTENING

Methodology

Role Plays and Discussion

Purpose:

To focus on listening as a particularly important response and support technique for victims reporting to violence.

To look at some of the various ways that we communicate with people, beyond the use of words.

Procedure

1. Invite 6 people to prepare a short play in 3 scenes.

Scene 1:

Two people meet. One of them starts to talk and gets so excited and involved in what she is saying that she pays no attention to the other. The other tries several times to speak, to ask a question or make a suggestion, but the first person talks on, so the second person remains silent and gives up trying. (The pair should decide on the topic before hand)

Scene 2:

Two people meet and both start telling the other what they are concerned about. They each have a different topic. Neither is listening to the other, and both are talking at the same time.

Scene 3:

Two people meet, greet each other, and start a real dialogue. Each one asks questions about the other's interests, listens and responds to the other's answers, and shares her own news and opinions.

2. Facilitator should stop each play when the point has been made. Usually the first two plays take 1 or 2 minutes and the third play takes a little longer.
3. In the large group, ask the following questions:
 - a. What did you see happening in the different scenes?
 - b. What issues come up about listening from these scenes?
 - c. Why is listening so important when cases are reported?
 - d. What characteristics would you say represent good listening skills?
4. Follow this exercise or preface it with a game of Chinese Whispers. Here the facilitator whispers a lengthy sentence into a participant's ear. This statement is repeated into the ear of the person sitting next to each participant. Let it go to about 13 people. The last person states what she/he heard and then they go backward until they reach the first person. The facilitator asks the group again to highlight the issues that come out of this listening exercise. What disrupts good listening may be a question. Summarize the points raised on flip chart and give handout for review.

Time 45 minutes

Materials Flip Chart, markers, handout, masking tape

Handout Listening Techniques

Facilitators Notes

The Nature of Listening

Listening is an art, a skill and a discipline. As in the case of other skills, it needs self - control. The individual needs to understand what is involved in listening and develop the necessary self-control to be silent and listen, keeping down his or her own needs and concentrating attention on the other with a spirit of humility.

Listening obviously is based on hearing and understanding what others say to us. **Hearing becomes listening only when we pay attention** to what is said and follow it very closely.

Sometimes, before giving an input, it is useful to ask the group to discuss the following questions in 3s and then share in the whole group.

1. What are our objectives in listening?
2. Can you suggest some “dos and don'ts” of listening?
3. What responses can one give to encourage
 - Further talking
 - Restatement
 - Deeper reflection
 - Summarising
 - Decision-making?

Objectives in listening in any helping relationship

The objectives when we listen to people are both basic and simple.

1. We want people to talk freely and frankly.
2. We want them to cover matters and problems that are important to them.
3. We want them to furnish as much information as they can.
4. We want them to get greater insight and understanding of their problem as they talk it out.
5. We want them to try to see the causes and reasons for their problems and figure out what can be done about them.

Some dos and don'ts of listening

In listening, we should try to do the following:

- a. Show interest.
- b. Be understanding of the other person.
- c. Express empathy.
- d. Single out the problem if there is one
- e. Listen for causes of the problem.
- f. Help the speaker associate the problem with the cause.
- g. Encourage the speaker to develop competence and motivation to solve his or her own problems.
- h. Cultivate the ability to be silent when silence is needed.
- i. Use generalities rather than personalize issues.
- j. Validate the experiences of the victims, e.g. other women have also gone through this.

In listening, do not do the following:

- a. Argue
- b. Interrupt
- c. Pass judgement too quickly or in advance.
- d. Give advice unless it is requested by the other.
- e. Jump to conclusions.
- f. Let the speaker's emotions react too directly on your own.
- g. Don't give false hope offer what you can.

Finding out what a victim wants done:

- a. Asking
- b. Probing
- c. Help them to analyze (evaluate their goals)
- d. Help them to generate alternatives themselves
- e. Look at pros and cons of each, the victim will evaluate which one is possible and which is not.

