



Gender Transformation & Empowerment



A TRAINING GUIDE FOR

Building the capacities of duty bearers to prevent
gender based violence

TACKLING ACTION TO SUPPORT THE SURVIVORS

A TRAINING GUIDE FOR

BUILDING THE CAPACITIES OF DUTY BEARERS
TO PREVENT GENDER BASED VIOLENCE

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Acknowledgement

This guide was developed by Sarah Nakku Kibuuka (consultant) on behalf of UWONET (Uganda women network). This guide has been prepared for use to train gender based violence duty bearers under the Support of Ministry of gender labor and social development Joint Program that is being funded by Irish Aid. The goal of the of this joint program is to strengthen the institutional capacities of Gender based violence duty bearers in their respective sectors to effectively handle gender based violence cases in their respective districts. In support of the national policy on addressing gender based violence.

UWONET is aimed at;

- ➔ Improving the duty bearer's knowledge and ability to support the survivors of gender based violence.

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Acronyms

AIG;	Acting inspector general
CDO;	Community Development Officer
DPC;	District police commended
GBV;	Gender Based Violence
SGT;	Sergent
UWONET;	Uganda Women's Network
VAW;	Violence against Women

About UWONET

Uganda Women's Network (UWONET) is an advocacy and lobbying coalition of national women's organisations, institutions and individuals in Uganda, and was born out of the East African Conference held in Kampala in 1993. The conference was in preparation for the UN World Conference on Women in Beijing, China in 1995. UWONET is a registered Non-Governmental Organisation (NGO) with its Secretariat in Kampala, Uganda.

Our Vision

A Ugandan society free of all forms of gender based discrimination

Our Mission

To coordinate collective action among members and other stakeholders through networking, capacity building, resource mobilization, policy research and advocacy for the attainment of gender equality in Uganda

Our Values

- Honesty
- Justice
- Gender Equality
- Accountability
- Volunteerism
- Mutual respect
- Unity in diversity
- Participation

Strategic objectives

In the year 2009 UWONET was guided by the following strategic goals.

1. Advocate for enactment and monitor the implementation of gender responsive laws, policies and programmes.
2. Increase networking in eight districts and at national level to effectively engage institutions and governance structures for gender equality.
3. Increase knowledge and articulation of women rights and gender through information sharing amongst members and stakeholders.
4. Strengthen UWONET Institutional Capacity.

About this Training Guide

Structure of the guide

The guide is a resource for facilitating trainings on gender based violence response and prevention. The guide has been adopted basing on the ministry of gender labour and social development GBV training guide and the recommended national GBV training standards (training materials /standards DSW-Uganda report 2008)

It is designed to be used by facilitators for 5 days experimental workshop for duty bearers (police, health workers, Community development officers and local council courts) of gender based violence. The training guide is more of a self exploration guide than content based guide.

It has 8 units each with specific content area. Each unit can be delivered independently. However, the training is most effective when the entire guide is completed. The units are arranged using a standardized training of trainer's quality control plan by the Ministry of gender labor and social development that includes topics like: understanding gender based violence, existing gender stereo types and power relations, Human rights aspects in addressing gender based violence, basic counseling and communication skills and networking and referral system.

The sessions are arranged using a standardized lesson plan that includes topic, objectives, methodology, materials, duration and content. Each unit begins with a cover page and then provides participatory learning activities broken into simple steps.

Overall objective of the guide

The purpose of this manual is to understand key concepts related to GBV and apply basic engagement skills that promote the safety and well-being of survivors.

Objectives of this manual

- Provide adequate information about the term gender based violence
- To introduce the participants to basic concepts in addressing survivors of gender based violence
- To provide participants with practical methods of communicating with GBV survivors

Using the guide

This guide is written for trainers with training skills and experience in conducting gender based violence trainings.

It assumes that trainers are familiar with gender based violence concepts and addressing gender based violence is part of the trainees' day to day assignments

Guidance for Facilitators

How to get the best out of the manual

There are number of elements that must come together to support the success of the workshop while using this manual some of these are the guidelines for the trainer.

Guidelines for trainers

- ◆ Prepare before the workshop: it is important to review the content and design session plan before you offer training sessions
- ◆ Be a learner: A trainer is not the source of all knowledge, but is a person who will listen, guide and suggest rather than direct.
- ◆ Emphasize preparation: Be clear about the learning objectives of any session and prepare so that you are confident in using the appropriate processes/tools to reach these objectives.
- ◆ Be empathetic and open-minded: Try to understand other people's points of view and perceptions no matter how different they are from your own.
- ◆ Promote sharing: Promote exchange of experiences and knowledge amongst the group and thus encourage participation.
- ◆ Control expectations: Participatory processes can encourage participants' unrealistic expectations of "something good about to come". Control such expectations by emphasizing the purpose of the exercise and what can be legitimately expected.
- ◆ Be inquisitive: 'Lead from the back' by asking probing questions. At the same time, be self confident because the participants will be looking for guidance and one's guide must inspire trust.

Leading Sessions

Participation and discussion are essential to adult learning. As a trainer, your focus is on engaging the participants and listening to them with respect and interest.

Chapter 1

Getting started

Purpose

To establish positive groups dynamics and lay the foundation for a introduction of the term gender .

Objectives

By the end of this session, participants will have:

- ◆ Become acquainted with one another
- ◆ Identified their expectations and objectives
- ◆ Understand the workshop objectives
- ◆ To learn about participants expectations and fears
- ◆ To learn about their personal interests and cultural backgrounds
- ◆ Establish norms governing the workshop

Methodology

Mutual interview, brainstorming, group decision-making

Materials

Flip chart paper, manila VIPP cards, markers and masking tape, ball

Preparation

- ◆ Write out the workshop objective on flipchart paper
- ◆ Manila VIPP cards of 2 colors for all participants

Duration

45 minutes

Content

Meeting one another; Participant Expectations and fears; Workshop Objectives; Workshop Management;

Naming attached to Gender

Facilitators note

Write the gender and sex definitions on a flip chart, you will reflect on them after the participant's definitions.

Gender

Socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Sex

Biological characteristics of man and woman

Purpose

Step 1: Welcome participants and briefly explain the aim of the workshop in one or two sentences.

Exercise

Step 2: Ask half the number of participants to write their names (cultural or religious) meaning on manila VIPP cards (example: patience for patient, faith for faithful, kirabo for present, Jasmine for beautiful flowers, mukisa for luck). Let the participants tape the Name cards on the wall.

