



GENDER-BASED VIOLENCE TRAINING MANUAL

**RESTLESS
DEVELOPMENT**
THE YOUTH-LED DEVELOPMENT AGENCY

PREFACE

Restless Development Sierra Leone is the youth-led development agency that places young people at the forefront of change and development in Sierra Leone. Their strength comes from being led by youth and young professionals, from the boardroom right through to the field. Restless Development Sierra Leone has seen how their community mobilization strategies can support raising awareness on and increase access to justice for survivors of gender-based violence (GBV).

To that end, Restless Development in Sierra Leone has embarked on an Access to Justice programme, which is a United Nations Development Programme (UNDP) funded gender-based violence (GBV) programme with the goal of improving knowledge, awareness and practices of you people and their communities in regards to rights, laws and access to services related to GBV.

Restless Development will integrate GBV awareness, prevention and response into its current youth sexual reproductive health (YSRH) programmes, specifically the Volunteer Peer Educator programme.

This curriculum was developed by Tamika D. Payne, of Ending Payne, a US registered organisation, and it was developed in line with international standards as well as emerging best practices.

This training manual was completed in September 2013 and has been used by Volunteer Peer Educators to educate on GBV across Sierra Leone

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ACKNOWLEDGEMENTS

There is a large collection of resources available for training on gender-based violence and an increasing availability of resources, which have shown a demonstrated impact on the topic. This is because of the tireless efforts of professionals and advocates across the globe that work to end gender-based violence. This manual has been created drawing upon the knowledge, experiences and activities contained within these resources. This has allowed for the adaptation of proven strategies to be used in the Sierra Leone context. Sources include:

- *Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices*, 2005
- *Engaging Men and Boys in Gender Equality and Health: A global toolkit for action*, United Nations Population Fund and Promundo, 2010
- *Stepping Stones: A Training Package in HIV/AIDS, Communication and Relationship Skills*, Welbourn A., and Williams, G., 2006
- *The Oxfam Gender Training Manual*, Oxfam, 2004
- *One Man Can: Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS*, Sonke Gender Justice Network, 2008
- *An Action Oriented Training Toolkit on Gender, Migration and HIV*, IOM and Sonke Gender Justice, 2009
- *Core Concepts in GBV*, International Rescue Committee, 2008
- *Guidelines on SGBV Case Management: A Reference Handbook for the FSU*, Sierra Leone Police and UNDP
- *The Family Support Unit Training Manual*, Sierra Leone Police and Ministry of Social Welfare, Gender and Children's Affairs, 2008
- *Guidelines for Gender-based Violence Interventions in Humanitarian Settings*, Interagency Standing Committee, Taskforce on Gender in Humanitarian Assistance, 2005
- *Women, Girls, Boys and Men: Different Needs – Equal Opportunities*, IASC, 2008
- *Causes and Effects of Gender-Based Violence*. Minnesota Advocates for Human Rights

ACRONYMS

| | |
|------|--------------------------------------|
| GBV | Gender-based Violence |
| SRH | Sexual and Reproductive Health |
| UNDP | United Nations Development Programme |
| VPE | Volunteer Peer Educator |
| YAC | Youth Action Clubs |
| YSRH | Youth Sexual Reproductive Health |

GLOSSARY

Abuse is any harmful or unlawful treatment or use, often to gain an unfair benefit of some kind.

Attitudes are individual views, opinions or feelings about something.

Beliefs are firmly held attitudes that are often regarding things like, religion, cultural practices and other major facets of a person's life.

Child sexual abuse is any behaviour, with or without contact that imposes sexual behaviour on a child.

Domestic violence is any act or threatened act of violence by a spouse or partner. Domestic violence can include physical or sexual abuse; economic abuse; emotional, verbal or psychological abuse, including any conduct that makes another person feel constantly unhappy, humiliated, ridiculed, afraid or depressed or to feel inadequate or worthless; harassment, including sexual harassment and intimidation; or conduct that in any way harms or may harm another person, including any omission that results in harm and either endangers the safety, health or wellbeing of another person, undermines another person's privacy, integrity or security or detracts or is likely to detract from another person's dignity or worth as a human being.

Early marriage is when someone marries or is forced to marry under the age of 18. This is often forced by parents or other relatives.

Emotional abuse/violence is behaviour that seeks to control an individual by inflicting emotional harm, which can include threats, intimidation, humiliation, coercion, etc. and can often lead to or is incorporated with other forms of violence including domestic and sexual violence.

Exploitation is the act of taking advantage of something or someone, in particular the act of taking advantage, unjustly, over another person for your own benefit.