HAND/OUT /

LISTENING TECHNIQUE

Types	Purpose	Possible Responses
1. Clarifying	1. To get at additional facts. 2. To help a person explore all sides of a problem	1. 'Can you clarify this?' 2. "Do you mean this?" 3. "Is this the problem as you see it"
2. Restatement	1. To check our meaning and interpretation with the other. 2. To show you are listening and that you understand what the other has said.	1. "As I understand it, your plan is ..." 2. "Is this what you have planned to do and the reasons are ..." 3. "That is a good point"
3. Neutral	1. To convey that you are interested and listening. 2. To encourage the person to continue talking.	1. "I see" 1. "I understand" 2. "That is a good point"
4. Reflective	1. To show that you understand how the other feels about what she is saying. 2. To help the person to evaluate and temper his or her own feelings as expressed by someone else.	1. "You feel that ..." 2. "It was shocking as you saw it..." 3. "You felt you did not get a fair hearing."
5. Summarising	1. To bring all the discussions into focus in terms of a summary. 2. To serve as a springboard in discussion of new aspects of the problem.	1. "These are the key ideas you have expressed ..." 2. "If I understand how you feel about the situation ..." 3. "You felt you did not get a fair hearing."

HANDOUT /

DEALING WITH ABUSED CHILDREN

Very often, but not always so, women abuse is accompanied by child abuse. In addition to being at high risk of physical abuse, children in homes where woman abuse occurs may be harmed if they try to intervene to protect their mother during an abusive incident. They may also be at risk of unintentional injury when household items are thrown or weapons are used. They may be injured if they are being held by their mother when the abuser strikes out.

Children may also be subject to sexual abuse at the hands of people close to them or who are in positions of authority over them. Whether or not the children are physically or sexually abused, they often suffer emotional and psychological trauma from witnessing or being subject to domestic or sexual violence. Some of these effects include:

- Depression, anxiety, fear and guilt
- Learning disabilities and developmental delays;
- Regressive behaviour;
- Stress-related physical ailments; and
- Aggression or withdrawal

Abused mothers often parent amazingly well while being subject to abuse. Many abused women do respond to the need to protect their children even when they have lost the ability to protect themselves. This is not always the case however. Some abused women may turn on their children to release the anger and extreme stress they are experiencing. Abused women also may over-discipline their children to placate the abuser or protect them from his rage.

If woman abuse and child maltreatment are occurring in a family, the result is an increased degree of control for the abuser over his victims. At the same time, the mother and children experience a decreased degree of safety, autonomy and independence. They attempt to alter their behaviours to minimise the abuse as if it were in their power to do so. It is not. Abusers work hard to convince their victims, both adult and child, that the violence is the victim's fault. Abused children assume that they are abused because they are bad, or that they are being legitimately punished.

In dealing with children, the most pressing issues include:

- Learning that violence is unacceptable behaviour.
- Identification and expression of their feelings, such as anger, guilt, confusion, fear.
- Learning constructive ways to deal with their anger and aggression
- Dealing with ambivalence. They may love their father but hate his violence. They may love their mother but feel angry with her for putting up with the violence or leaving.
- Role modelling. These children often feel at a loss as to how to act. They can either identify with the aggressor or identify with the victim. Both choices leave them in a difficult position. Alternative role models must be made available to them.

- Role reversals. Children (especially the oldest) often try to protect the mother and end up assuming a parenting role in the family.
- Internalisation of blame. Children often internalise responsibility for the family problems and believe it to be their fault. Like their mother, they mistakenly believe they can control their father's violence by being a better child.
- Mourning of losses, such as those brought about by their mother's and father's separation. These include disruption of their routines, changes in schools, losing friends, missing the good parts of their relationship with their father.
- Developing more flexible definitions of male and female behaviour than what they were exposed to in their home.
- Building a positive self-image
- Learning what their rights and responsibilities are

Exercise 7 **Confidentiality**

Methodology **Case Study**

Purpose:

To allow participants know the importance of confidentiality in dealing with an abused woman.

Procedure

1. Divide the group into 2 groups giving each group a copy of the case study.
2. Plenary and report back, then discuss the importance of confidentiality in dealing with victims of abuse.
3. Facilitator to add on using notes below.

Time 40 minutes

Materials Pens, paper

Handout Case Studies

Facilitator's Notes

Need for Confidentiality

The victim trusts you to keep whatever information you have received safe. It is important that there is confidentiality in this work to avoid a victim being ridiculed, to avoid misinterpretation of facts, distortion or malicious use of the information. People do not hear things in the same way and interpret things differently. Non-confidentiality can destroy your chances of intervention. Confidentiality protects the image and integrity of those who give information.

It is important to maintain confidentiality for the safety of both the victim and the person receiving the information. Even if the information you receive as a practitioner is fabricated, remember to keep it confidential in order not to damage someone's life.