Step 3: After all have posted their cards, ask the other half of the group to pick cards from the wall that match with their wives, husbands, children, friends or relatives names.

Step 4: Once all have found their 'partners', ask each pair to introduce themselves to each other, with their names, the person who gave them that name, professions, one outstanding characteristic of the partner, and one reason why they have joined the workshop. Allow 5 minutes to mingle and prepare to introduce each other.

Step 5: Ask the pairs to introduce their partner to the circle, share their partner's name, what he/she wrote on the card, and the other information shared in their conversation.

Step 6: Take note of the gender stereo types pointed out by the participants and reflect on them at the stage of defining the term gender

A 2: Participants' Expectations

Step 1: Distribute two different colored manila VIPP cards to each person. Ask participants to write one expectation and one fear for the workshop on each card. Post the cards on the wall, grouping ideas into categories such as “workshop management”, “meeting the training objectives”, and “logistics”. Discuss fears and ways to address them.

A 3: Workshop Objective

Step 1: Explain the objective of the workshop using the pre-prepared flipchart and post it on the wall.

A 4: Workshop ground rules

Step 1: Lead participants in generating a list of things they can do to have a good workshop. These are the “ground rules” (example: respecting one another). Hang this list on the wall for the whole workshop and refer to it when necessary.

A 5: Workshop Management

Step 1: Ask participants to select a ‘Host Team’ to support the management of the workshop, including a team leader, ‘eye’ and ‘ear’, time keeper, welfare officer and spiritual leader.

Step 2: Randomly assign participants to teams so that there are 5 teams. Explain that these will be the team leaders and will compete in Quiz Shows throughout the training. Each team should make up a team name.

Wrap up

Remind participants that the expectations, fears, ground rules and roles set today should be remembered and referred to throughout the workshop and their full participation will make the workshop successful

Why we set ground rules

By setting ground rules, you create a conducive and enabling training environment that facilitates mutual trust and respect

This encourages everyone to participate with openness, which is critical to the success of the workshop.

The Host Team

The Host Team supports the trainers by helping to prepare the room, manage time, and provide feedback about the workshop.

The “Eyes and Ears”

The eye observes and the ear listens to what happens each day. Every morning, they report on their findings from the previous day.

Chapter 2

Explaining Gender and Sex

Purpose

To help participants differentiate between gender and sex.

Objectives

By the end of the session, participants will be able to:

- 1 Differentiate between gender and sex.
- 2 Identify the constructed roles of men and women in their communities.

Methodology

Experience sharing, Group discussions, role-plays and case studies

Materials

Flipchart, marker pens, masking tape, Trainer notes, VIP cards, tie, stocks, necklace, shirt, ear pins, underwear, pants, wallet, etc.

Preparation

Collect gender and sex related items like football ball, a knife, ear pins, banana leaf, necklace, a cane/ punishing stick, a wallet, tie, stocks, etc.

Duration

30 minutes

Definition of gender and sex, difference between gender and violence

Exercise

Step 1: Explain to the participants that you want to begin this unit by exploring their understanding of the term gender

Step 2: Lay out the gender –related items you prepared and identify 5 men and 5 women. Ask each to pick one of the items (tie, knife, neck less, ear pin, belt, pen, phone etc).

Step 3: Ask each participant to explain why he/she decided to pick that particular item. Write down the responses and reflect on gender-related issues i.e. “I picked a tie because ties belong to men.”

Step 4: Explain that this session will address the relationship between gender and sex.

Step 5: Draw a table with 2 columns, one for gender and another for sex, but leave them unlabeled. Discuss the responses from the previous step, using the questions below. List their responses in the appropriate column.

Defining

Step 6: Once you have written down the responses ask participants to define the terms gender and sex.

Step 7: Label the columns from step 3 as “gender” and “sex” and use the responses in each to differentiate between the term gender and sex.

- ◆ Biological/ natural
- ◆ Born with
- ◆ Universal
- ◆ Can not change

- ◆ Socially constructed
- ◆ Not born with
- ◆ Different from society to society
- ◆ It changes according to development

Learning highlight

Some values, beliefs, customs and norms that we inherit from our elders and other members of our society can affect our attitudes toward each other and this leads to imbalances in addressing gender based violence cases.

Step 8: Ask participants the following questions

- ◆ When did you realize that you are a boy or a girl?
- ◆ What happened?
- ◆ How old were you?
- ◆ What made you think that you were a boy or girl?
- ◆ In case some one says that he/she was taught to behave like a boy/girl, then ask:
- ◆ Who taught you?

Step 9: Write down their responses

Step 10: Reflect on the participants responses and point out that gender is just taught to us by either our guardians of peers and it differs from culture to another culture, from one country to another country and from one continent to another continent.

Chapter 3

Exploring feminine and masculine roles

Purpose

To help participants explore ways they are socialized as men and women

Objectives

By the end of the session, participants will be able to:

- 1) To bring out participants expectations and assumptions about male and female behavior
- 2) Explore activities that can be done by both sexes

Methodology

Experience sharing, Group discussions, role-plays and case studies, games

Materials

Flipchart, marker pens, masking tape, Trainer notes

Preparation

Prepare Makers, newsprints to m used in group work

Duration

1hr

Content

Men and women roles in a community,

Learning highlight:

Challenge participants to explore their perceptions, beliefs, values and attitudes towards men and women's roles in society

Step 1:

Group work

Divide participants into 2 groups, one group of men and one group of women. Ask the men's group to:

- a) Identify different tasks and activities that females can not do and why they can not do them.
- b) Ask the women's group to do the same. Each group will present to the plenary. (Allow 10 minutes to prepare)
- c) When the two groups finish listing down the tasks,
- d) They act out scenarios of activities that are designed for a particular sex by the culture for both men and women i.e. women group can present a scenario of a man preparing food for the family, washing dishes, serving food to the family, bathing children, dressing children, sitting on the mat to mend a mat and weaving a basket (Allow 15 minutes for groups to prepare)

Step 2: Return to the plenary and have each group present for 5 minutes and then discuss. Guide the discussions to identify life experiences of men and women in their day to day lives.

Step 3: Ask the males group whether they agree with the role play presented by females and the reverse for the second group, let the groups give reasons for their dis/ agreement.