Female genital cutting is when healthy vaginal tissue is either nicked, excised and/or sewn in relation to secret society rite of passage.

Gender is the social construction of roles according to whether a person is male or female. Gender is pliable and varies across cultures, time and context. Gender is one of several defining socio-cultural characteristics, such as ethnicity, religion and age, which define a person's experience and their opportunities.

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between

males and female¹. GBV is not synonymous for violence against women and girls even though it is widely recognized that GBV is normally perpetrated against women and girls by men and boys. This acknowledgment of men and boys as the predominant perpetrators of GBV does not exclude them as victims of GBV as well. Even though GBV, often get used interchangeable with violence against women, this is not the definition of the term. This fluidity of use however speaks to the subordinate role of women in society, which often leaves them as victims. There are many forms of GBV and most commonly, they are categorized to include: sexual violence, sexual exploitation and abuse (SEA), domestic violence, economic violence and emotional violence.

Human rights are universal guarantees protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity.

Norms are the routine behaviours of individuals or groups of people within a society and this behaviours are what is used to define normal behaviour.

Oppression is unjust and cruel use of power and authority over individuals or groups.

Patriarchy is the male dominant social structure where women are subordinate.

Power is having of control, authority or influence.

Rape is forcing a person to have sexual penetration vaginally, anally or orally, against their will.

Sex is the biological difference between men and women.

Sexual harassment is perpetrating unwanted sexual advances or sexual attention.

Status is the social and economic standing that a person has in a community in relation to other people.

Violence is the use of force or power to harm another person.

¹ Interagency-Agency Standing Committee (IASC) definition. As an IASC-endorsed definition, this is the agreed definition for use by UN agencies, most INGOs and others involved in emergency response from the IASC Guidelines on GBV Interventions in Humanitarian Settings (2010).

INTRODUCTION

BACKGROUND

Sierra Leone is a deeply gendered society, where the socio-cultural norms that govern attitudes, behaviours, practices and expectations results in gender inequality. Gender inequality coupled with staunchly held, restrictive gender norms manifest itself in high levels of gender-based violence (GBV), which due to the weakened social structures in Sierra Leone leave victims vulnerable and unable to seek redress.

The socio-cultural norm of gender inequality means that gender-based violence, particularly affects women and girls – denying them the opportunity to fully and equally participate in the rebuilding of Sierra Leone and relegating them to a lower status than their men and boys. Simultaneously, men and boys are not only potential perpetrators of gender-based violence but are subjected to, and restricted by, the same socio-cultural gender norms.

In Sierra Leone, gender inequality manifest itself in a variety of ways including, and encouraged by, discriminatory customs and laws that govern marriage, property rights and even sexual offences. Girls being denied equal rights to education means a 77 percent illiteracy rate for women, which increasing their likelihood of poverty and decreases their ability to seek redress if a victim of GBV.

All of the above leaves women and girls exposed to high levels of sexual violence, domestic violence, transactional sex and sexual exploitation and abuse with little if any opportunity to seek justice. These acts of violence are a few of the violations that fall under the GBV, which this manual will explore as well as how victims can seek justice.

THE MANUAL

The manual is designed for volunteer peer educators (VPEs), drama interns, members of youth action clubs (YACs), teenage mother's clubs and community stakeholders and for the implementation of SRH lessons and drama outreach through a gender lens. It is a tool to help the various stakeholders strengthen their capacity in understanding of GBV and to support activities to increase awareness, prevention and adequate response and redress to violations.

A key constraint of the manual is limited time. However, to compensate for this and allow for various stakeholders to be trained on the topics most relevant for them, each session can be used individually or as a part of a longer process. The activities are highly participatory to give participants time to think, reflect and discuss the concepts, which will facilitate retention and change.

Most of the sessions are developed for a non/semi-literate audience to ensure as many people as possible are able to participate actively.

WHAT'S INSIDE

Section 1 GBV Core Concepts

This section provides participants with an introduction to gender-based violence and explores core concepts that create an enabling environment for violence. This section explores the difference between sex and gender, will help participants understand power and privilege and an introduction to the various types of gender-based violence.

This section should be required for YAC training, VPE training and for Restless Development Staff. Ideally this section would be used for CBM training as well.

Section 2: Survivor's Needs

This section gives participants and understanding of what survivors need and how to go about providing that to them. It is an opportunity for participants to think about the tangible steps they should take as well as practices skills like active listening that will help them be more effective.

This section should be used for VPE training. Ideally this section would be used by as a part of all the trainings.