How to ensure that confidentiality is maintained:

- Interviews should be conducted privately.
- Keep records safe and secure
- Don't distort details when venting your feelings about the story to your spouse or other colleagues
- Be aware of who you talk to, where you talk, who else is around, how will it be perceived. Be aware of even whom you talk to in your organisation.
- You have to draft a confidentiality report in your workplace
- However you are duty bound to talk about a case when there are threats of harm.

HANDOUT

Case study 1

Mr. Chris Xanthus visits Dr. Borabora at Subin Clinic. He complains of fatigue, headaches, chronic cold for about 3 months now and recently a rash at his back. A laboratory examination reveals that Mr. Chris Xanthus has Acquired Immune Deficiency Syndrome (AIDS). The news shocks Chris who retorts "Oh my God, that 'kiddibab' (young lady) has killed me." Chris begs the Doctor not to inform his wife, who apparently is the Doctor's church member. He also entreats him not to inform his boss.

Questions

Should Dr. Borabora keep this information confidential based on the doctor – patient relationship? Could this news be an exception?

Does the Doctor have the right to keep such information from Mrs. Xanthus? Or his boss?

What will be the consequences of not disclosing such information to his wife and co-workers? What are the consequences for disclosure?

Handout

Case Study 2

At Asenso JSS, Mr. Francis Fofoe, the second year teacher has been having an affair with Mansa who is 14 years. Mansa gets gonorrhoea and informs her mother about what had transpired. Madam Frimpomaa (Mansa's mother) is so angry she immediately lodges a complaint with the Asenso District Police Department. Inspector Joe Kusi and Madam Frimpomaa go to the school to apprehend Mr. Fofie.

Questions

What should their plan be – should they go to the headteacher but not tell him why they are there? Why or why not?

Should they go to the headteacher and tell him everything? Why or why not?

What will be the effect of disclosure on Mansa's continued stay in the school? How will any disclosure affect the teacher's performance?

SECTION 7

RESOURCE & REFERRAL AUDITING

Objectives of this section

- To help participants develop guidelines for carrying out resource and referral audits in VAW response
- To demonstrate how referral and resources audits may be used to assess and plan to close gaps in VAW service provision.
- To help the participants to begin the process of thinking about available resources in their target areas, how to access these and the kinds of referral relationships required to make these resources available to victims of violence.

Exercise 1 What is a Resource in VAW response

Methodology Brainstorm/Discussion

Purpose:

1. To highlight the resource / referral related issues raised in discussions about effective responses to violence against women and children.
2. To expand participants' understanding of what may be classified as a resource in formulating VAW response strategies for their target areas
3. To deepen the discussion on the need for collaboration with state and community agencies in the provision of anti-VAWC services

Key questions to be addressed

- What is a resource?
- Why do we need a discussion on resources and referrals as part of a VAW response strategy?
- What information will an audit yield?

Procedure

1. Facilitator introduces the purpose of the exercise and asks group what they understand by the word resources. Volunteered words and phrases are written up on flip chart until group has exhausted contributions.
2. Facilitator then leads group to discuss meanings and arrive at consensus on what resources means.
3. Discuss the different types of resources. Suggestions may include broad categories e.g. "economic / financial" and " material". Facilitator then encourages a more detailed categorisation so that the different kinds of resources available become clearer.

Time 1 ½ hours

Materials Flip chart paper / marker pens / masking tape.

Handout Suggested resource categories for VAW response strategies

Facilitator notes

▪ Participants' attention must be drawn to a much broader definition of "resources". Facilitator needs to encourage the group to consider possibilities like informal inputs from community members e.g. time, family members support, space in homes or classrooms, traditional groups / associations etc.

SUGGESTED RESOURCE CATEGORIES FOR VAW RESPONSE STRATEGIES

- Human (individuals or groups, communities, family)
- Professional
- Financial
- Physical e.g. space or items
- Social (churches, associations, traditional groups, peer groups)
- State services (police, social services, education, health, legal etc)
- Political (MPs, assembly persons, district assemblies etc)
- Media (radio stations / personalities, newspapers, television etc)
- Other NGOs

Exercise 2 **Why we need to carry out a resource and referral audit**

Methodology **Small group discussions**

Purpose:

- **To help participants clarify the referrals and resources related issues that were raised in earlier discussions on responses to VAW**
- **To create a shared understanding of the need for carrying out resources and referrals audits as an integral part of VAW response strategies**

Key question(s) addressed

- What have we realised / learned about resources and referrals so far?
- What issues have come up that have to do with resources and referrals?
- What are the consequences of not referring or collaborating in anti-VAW work?