Discussion and self exploration

Step 1: Ask participants whether there are things that they would like to change about females and males roles

- a) Ask them to go back into their groups
- b) Men should look at what they can change about what men can do and women can also do the same for women
- c) Ask the groups about how they feel about the changes

Step 2: Discuss with the participants the following questions

- ◆ Give your view about women who own more resources/money than men?
- ◆ Share your experience about men who feed, bath and dress up children in the presence of their wives
- ◆ As a man/woman, what are the most difficult things to understand about women/men?
- ◆ What problems exist between men and women of this generation?
- ◆ Do you agree with men who don't discuss their social and financial status with their wives?.....why?

Step 3: Referring to the discussion above, explore activities that can be done by both sexes despite the socially constructed roles. Reflect on the questions below to help participants related the effects of masculinity and feminine on family health

- ◆ What do men loss when they do women's work?
- ◆ What are the advantages of men working with women as partners?
- ◆ What are the disadvantages of men working with women as partners?

Step 4: Conclude by challenging participants to think about the values and importance of role sharing. Explain to the participants that it is normal and easy for a man to nurse his or her daughter, take care of wife just like he would do for his mother.

Wrap up

Emphasis the importance gender equality in order to avoid the rigid adherence to traditional views of male and female roles that can damage our health and social wellbeing and also escalate the problem of violence

Chapter 4

Understanding Duty Bearers

Purpose

Agree on roles of GBV duty bearers

- ◆ To equip participants with skills that will enable them be effective GBV duty bearers in their communities

Objectives

By the end of this session, participants will have:

1. Described who a duty bearer is.
2. Discussed the roles of a duty bearer
3. Identified the qualities of an effective duty bearer

Methodology

Interactive lecture, question and answer, brainstorming, small group work

Materials

Newsprint, marker pens, masking tape, flipchart

Preparation

Collect gender and sex related items like football ball, a knife, ear pins, banana leaf, necklace, a cane/ punishing stick, a wallet, tie, stocks, etc.

Duration

1 hr. 30 minutes

Content

Who is a duty bearer, roles of a duty bearer, Qualities of an effective duty bearer,

Describing who a duty bearer is?

Step 1: Ask the participants to describe who a duty bearer is? Provide the written description on newsprint

Step 2: Explain that the activity is about how we help each other to address gender based violence.

List the roles of duty bearer in addressing GBV

Step 3: Brainstorm the roles of Duty bearers ?

Identify qualities of an effective duty bearer .

Step 4: Ask for two volunteers to present a role play demonstrating an ineffective duty bearer in the community. Take the volunteers aside and suggest the following scenario: “A duty bearer is talking with a survivor of gender based violence . The survivor is explaining that she was sent away from her home by the husband because he is afraid that she won’t be able to give birth. Meanwhile, the duty bearer is not listening and then starts to laugh and lectures the survivor without responding to her fears or answering her questions”.

Step 5: Discuss the role play and brainstorm the “do’s and don’ts” of being a good duty bearer. Use a flipchart with two columns, one for “do’s” and the other for “don’ts”.

Step 6: Ask for two new volunteers to present the same role play but demonstrate a good duty bearers’ support

The lesson of this role play is to demonstrate the qualities of a good duty bearer.

The domestic violence act

An act to provide for the protection and relief of victims of domestic violence , to provide for the punishment of perpetrators of domestic violence , To provide for the procedure and guidelines to be followed by the court in relation to the protection and compensation of victims of domestic violence.

To provide for the jurisdiction of court,

To provide for enforcement of orders made by court

To empower the family and children court to handle cases of domestic violence and for related matters

Examining how duty bears address gender based violence in their communities

Step 1: Distribute a scenario about gender based violence in communities and ask them to reflect on similar situations in their communities.

How would you respond to such scenario?

Lay out the gender –related items you prepared and identify 5 men and 5 women. Ask each to pick one of the items (tie, knife, neck less, ear pin, belt, pen, phone etc).

Sharing experiences

Step 2:

- a) Ask participants whether such a scenario exists in their communities?
- b) And if it does

Step 3:

With representatives from any of the 4 groups:

- ◆ Police officers
- ◆ Local councilor officers
- ◆ Community Development officers
- ◆ Health officers

Step 4:

Ask the members to demonstrate how they would address this case in their day to day life.

Step 5:

Take note of their responses and clarify their responses

Step 6: Group discussion

Distribute copies of the DV act to the participants

Step 7:

Group them into 4 groups as categorized above

Step 8:

Give them 20 minutes to go through the DV act

Step 9:

Ask participants answer the following questions:

- ◆ What do you know about domestic violence act?
- ◆ How should use the DV act in addressing gender base violence?
- ◆ How can the DV act be used to address gender based violence in their day to day life?

Step 10: Trade shows

Ask the groups to pin up their presentations in different corners

Step 11:

Invite members of the group to select one presenter

Step 12:

Invite members of other groups to move to different corners in form of a trade show and listen to the different presenters from different groups.

Step 13:

Clarify any misconceptions that might come up during the trade shows

Facts

A victim can bring an action in court against a person who Perpetrates violence against her directly; and also bring an action against those whose legal duty it is to protect her from violence, but failed to do so. It is possible for the Court to award damages for these constitutional breaches. (The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly

Chapter 5

Gender and Violence

Purpose

To help participants explain how societal constructed roles contribute to violence in communities

Objectives

By the end of the session, participants will be able to:

- 1) Identify the different forms and causes of gender based violence
- 2) To differentiate between Victim and a perpetrator
- 3) To explore men and women's attitudes towards violence

Methodology

Experience sharing, Group discussions, role-plays and case studies, games

Materials

Flipchart, marker pens, masking tape, Trainer notes

Preparation

Ball, Newsprint and markers

Duration

2hrs

Content

Definition of the term violence, causes, forms and effects of violence, differentiation of a survivor from the victim, men/women's attitudes towards violence

Gender based violence Forms

Defining the term violence

Step 1:

As a group, define the term “violence”.

Step 2:

- 1) Inform participants that they are going to play a game about causes and forms of violence between partners, families and communities
- 2) Divide the participants into 2 Groups
- 3) Each group should have a small ball
- 4) A note taker to take down responses from the other group
Responses should be categorized into causes and forms of violence

How to play

Step 3:

One member of the group throws the ball to another by asking him the following:

” Do you know?