Section 3: Causes and Consequences of GBV

This section explores the root causes and some of the consequences of GBV. The activities in the section allow participants to deepen their understanding of the attitudes, behaviours and practices that contribute to gender-based violence. It also gives participants a chance to reflect on how it impacts them, families and the community as a whole.

This section should be used for YAC training, VPE training and the staff training. Ideally this section would be used by as a part of all the trainings.

Section 4: GBV and the Law

This section focuses on ways to seek redress for violations in Sierra Leone. It will give participants an overview of the most relevant laws in Sierra Leone addressing GBV. It also will allow participants to reflect on what their own understanding of justice is and what survivors of GBV may consider justice.

This section should be used for YAC training, CBM training, CHO training and Staff training. Ideally this section would be used for VPE training as well.

Section 5: What do we need? Self-care?

This section will help participants explore what they may need when working on such a sensitive topic that generates such strong feelings. It will support them in recognizing their own inherent strengths and how to identify what they need and to take care of those needs.

This section should be used for staff training.

Section 6: Men and Boys as Role Models

This section helps participants explore the important role men and boys play in breaking the cycle of violence and in SRH. It also allows time to reflect on various ideas manhood, masculinity and how those can also be inhibiting to men and boys themselves.

This section should be used for CBM training. Ideally this can be used with all male participants.

NOTES TO THE FACILITATOR

You do not have to be a GBV expert! You are a committed change agent, ready to examine the social norms that affect the way you think and to engage with those that you train in an open, honest and participatory manner. The activities and sessions you run are to share knowledge but most importantly help them come to their own understandings, which can help them face and change their own attitudes, behaviours and practices. This can be difficult. But, it has been done and can be done. And, you can do it!

POINTS TO NOTE ABOUT FACILITATION

Facilitate

Many of these activities are design to help participants come to their own understanding and not about you providing all the answers. You will help participants along by asking the right questions, letting there be silence and helping people when they get stuck. You are here to facilitate participants to lecture to them.

Build Relationships

Create a relationship with your participants. You don't have to be the 'know it all' instructor. Creating a relationship with your participants will help the learning process. Keep in mind the things you would want in order to feel trusted – be open, honest, respectful and approachable. Do activities in circles and remove any obstacles that may in between you. Create a relaxed and friendly environment this will help people open up and be honest about some of the difficult conversation they are going to have in the various sessions.

Gender Dynamics

When you are working in mixed groups it is important to not just be facilitating a group on gender but it is important that you are observing and addressing the gender dynamics of the group. The same socio-cultural norms that we are training on are going to be present in our groups. Are you ensuring there is equal opportunity to participate in activity and to answer questions? Are you watching for and addressing behaviour that is dismissive of what one participant may be feeling? In a mixed group it can be difficult to reflect on some of the topics covered. A woman may be a survivor herself making it more difficult to share in the group. A man may come to the realization that he is a perpetrator and may feel ashamed. It is important that throughout you are supporting a safe space where every participant's voice is heard.

Before you begin

Review each session completely and thoroughly. There is a brief facilitator's note and the beginning of each session. This will help you with the relevant background information that you may need to lead the participants effectively.

Make sure you are aware of time! These sessions are very short and the conversations you have will often spark lots of discussion. Think about ways that can help you facilitate moving the process forward while ensuring participants feel heard.

Enjoy your session!

SESSION 1. GBV CORE CONCEPTS

FACILITATOR'S NOTE

This session is comprised of three activities that will walk participants through understanding the differences between sex and gender to understanding how power and privilege can lead us to or away from GBV. Below is some useful information about the topics explored.

For Activity 1.1.

This is a simple exercise to help participants see the differences between sex and gender by using a practical example of how gender roles are taught by socialization. It is important to understand that our gender roles appear and feel completely natural as we grow up however they are cultural. Girls and boys are taught their gender roles as normally as they are taught anything else. Girls and boys are taught that they have different roles to play in the family and in the home. For example, children in Sierra Leone are taught that it is girls and not boys who must help with housework like washing and cooking and that it is the woman's role to serve the man and that it is the man's role to be head of the household.

For Activity 1.2.

This activity is to help people understand power and privilege. It is important before this exercise that you have a firm grasp of what those two terms mean and how they manifest themselves in relation to gender.

POWER can only exist in relation to other people and is something you don't always have. Having power is being able to have access to and control over resources and to be able to control decision-making. When we have power - we usually feel like we are in control and feel good. Conversely, when we feel powerless - we often feel out of control and many negative emotions.