Procedure

1. Facilitator asks group to form groups of 3 and share their own recollections of the issues raised in the programme so far that had to do with resources and referrals as well as their own learning about resources and referrals. (10 minutes)
2. Facilitator calls groups together and asks each triad to share their recollections while these are written up on flip chart.
3. Alternatively the facilitator may give out 3 or 4 A4 cards to each triad and ask them to write each issue / learning point clearly and once the group comes together one person from each triad pastes the cards.
4. Facilitator leads a short discussion about the importance of resources and referrals judging from participants' own comments. 10 minutes.
5. Facilitator leads group in discussion about the consequences of not referring and records the responses / contributions boldly on flip chart for all to see. consequences)

Time 30 minutes

Materials Flip chart paper / marker pens / masking tape

Handout Examples of Resource/Referral related issues
Some likely consequences of not referring or collaborating

Facilitator's notes

- Facilitator needs to guide group discussions to the conclusion that an effective VAW response strategy for a particular area (district or zone) depends on a well thought out referral system and a maximisation of available state and private / community resources. Collaboration between different agencies, organisations and individuals (including family members) is crucial if the different needs of violence victims at the different stages of their recovery and rehabilitation are to be adequately addressed. A referral system is equally important for developing information networks and collaborating on efforts to change policy, legislation and reporting / legal follow-up processes.

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EXAMPLES OF RESOURCE / REFERRAL- RELATED ISSUES

- Lack of collaboration among VAW organisations limits resources available to victims
- Victims of violence need different types of expertise that may not be available in the primary agency they deal with eg medical, psychological, legal expertise or advise
- There is a clear need to share available resources so that access for victims can be improved
- Victims of violence may need different resources / expertise at different stages and times
- There is a clear need for more joint work - referrals are fragmented or non-existent because different agencies work in isolation and have no information about each other
- For referrals to work, collaborating agencies must undertake joint training or induction to improve understanding of each other's ways of doing things

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SOME LIKELY CONSEQUENCES OF NOT REFERRING OR COLLABORATING

- Victims of violence may get limited services depending on what their primary agency can offer and this may not address the issue in the long term
- Limited resources means that only a limited number of violence victims may get any attention
- VAW response in an area may be limited to reacting to victims needs and ignoring attention to prevention, education, advocacy and efforts to increase reporting and sanctions
- Agencies with limited resources may become overburdened and offer limited quality services to victims of violence

Exercise 3 **RESOURCE AND REFERRAL AUDIT**

Methodology **Group work**

Purpose:

1. To enable participants' to practice carrying out a "resources and & referrals" audit.
2. To help participants gain a more realistic overview of what is available in their target areas

Procedure

1. Facilitator explains the purpose of the exercise and divides participants into 3 groups according to the areas represented.
2. Facilitator explains and hands out the brief for the group exercise and allows the group time to read through the brief and ask questions for clarification.
3. One person from each group takes flip chart paper and markers for each group. Facilitator allows groups to settle down to work. Approximately 1 hour.
4. After first 10 minutes facilitator checks to make sure each group has settled and supports each group equally on a rotational basis
5. Once all groups have completed resource / referral audits for their areas, participants come together and using masking tape, paste their flip chart sheets on a large wall space.
6. Facilitator allows participants to walk around reading contributions from other groups and making notes for questions and comments in the plenary session that follows. 15 minutes.
7. Facilitator gets participants back in plenary session to reflect on the exercise and share their feelings and thoughts about working through the audit.
8. Facilitator asks group members to share some of the resources identified that had not been considered before, resources that have hitherto been underused etc. Participants may also want to comment on the usefulness / comprehensiveness of the audit questions
9. Facilitator introduces idea of clustering VAW services in an area / zone under 6 main headings and explains how the headings may be useful as a guide for deciding on VAW response / prevention projects in a particular zone. Each heading could be the primary focus of VAW organisations / NGOs / State agencies.

Time 1hr 30 mins

Materials Flip chart paper for each group / marker pens/ masking tape / a copy of the "resources & referrals audit Task sheet" for each participant / copy of VAW resource categories handout for each participant

Handout Resource and audit Task Sheet
VAW resource categories

Facilitator's notes

- Participants must be encouraged and guided to provide specific answers to the questions on the "resources & referrals task sheet" based on actual knowledge / facts. Questions that can not be answered or that have partial answers must be noted as action points to be followed up. This way the audit serves as a crude gap analysis of both what is available and what participants know about resources in their areas. Follow-up investigations once participants are back in the field should provide information to fill in the gaps.
- The cluster of headings for VAW response strategies should be seen as a checklist for identifying gaps in current service provision and may help participants in deciding the nature of the project they will undertake.