Step 4:

The person who receives the ball replies: “What”?

Step 5:

Then throws the ball to another group member who mentions one form of violence in a sentence form i.e.

“She was burnt by her step mother”

Step 6:

: The ball is thrown to another person who asks
“Why”?

Step 7:

The next to receive the ball gives a cause related to the respondent in step 6. i.e. “Because she used her money to buy books for school”

Violence

means the use of force, threat and intimidation by one person against another. It may be physical, social, economic, or psychological.

Causes of violence

- ◆ Poverty
- ◆ Poor communication
- ◆ Adultery
- ◆ Alcohol

Forms of violence:

- ◆ Physical
- ◆ Sexual
- ◆ Social
- ◆ Economical
- ◆ Psychological/ emotional
- ◆ Harmful traditional practices

GBV can be:

Sexual violence

- ◆ Harassment
- ◆ Rape
- ◆ Sodomy
- ◆ Attempted rape
- ◆ Marital rape
- ◆ Abuse
- ◆ Exploitation
- ◆ Child Incest
- ◆ Sexual abuse
- ◆ Forced prostitution
- ◆ Sexual trafficking
- ◆ Harmful traditional practices

Emotional

- ◆ Verbal
- ◆ Humiliation
- ◆ Discrimination
- ◆ Denial of opportunities/services
- ◆ Spouse confinement
- ◆ Domestic violence
- ◆ Harmful traditional practices
- ◆ Harass like repeatedly loitering near a building where a victim resides, works or studies

Step 8: The ball is thrown to another person who asks what happened to the burnt girl?

Step 9: The person who receives the ball replies: She was taken to the local chairperson 1

Step 10: The ball is thrown to another person who asks What did he do with that case?

Step 11: The person who receives the ball replies He blamed the girl for stealing her mother's money and told her not to do it again

Step 12: After all group one member have received the ball you invite group 2 to follow a similar procedure

Step 13: After the game, note takers present responses from both groups and the best group is rewarded with marks.

Step 14:

Focus on the responses and explore the different forms of violence in detail by:

- a) Group participants into 4 groups
- b) Ask them to draw a tree and write the following on the tree
Trunk-type of violence

- ◆ Group one – Physical forms of Gender based violence

- ◆ Group two Emotional forms of Gender based violence

- ◆ Group three Sexual forms of Gender based violence

- ◆ Group four Economic forms of Gender based violence

Roots - Causes of the above type of violence

Branches – People the community run to when they are violated

Leaves – How they are helped Dropped leaves - Effects of Gender based violence on an individual/ community

Step 15: After the exercise, inform participants that they are going to listen to each others ideas through a trade show.

Step 16: Ask each group to pin up their presentations in the corner of the room.

Step 17: Ask each group to be with one presenter to stay at the corner where the presentation has been put.

Step 18: Ask the rest of the members to move as a group to group one's corner and listen to a presentation from the group , After the first group, move on to the next group until all groups have presented.

Step 19: As a facilitator makes clarifications during the presentations and emphasis the importance of supporting the survivors than blaming and denying them because it creates more damage to the survivor.

Causes

- ◆ Male/societal attitudes towards women
- ◆ Cultural belief about inequality of human rights
- ◆ Lack of value of women's work

Causes

- ◆ Alcohol abuse
- ◆ Poverty
- ◆ Unemployment
- ◆ Lack of laws against forms of GBV
- ◆ Religious and cultural beliefs
- ◆ Lack of duty bearer's protection
- ◆ Loss of male power

Physical

- ◆ Beating
- ◆ Assault
- ◆ Honor killing
- ◆ Female genital mutilation
- ◆ Denial of education
- ◆ Denial of food

Differentiating a survivor from a perpetrator

Defining

Step 1:

- a) Write the 2 words on a flip chart
- b) Tell each one to turn to their neighbors
- c) Read out the following sentences to the pairs
 - ◆ What comes to your mind when you hear the word survivor?
 - ◆ What does a survivor look like?
 - ◆ How would you differentiate a survivor from a perpetrator?

Step 2:

- d) Ask the team to write down their responses on a piece of paper and share their answers with the team near them.
- e) Clarify their answers by explaining the meaning of the 2 words

Survivor refers to those people who have lived through GBV incident

A perpetrator is a person who commits an act of gender based violence there might be one perpetrator or more than one

- a) Ask the group to list types of people who can be perpetrators and list them down.

Chapter 6

Gender Based Violence as a violation of Fundamental Human Rights

Purpose

To explore legal aspects addressing gender based violence in Uganda

Objectives

By the end of this session, participants should be able:

- ◆ To explain the idea of Human Rights
- ◆ Identify relevant Ugandan law and international conventions addressing GBV
- ◆ Identify where Ugandan and international law is conflicting with traditional law
- ◆ Identify recommendations on how to harmonise traditional law with national and international law addressing GBV
- ◆ Identify gaps in legislation on GBV and challenges faced by GBV survivors in accessing formal justice in Uganda

Methodology

Mutual interview, brainstorming, group decision-making

Materials

Flip chart paper, markers and masking tape, ball

Preparation

- ◆ Write out the definition of Human rights on the flip chart, prepare markers, tape and newsprints for the group discussions

Duration

2hrs

Content

A 1: Human rights in Uganda, traditional and international laws on GBV.

Sharing experiences

Step 1:

- a) Ask participants this question : “ Who grants human rights”
- b) Write their responses down
- c) Reflect on their responses and inform them that”

No body grants human rights to someone because every body has his/her right from the time of birth

Step 2:

- a) Group participants into 2 groups
- b) Using 10 minutes, Ask group one to sight examples of Ugandan laws (both traditional and international laws) that address GBV that they are familiar with.
- c) Ask the 2nd group to discuss how they use these human right principles to address gender based violence in their areas of operation/communities

Step 3:

- a) Call 4 representatives from each group in form of a panel of experts and ask members of group 2 ‘the examples of Ugandan human right laws that address GBV they are familiar with’.
- b) Ask members of group one to ask representatives from group 2 ‘how they apply the principles to address gender based violence cases in their areas of operations ‘.

Chapter 7

Basic counseling skills for handling survivors of Gender Based Violence

Purpose

The purpose of this session is to equip participants with knowledge and skills for supporting survivors of gender based violence.