Power over is to have control over resources, decision-making and to be able to impose these on somebody or a situation. Often power over is used in a negative way and associated with corruption, discrimination and abuse. When used negatively it means taking power from someone else to dominate them. Sometimes, power over can be used positively - for example, you as an NGO volunteer have power over those you are interacting with - you can decide to support people in your community and have the power to affect change and harness the power with the community.

Power to is the ability to influence your own life by having the knowledge, skills, money or even just the ability to convince yourself to do or think something. We all have the power to, even though at times we cannot express it. For example, a young girl from a poor family has the ability learn even though she may not have much space for or access to formal education. However she can still believe and put things or seek out opportunities to learn. This is what we want to tap into with our work. With lots of people with this kind of power we create "power with" (see above).

Power with is the power you have as a group - e.g., the collective power of young people - to take decisions and action on areas of common ground or interests that benefits all. This type of power brings solidarity when it harnesses the talents, knowledge and energy of the individuals. We want to help young people

Power within is the ability to imagine that you can have more, that you can create change, that you can have a better life and that you as an individual are important, valuable and have rights - just because you are you. Ultimately it is the power of self- confidence and self-esteem.

We want to help young people recognize the **power within** them and use that for the **Power To** build knowledge and create change by harnessing this **Power With** others and ultimately have a positive impact on and **Power Over** their lives and their community.

Recognising internalised oppression. It is important to recognize and acknowledge that individuals and groups historically disenfranchised and marginalized often have little power to influence much and that sense of powerlessness can often lead to abuses of the relative power they do have over. Focusing on how to harness the power within (and diminish the feelings of powerlessness) while acknowledging the limited power over and to is important.

For activity 1.3.

This session is giving a participants and introduction to GBV. Getting them to think about violence in general and then about gender-based violence.

Gender-based violence is violence that is perpetrated against an individual based on their socially prescribed gender roles, expectations and norms. While GBV largely affects women and girls because of their socially subordinate status in relation to men and boys it is acknowledged that men and boys are also victims of violence because of their gender roles and expectations linked to ideas of masculinity. GBV infringes on victims/survivors human rights and reinforces the inequities between men and women often leaving life-long physical and emotional scars and sometimes resulting in death.

While many people think of gender-based violence in terms of physical violence, there are other forms of violence, which maintain the unequal power dynamics. GBV can be psychological, sexual, emotional, or economic violence. It involves not only direct force, but also threats, intimidation and coercion. Violence does not have to be direct to be effective. The threat of violence can have a devastating impact on people's lives and the choices and decisions they make.

Often, the truth about the extent of violence faced by individuals, in particular women and girls, is minimized or denied. Some people say GBV is pervasive because of "bad" men and therefore deny that it has anything to do with them and the socio- cultural fabric of society. Others blame women or argue that violence is justified based because she... you can fill in many of the reasons we hear every day that justify violence. These attitudes are dangerous and diminish the seriousness and pervasiveness of GBV, which allows it to continue.

ACTIVITY 1.1. GROWING UP GIRL AND BOY

Objectives

- To identify the different roles that community and culture imposes on female and male members of the community.
- To understand the differences between “sex” and “gender”

Time

40 minutes

Materials Flip chart Markers

The Process

Phase 1: 15 minutes

1. Divide participants into two groups.
2. Ask the two groups to discuss what it means to grow up as a boy and a girl in their community, starting from birth to 25 years old. Ask them to think about the different ways that boys and girls are supposed to act, how they are treated, the differences in importance and value between the two as they grow up. For example, during adolescence a girl may be made to take care of her younger siblings, do household chores or expected to be quieter than boys. In addition, during adolescence a girl may develop breast while a boy may become strong enough to farm. Encourage the groups to talk about not just the differences in how girls and boys are treated and the things they are asked to do/their responsibilities but also about physical differences that appear between boys and girls during the different life stages from birth to 25 years of age. Have them think about the changes as they grow up.

Phase 2: Discussion, 25 minutes

1. Bring the two groups back together and ask each group to present what they discussed to the main group. Please limit the presentations so you can focus on discussions.
2. Ask the participants how they know a baby is a boy or a girl? Re-iterate from earlier learning that this is sex, which is the biological differences between boys and girls. Ask them to identify in their timeline the biological differences between boys and girls.
3. After a few minutes of discussion on the above ask questions to stimulate discussion about gender - how we socialize girls and boys differently. Ask them to use examples from their timelines how we socialize differently. For example, when do girls and boys start learning different things?
4. Explain gender. Explain that gender is what we --culture and community-- teach girls and boys about what they can and can't do. That gender is the social role that each of us is supposed to adhere to and can be changed but our sex cannot be changed. To further conversation you can ask questions like:
 - ⇒ Can a man cook? (not do men cook - but can a man actually physically cook.)
 - ⇒ Can a woman be an Okada driver?