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RESOURCE & REFERRALS AUDIT - TASK SHEET FOR GROUP EXERCISE

In your group, discuss and work through the following questions, noting your answers on flip chart paper. Your group must include some people who live in or know about the zone or district that you will use in this exercise.

What resources are available in your zone? Make a list of these and then, for each resource, answer the following questions

1. Name and describe resource including contact persons
2. What do you have access to? What can you actually use now?
3. What else could be on offer? What else is possible with this particular resource?
4. What links does this resource have to other resources / services that you can use?
5. Does this resource have networks that you can tap into?
6. Are there opportunities for cost sharing, cross-fertilisation or collaboration? Describe them.
7. Are there any limits or constraints to using this resource in its present state?
8. Who can access this resource if you can't? How can you get in touch with them?

How can you use the resources described?

1. What would you use the resource for
2. How would you refer (if applicable)?
3. What would be the process for working together, negotiating boundaries, agreeing follow up procedures and monitoring mechanisms?

What outcomes are you expecting from these resources? Possible outcomes may include:

1. Increased reporting
2. Increased prosecution
3. Stiffer sanctions
4. Increase in public demonstration of support for anti-violence work eg
5. Increase in number and variety of victim support services (be specific)
6. More holistic approach to victim support
7. Improved reference system
8. Mobilisation of communities for action

HEADINGS FOR VAW RESPONSE STRATEGY AT ZONAL LEVEL

- Advocacy and lobbying
- Crisis intervention (short term victim support)
- Education and prevention
- Sanctions and reporting
- Women's empowerment
- Rehabilitation (long term victim support)

To achieve a realistic response to VAW in any one zone, a strategy needs to be developed that ensures that services and activities are available in each of these response categories. Organisations will typically have only one of these headings as their primary focus but collaboration between organisations and agencies working on all six areas within a zone is crucial if any impact is to be made on the incidence of violence against women and its elimination in society.

Exercise 4 CHECKLIST FOR ACCESSING RESOURCES

Methodology **Discussion**

Purpose:

- To encourage participants to consider principles that may guide the selection of resources, partners and collaborators
- To encourage participants to think about the interests at stake and possible conflicts in the collaborative relationships they may form

Key questions addressed

- What factors may influence the choice, access and sustainability of different resources and referral relationships?
- What criteria can we use in carrying out resource audits and deciding on actions to close the resource gaps?

Procedure

1. In a plenary session, facilitator leads participants in a discussion about the issues and questions they feel should be included in a checklist / criteria for selecting resources to tap into and in developing referral and collaborative relationships with various individuals and groups. Contributions are recorded on flip chart and questions for clarification / debate encouraged so that there is a general consensus about the resultant list of criteria. Flip chart sheets may be pasted on a wall space.

2. Facilitator hands out the suggested list of criteria and encourages participants to add criteria from their discussion that are not reflected in the list on the handouts.

Time 30 minutes

Materials Flip chart paper / marker pens / masking tape

Handout Checklist for accessing resources and forming collaborative relationships

HAND/OUT /

ESTABLISHING CRITERIA / CHECKLIST FOR ACCESSING RESOURCES AND FORMING COLLABORATIVE RELATIONSHIPS

- Have you considered that people / groups / organisations may have different and conflicting interest to yours depending on their history and position? How will this affect your collaborative or referral relationship with them? What are the implications for the quality of service your clients will receive or how they are likely to be treated?

- Are there any differences in vision / goals (on gender violence and gender equity for example) between your agency and the organisation you intend to collaborate with or refer clients to? Can some of these differences be ironed out in clear discussions about expectations on both sides

- Is there clarity about roles and boundaries (who does what, how, and when) in collaborative / referral relationships? Have you considered developing some simple written guidelines that can easily be interpreted by all parties involved on both sides?

- Have you considered selective approaching if a whole community cannot be mobilised

- Have you considered how you might tackle negative perceptions of violence victims in the communities / groups / organisations you may be thinking of working with?

This manual is intended for individuals and organisations to ensure a comprehensive understanding of Violence against Women for effective response to victims of violence



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