Objectives

By the end of the session, participants will be able to:

1. Understand the basics of counseling the survivors of gender based violence
2. Identify things that duty bearers can do to support the survivors of gender based violence

Methodology

Small group discussions, large group presentation and interactive lectures

Materials

Flipchart, marker pens, masking tape, information sheets for, ball of string

Preparation

?????????

Duration

2hrs

Content

Basic counseling skills

Simple things that can be done to effectively counsel survivors of Gender Based Violence

Active listening

Involves listening with understanding and with total attention. It means paying attention to all the different ways in which a survivor expresses him/herself, including nonverbal behavior (posture, speed of speech, silences), the person's voice (tone and quality), the person's words, and the meaning behind the words and what is not said

Establish rapport; Clarify goals of meeting; Explain confidentiality

Thank the participants for their work and remind them that 'we all have a role to play in helping the survivors of gender based violence'

Introduction

Step 1: Ask participants to stand up put up a flip chart and invite one by one to write down one basic need of a survivor of gender based violence

Step 2: Discuss things that duty bearers can do to effectively address the needs of survivors of gender based violence.

Group work

Step 3: Break up into small groups. Assign each group a topic below and give them appropriate reference materials. Ask them to create a visual presentation about their topic by drawing pictures. Allow 30 minutes for preparation. Each group should answer the following questions about their topic:

- ◆ What it is
- ◆ How is this skill used while counseling survivors of gender based violence

Topics:

Group 1: Listening

Group 2: Building a rapport

Group 3: Asking questions

Group 4: Observation

Step 4: Ask each group to hang their presentation in a different corner of the room. Then walk together to different corners and listen to each group describe their presentations. Give the plenary a chance to ask questions and seek clarifications. Correct any misinformation.

Step 5: Wrap up by asking each participant to write down 4 true things and 4 wrong things that a duty bearer can do to the survivors of gender based violence

Step 6: Discuss simple things that duty bearers can do to effectively counsel the survivors of gender based violence.

Chapter 8

Referral and Networking

Purpose

To enable participants reflect on the importance of networking and referral system in handling survivors of gender based violence

Objectives

At the end of the session participants will be able to:

- ◆ Explain the obstacles within the referral system from a victim's/survivor's perspective
- ◆ Identify the sectors involved and the links within the response network
- ◆ Identify relevant contact organizations and institutions in their local area of operation
- ◆ Identify areas that need improvements and respective possible solutions

Methodology

Group discussions and brainstorm

Materials

Marker pens, pencils, wide sheets of paper, masking tape.

Preparation

Marker pens, pencils, wide sheets of paper, masking tape.

Duration

2hrs

Content

1: Understanding referring system and it's obstacles 2

Networking together

Exercise demonstrates that we are all interconnected—we depend on one another to keep our families and communities strong. In this way, we are all responsible for supporting survivors of gender based violence in our families and communities to maintain healthier and better lives.

The house-dog-tree represents multispectral GBV prevention and response systems networking as a team of duty work is learning to draw a house, dog, and tree together. It requires good communication, some conflict, and time to achieve the national strategy of addressing gender based violence

Introduction

Exercise

Step 1: Ask participants to stand in a circle. Take the ball of string, hold on to the end of the string and throw the ball across to someone opposite you. Call out his or her name as you roll it. Keep holding the string on your end tightly. Ask the recipient to hold on to the string and roll it across the circle to someone else. Every recipient does this until the circle is full of crisscrossed strings. Finally, roll the string back to you so that you hold the beginning and the end of the string. Ask participants to look at how the string connects you all like a spider web. Mention that you are dependent on each other to keep the string firm. If any one releases it that part would collapse.

Step 2: Linking to the spider web exercise, introduce the topic of networking and referring of survivors of gender based violence.

Step 3: Divide participants into groups of 3 or 4.

Step 4: Give each group one blank sheet of paper (A4 size) and one marker.

Step 5: Instruct the groups:

- ◆ Place the paper on your table.
- ◆ Stand so that each group member is near the paper.
- ◆ Take the cap off the marker and each group member should hold it-together. All of the 3 or 4 people should be holding the marker.

Step 6: Tell them that they have 30 seconds to draw a House, Dog, and Tree, and follow these rules:

- ◆ Do not lift the pen from the paper.
- ◆ No talking.
- ◆ Everyone must keep their hand on the pen.
- ◆ Everyone to should stand around their sheet of paper.

Step 7: Tell them to START. Monitor for sound and remind everyone there is No Talking.

Step 8: After 30 seconds, tell them to STOP.

Step 9: Ask each group to hold up their picture for the rest to see.

Step 10: Ask the groups what worked well and didn't work in each group.

Step 11: Bring out the key discussion points.

The exercise demonstrates that all 3 or 4 people need to network their actions in order to be successful in their task.

Picture 1

If the picture looks chaotic, shaky, inconsistent, this is a demonstration of true collaboration of a new group. It takes time to learn how others think, believe, and behave. Drawing a good quality house, dog, and tree among a variety of people occurs over time and requires practice, discussion, communication, failures, and lessons.

Picture 2

If the picture actually looks like a house, dog, and tree, usually that means that one person was controlling the pen and the others were passively following the leader. While this kind of strong leadership usually achieves results, the other members of the group become passive and lose interest

Step 12: In 4 groups, Assign each group a topic below and give them 30 minutes to prepare their presentations

Group 1-Explain the obstacles within the referral system from a victim's/survivor's perspective

Group 2-Identify the sectors involved and the links within the response network

Group 3-Identify relevant contact organizations and institutions in their local area of operation

Group 4-Identify areas that need improvements and respective possible solutions

Step 13: Call the groups to plenary for discussions

Wrap up

Conclude the session by emphasizing that it is important to continuously build shared ownership of gender-based violence programmes and effective partnerships between all involved duty parties

TRAINER NOTES

FACILITATORS' NOTES

Chapter 9

Facilitators' Notes

What is gender?

This refers to socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Therefore gender is not given/natural but constructed through our cultures in the society. This means that gender varies from one culture to another i.e. gender constructs in Karamoja region are not the gender constructs in Busoga region.

What is sex?

This is the biological and physiological characteristics that define men and women. Therefore, sex is genetic, born with and cannot change from one society to another. I.e. men have testicles while as women don't, women have ovaries while as men don't.

The differences between gender and sex

Gender and sex have always been mistaken to be the same but the 2 concepts differ from one another. These differences include:

Sex	Gender
Biological/ natural	Socially constructed
Born with	Not born with
Universal	Different from society to society
Can not change	It changes according to development

Gender Relations:

Gender relations refer to how men and women relate to each other and as a result being manifestations of gender-based power. This arises from roles men and women are expected to play. Gender analysis shows that unequal power relations between women and men, which ensure male dominance over women, is a common feature in many parts of the world. Violence against women is often a result of these unequal relations.

The family is a good example as men assume leadership roles and women assume domestic roles. These relations are uneven as the male has more power in making far-reaching and binding decisions. Roles, assumed attributes and social systems lead to the creation of blueprints for behaviour. If we do not conform to these roles, we are seen to be deviant by society. Power relations always result in one party being worse off than the other and create social imbalance

Gender roles

These are a set of rules or tasks established by the society to tell us how to behave according to our sex. I.e. A woman in Buganda culture is supposed to kneel while greeting elders while as a man is supposed to stand. Yet among the Banyankole greeting is exchanged with a peck on the right and left cheek and this is done while standing for both sex.

Gender roles are therefore based on social beliefs, values, expectations and attitudes of what it means to be a woman, man, boy or girl. This means that they are learned and vary from one culture to another. Therefore gender norms and values end up leading to gender differences between men and women which in the end result into gender discriminations in our societies.

Note: *Since gender values and beliefs in one culture usually differ from another, we can use a culture that best suits the group that is being facilitated at that time. However for purposes of learning, let us give an example of the Baganda culture to identify some of the men's and women's roles.*

Women's roles among the Baganda

- * To respect, obey and care for your husband
- * Care for the family
- * Produce and raise children
- * Take good care of the husband's property
- * Produce food for the family
- * Get married to a man
- * Subjective to men's decisions
- * Carry out less heavy tasks since they are associated to be weak

Men's roles among the Baganda

- * Provide for the wife and family
- * Produce and provide for the children
- * Culturally children belong to the man since they usually take up the man's culture.
- * Manages the finances of the family
- * Marry women
- * Makes final decisions in the family

Conclusion

The above highlighted roles can be done by both men and women, only that our societies have norms that discriminate between men and women.

What is gender based violence?

Gender-based violence (GBV) is an umbrella term for any harm that is perpetrated against a person's will that is the result of power imbalances that exploit distinctions between males and females. Gender based Violence may be:

- * Intimate partner violence—"any behavior within an intimate relationship that causes physical, psychological, or sexual harm to those in the relationship. Such behavior includes
- * Acts of physical aggression—such as slapping, hitting, kicking, and beating;
- * Psychological abuse—such as intimidation, constant belittling, and humiliating;
- * Forced intercourse and other forms of sexual coercion;
- * Economic violence (restricting access to financial or other resources with the purpose of controlling a person).

Forms of Gender based Violence

Possible forms of Gender based violence may include:

Physical abuse

- * Battering of men and women
- * Burning
- * Fractures
- * Strangling
- * Pouring Acid

Psychological/emotional abuse

- * Use of abusive and insulting words
- * Neglecting the partner
- * Silence
- * Incest

Economic abuse

- * Controlling access to money
- * Controlling property
- * Controlling all the family resources
- * Refusing your spouse from work
- * Destruction of the family property

Sexual abuse

- * Marital rape
- * Using a male or female's body to earn income
- * Exposing your partners private body parts to the public
- * Use of sexually related words to address your partner in public
- * Use of objects in your partners' private parts
- * Sexual denial
- * Use of sexually related words to address your partner in public
- * Use of objects in your partners' private parts
- * Sexual denial

- *GBV is inextricably linked to the identity crisis faced by men who feel their traditional roles disrupted by an inability to look after their families. This crisis all too often translates into the abuse of alcohol, women and girls. At the same time, women are forced to put themselves in danger in order to meet the daily needs of their families.*
- *Also important, however, is the fact that men and boys are also survivors of GBV, such as rape as a method to de-masculine men or sexual abuse of boys. Gender roles also contribute to the fact that men and boys not only feel pressured by their male peers to express their masculinity through acts of violence against women but also against other boys or men, as is often the case with gang violence*

Causes of Gender based violence

- * Alcohol and substance abuse
- * Poor communication
- * Cultural practices
- * Poor upbringing
- * Obsessive urge to control others
- * Poverty
- * Ignorance
- * HIV status
- * Poor family relationships
- * Misinterpretation of religious and cultural teachings
- * Mental illness
- * Unwillingness to control sexual urge

Effects of Gender based violence:

- * Infection with HIV and other STIs
- * Family break up
- * Communication break down
- * Unwanted pregnancies
- * Psychological and emotional trauma
- * Reduced productivity leading to poverty
- * Serious physical injuries and illness
- * Death

Some tips for non-violent conflict resolution:

- * If you are feeling very angry, remove yourself from the situation until you feel calm enough to discuss the issue peacefully
- * Seek advice about your relationship from people who have relationships that you admire
- * Avoid taking too much alcohol because it can encourage violence
- * Listen to your partner and try to be patient
- * Visit a counselor to discuss difficult issues

Facts and Myths about Gender-based Violence

Violence against women and girls is couched in many myths that are used to justify the acts, exonerate perpetrators or rationalize violent behavior. On the other hand, there are key facts that need to be made clear so that perpetrators of violence and those seeking justice for victims have some weapons against perpetrators. The following are some myths and facts about violence against women.

Myths

Violence is part of our culture.

- *own behavior.*
- *Women who dress in revealing clothes are asking for trouble and should not complain if they are violated.*
- *Rapists are psychopaths or crude, uncultured and uneducated men.*

Violent behavior is a mark of Masculinity.

- *All men are naturally violent.*
- *In some cultures violence is an expression of a man's love.*
- *Commercial sex workers cannot be raped.*
- *Marital rape is not possible.*
- *Women say "No" when they mean "Yes".*

Facts

Violence is a crime that is culturally condoned, but is punishable by law.

- *Nobody asks or deserves to be violated.*
- *Men must take responsibility for their violent actions.*
- *Women have the right and freedom to dress the way they want and not to be violated.*
- *Many women and girls are raped by people who are close to them, their dates, partners, husbands, fathers, priests, friends and colleagues*

Male violence is a result of distorted and degraded humanity.

- *Most men are not violent and even those that are can change.*
- *Violence is a crime that should not be justified or rationalized.*
- *Commercial sex workers are even more exposed and subjected to rape and other forms of violence than other women.*
- *Rape refers to sex without consent, whether it is committed by a husband or any other man.*
- *When women say “No” they mean it and men must respect these feelings”.*

Differentiating a survivor from a Perpetrator

SURVIVOR

Survivor refers to those people who have lived through GBV incident

PERPETRATOR

A perpetrator is a person who commits an act of gender based violence there might be one perpetrator or more than one

Why don't most survivors seek for help?

Shame; Inaccessibility of services; Poor response or inappropriateness of services; Fear of reprisals; Safer to stay in relationship, potential loss of custody of children; no economic support; Hopefulness about the violence stopping; Family/cultural expectations; Partner's threats

Responsibilities of duty bearers to address gender based violence

Health:

- * Actively screen clients;
- * Respond to immediate health and psychological needs;
- * Provide services free of cost;
- * Collect forensic evidence;
- * Provide testimony;
- * Provide referrals;
- * Confidentially collect, document, and analyze health data and data on quality of services.

Police

- * Designate private interview
- * Rooms in police stations
- * Same sex police workers conducting interviews
- * Specialized units to address sexual violence, domestic violence, trafficking;
- * Provide referrals;
- * Conduct community
- * Policing and education programs; Institute ongoing training of personnel
- * Standardize disaggregated data collection;
- * Collaborate with local organizations providing assistant to survivors of gender based violence

Local councilor courts :

- * Actively listen to the survivors
- * Respond to immediate physical and psychological needs;
- * Provide services free of cost;
- * Represent survivors in courts
- * Provide referrals;
- * Confidentially collect, document, and analyze data and data on quality of services.

Community Development officers:

- * Actively listen to the survivors
- * Respond to immediate physical and psychological needs;
- * Provide services free of cost;
- * Represent survivors in courts
- * Provide referrals;
- * Confidentially collect, document, and analyze data and data on quality of services.

Psychosocial:

- * Provide supportive and free counseling confidentially collect, document, and analyze client data;
- * Offer community education/sensitization

Psychosocial:

- * Provide supportive and free counseling confidentially collect, document, and analyze client data;
- * Offer community education/sensitization

Conclusion

In order to be healthy and responsible, we need to break the patterns of gender based violence in our relationships, families, and communities. By evaluating their negative behaviors toward their partners, individuals can improve their relationships and find ways of resolving conflicts peacefully. This leads to improved health for individuals, their families and their communities.

Chapter 10

Fundamental human rights on addressing gender based violence

There are various laws or legal instruments that prohibit the various forms of gender-based violence listed in Uganda. There are national, regional and international instruments.

National Instruments

In Uganda, there are various legal frameworks for responding to gender-based violence. These are the Ugandan Constitution and Domestic violence act 2010. **(Refer to the distributed hand outs of the DV act 2010 and the Uganda Constitution)**

Regional Instruments

In the African region, there are also treaties or regional instruments that prohibit gender-based violence. ***The African Charter on Human and People's Rights***, in Part 1, Chapter 1, Articles 1-18 stipulates the basic rights of every African (man, woman and child).

While Article 2 talks about non-discrimination based on sex, among other things such as race, colour, language etc;

Articles 4-7 talks about respect for life and integrity of human person; dignity and security of person; and the right to have his/her case heard.

Article 18, No.3 specifically states that the state shall ensure the elimination of every Discrimination against women and also ensure the protection of the rights of women and children as stipulated in international declarations and conventions. All these are contained in the Ugandan constitution.

The Protocol on the Rights of Women in Africa is yet another regional instrument. It is an instrument for the advancement of women's rights in the continent and was adopted on July 11, 2003 by the 53 member nations of African Union. The protocol came into force

November 2005, when the 15th country (Togo) as required, ratified the instrument. The Protocol reflects the specific violation of women's rights in Africa, justifying its adoption in the preamble, with the continued discrimination against women and harmful Traditional practices despite states' commitment at both regional and international levels

International Instruments

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field"

By signing and ratifying the convention, the Ugandan government was telling the whole world that it condemned all forms of discrimination against women, and agreed to pursue all appropriate means and without delay, a policy of eliminating discrimination against women.

What Legal Redress are Available?

Legal redress available to GBV victims can be classified into two levels. These are:

- * Personal Level
- * Institutional Level

Personal Level

This means that a victim can bring an action in court against a person who perpetrates violence against her/him directly; and also bring an action against those whose legal duty it is to protect her from violence but failed to do so. It is possible for the court to award damages for these constitutional breaches.

Institutional Level.

It is the duty of the Ugandan state through laws and policies enforced by its agents such as the police, to take effective steps to ensure that gender-based violence is prevented, and where it has occurred, the perpetrators, are brought to book.

It is based on this that a victim can on a personal level, sue the Ugandan state and its agents, where there is evidence of failure or neglect to carry out their constitutional obligations.

Chapter 11

Effective Communication

Good communications skills are very important for you to be a successful, respected Gender based prevention officer.

The Communication Process

Communication is the process of sharing ideas and experiences with other people using verbal and non-verbal language. It is the exchange of information from one person to another with appropriate feedback from both parties.



- To maintain good communication, information should flow in both directions for mutual understanding and collective action. As a Gender based violence prevention officer, you will use “conversational communication” to talk about gender based violation issues through informal discussions with peers at the workplace. For communication to be complete, it has to be “two way”.

Effective Communication

Effective communication is a two-way process that involves sending the right message that is also being correctly received and understood by the other person/people. It aims to inform individual and community decisions about how to handle survivors of gender based violence

By using effective communication processes, duty bearers can work with teams to introduce new values or change existing ones. This will support individuals and workplace teams make decisions for positive handling of gender based violence cases behavior change. Effective communication is important to:

- * Give correct information and create awareness about the necessary support required to be given to survivors of gender based violence.
- * Facilitate involvement of all responsible people in supporting the survivors of gender based violence. Provide a “voice” to the survivors of gender based violence .
- * Help identify issues that would not otherwise come up in normal workplace discussions such as alcohol abuse, stigma and corruption
- * Influence communities’ attitudes to create support for survivors of gender based violence
- * Address myths, rumors and misconceptions about HIV and AIDS
- * Increase on the number of gender based violence survivors that access services from the police, Local councilor officers, Community Development Officers and health officers
- * Remind or reinforce knowledge, attitudes or behaviors about the need to address gender based violence in our communities

Communication Skills

The GBV duty bearers need to remember to apply the following skills in order to achieve effective communication to the survivors of gender based violence

Active Listening:

Active listening is the art of engaging meaningfully with someone who is trying to communicate with you. It includes conveying open and welcoming body language, re-phrasing key points to ensure that you understand, and providing feedback.

Body Language:

Body language is the set of expressions that we make using our bodies. These expressions include posture, eye contact, smiling, nodding, signals and other gestures. They communicate how we feel and what we think. For example, if people cross their arms in front of their body, it usually means they are reserved about something and need to warm up to the issues at hand.

Asking Questions:

A useful technique for asking questions is using open-ended questions. These are questions that can not be answered with a “yes” or a “no”. They usually start with “how” or “why” for example, “Why do you think men are different from women?” Open questions are more useful than closed questions because they require reflection and stimulate dialogue. They are a great way to start a discussion, increase participation, and solicit more information about your peers.

Effective Speaking Techniques

- * Use story telling (this is effective so you do not bore your audience)
- * Appropriate use of humor
- * Moving “in and out” of the audience
- * Keep good eye contact
- * Ask questions to stimulate discussion and allow the audience to also ask questions
- * Change the tone and sound of your voice appropriately
- * Manage time effectively
- * Know what’s relevant to your audience
- * Be prepared (know what you are going to say and how you will say it)

Attributes of an effective communicator.

As a GBV duty bearer you have to aim at being an effective communicator with survivors of GBV. An effective communicator is :

- * Knowledgeable (about the subject matter and the characteristics of the people they are attending to audience ;)
- * Confident
- * Able to promote sharing of knowledge
- * A good speaker (audible, clear and using the appropriate language)
- * Friendly/kind (this should be extended to all persons irrespective of gender, age, education level and culture)
- * Able to use humour while communicating
- * Able to understand the emotions of others

- * Credible and trust worthy
- * able to use non verbal cues very well
- * Able to utilize active listening (good listener)
- * Asks the right questions and is also able to respond to questions well
- * Able to engage the group throughout the discussion
- * Able to handle emotions; tactful (does not hurt any one's feelings)
- * Tolerant (in case there is a rude survivor)
- * Flexible (able to adapt to different situations at all times)

Barriers to Effective Communication

As GBV duty bearers, you have to be aware of these barriers and aim to minimize them at all occasions. They include:

- * Status of sender and receiver (e.g. the survivor is depressed)
- * Use of jargon/slang or unfamiliar language (this may even occur in the local language)
- * Poor timing (e.g. a survivor coming to the Conflict (this can arise any time between any two people or more and has to be managed so it does not affect communication)
- * Attitudes (e.g. towards health behaviours such as use of condoms in case your religion teaches a different message)
- * Nature of message and how it is delivered, (whether effective communication has been attained or if the message is accepted)
- * Cultural beliefs (e.g. about breast feeding of babies in case a mother is infected with HIV)
- * Values/beliefs
- * Poor listening skills
- * Language differences
- * Social, cultural and economic factors (e.g. age, gender, education level, income status)
- * Environment (may distract the peers for example holding an HIV prevention session in a noisy environment)
- * Judgmental attitude/ Negative criticism
- * Mistrust/dishonesty
- * Limited involvement of the audience
- * Inadequate understanding of the audience

Overcoming barriers

As a BCA, your aim should be to minimize the barriers so you attain effective communication. Here are some tips that may be helpful to you:

- * Understand the gaps; seek clarification (e.g. listen carefully, assess the extent of the problem, identify gaps or issues related to the problem)
- * Be clear; use appropriate language (check the language that is acceptable to your peers; check your body language)
- * Know and respect your peers/audience
- * Be empathetic (“put yourself in your peer’s shoes;” ask yourself: if you were in a similar situation, how would you want to be treated?)
- * Create a friendly atmosphere
- * Be culturally gender sensitive
- * Start with your peers’ story/knowledge
- * Be a good listener

How to enhance Effective Communication

- * Establish friendly communication relationship as a platform for supporting positive behaviors.
- * Focus on specific behaviors to be addressed.
- * Know the audience well (e.g. their attitudes).
- * Segment your audience. Do not assume all your colleagues are the same and so you give the same messages.
- * Involve the audience in the communication efforts. Give peers an opportunity to participate to educate other peers.
- * Be patient. Behavior change is a process.
- * Trust and show employees your confidence that they can change.
- * Reward/acknowledge every level of effort made by the employees to change.
- * Link employees to other support services required to effect the change.
- * Institute a social support mechanism or network.

Basic Principles of Providing Help to Survivors

Effective assistance to survivors should be based on some basic rules, or principles. In order to be a good service provider, you need to be familiar with them and you must be responsible for making sure you implement them.

The principles are:

Empathy: Attempting to see things from the survivor's point of view and sharing that understanding with the survivor.

Respect: Treating the survivor with dignity and accepting them without judgment.

Confidentiality: Information provided by a survivor should be confidential unless the survivor requests otherwise or unless there are circumstances that mandate you to report. This means except for minor, and important exceptions, providing for survivors the promise that what they say will not be repeated to anyone else. From the beginning you must be clear with a survivor what and with whom information might be shared.

Knowledge: The service provider must know what she or he is talking about. All information given must be consistent and accurate.

Responsibility: It is the service provider's responsibility to facilitate the survivor's work in ways that respect survivor's values, personal resources and capacity for self-determination.

Chapter 11

Attachments

Activity Sheet

Visualization Exercise for Active Listening

Note: The person leading the visualization should talk slowly and clearly, pausing between each question in the visualization. Remind all participants that they do not have to do the visualization if they don't feel comfortable and they should only visualize things which they wish to remember. For those who do the visualization, make sure they are seated comfortably and have their eyes closed before beginning to visualize.

Think of a time when you really felt listened to.

What was going on for you at the time that made you decide to talk to someone? It may have been a problem, difficulty, concern, or something you wanted to share with someone else.

How did you feel about talking to this person? What were your fears, anxieties, and thoughts about how it might be received?

Think of the person you spoke to. What qualities did this person have that made you decide that it would be safe to talk to them? What were some of the things that they said to you?

How did you know that the person really listened?

What was it about them that made you feel comfortable?

How would you describe the experience of having really been listened to?

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