⇒ Can a man take care of a baby?

⇒ Can a woman financially provide for her family?

5. As the discussion continues continue to point out the ways that culture/society/community determine what boys and girls do as they grow up not their actual sex. Reflecting back on their group discussions ask participants if they can see how boys and girls are taught differently and how that affects the roles boys and girls can assume when they grow up. Explain that a part of what they are doing is to become aware of themselves and how their socialization affects the way they interact with each other and within the community.

ACTIVITY 1.2. POWER AND PRIVILEGE

Objectives:

→ To identify sources and forms of power

→ To identify the relationship between power, privilege and access to rights

Time

40 minutes

Materials

Prepared Diagram 1

Tape

The Process

Phase 1: Their Thoughts, 10 minutes

1. Ask people to think about the word power and what it means to them.

2. After a minute to think, ask the participants questions to help get an understanding of what they perceive and understand as power.

⇒ What is power?

⇒ Who has power?

⇒ Are there different kinds of power? If so, what kinds?

⇒ How can power be used?

⇒ How does it feel to have power? To not have power?

Phase 2: Types of Power, 10 minutes

1. Have diagram 1 drawn out on individual pieces of flip chart paper and stick them to the wall.

2. Use the section on “Power” in the facilitators note at the beginning of this session guide to introduce and explain the ideas of power over, power to, power with and power within.

Phase 3: Discussion, 20 minutes

1. Ask participants, within this context, think about a situation where they felt powerful and a situation when they felt powerless. Give them a couple of minutes to think about the situation.

2. Ask for a couple of volunteers to explain when they have felt like they have had power and when they have not had power. Use this to begin the discussion and facilitate the group process. Questions that may help include:

- ⇒ What are the different types of power you have?
- ⇒ How does having or not having power make you feel?
- ⇒ How do gender roles and gender norms affect the power you have?
- ⇒ What aspects of being young/old affect the power you have?
- ⇒ How can power influence one's access to rights?
- ⇒ How can you use power to help you achieve positive change?

3. Summarize the session and the discussion and make sure to reflect on the positive aspects of power and the importance of using the types of power we have to have a positive effect in the community.

SECTION 1.3. GENDER-BASED VIOLENCE**Objectives:**

→ To understand and be able to identify the various types of gender-based violence.

Time

40 minutes

Materials Flip chart Markers

Prepared flip chart with Diagram in Annex 2

The Process**Phase 1: Violence, 10 minutes**

1. Ask participants to reflect on what is violence and share their thoughts with the group. Place the list generated by the group on a flip chart and reinforce that violence is a tool of oppression and is used to exert power and control over another.

Phase 2: Gender-based Violence, 20 minutes

1. Ask participants to reflect on what gender-based violence means and share their thoughts with the group.
2. Present the flip chart with Diagram 2, a square with the four types of gender-based violence in each corner (physical, sexual, economic and emotional violence). Ask the group

to share the types of gender-based violence and as they do so place them on the flip chart paper in relative proximity to the type of violence.

3. Explain that GBV infringes on human rights and reinforces the inequities between men and women, including many of the examples that the group has already provided. Types of GBV that should be listed on the Diagram include:

- ⇒ Rape
- ⇒ Sexual Exploitation and Abuse
- ⇒ Early/Forced Marriage
- ⇒ Female Genital Cutting/Mutilation
- ⇒ Child sexual abuse including incest
- ⇒ Sexual Assault
- ⇒ Sexual Harassment
- ⇒ Domestic Violence
- ⇒ Molestation
- ⇒ Abuse/Humiliation

SESSION 2. SURVIVOR'S NEEDS

FACILITATOR'S NOTE

This session is comprised of two activities that will walk participants through understanding confidentiality as it relates to GBV victims sharing their stories and information. And the final activity will help participants practice active listening.

ACTIVITY 2.1

Make sure you are familiar with the confidentiality policy of Restless Development before starting this session. One of the first steps in to communicate to the survivor that the information they share with you is confidential and that you will not share their information, outside of the scope of your role, with anyone without their permission.

Confidentiality is the first step in enabling a survivor to reclaim control over their lives. You maintaining a survivors confidence, while providing them with accurate information regarding their choices, allows for them to have the Power To decide what is best. Respecting a survivor's right to make an informed decision means that you are not using your Power To have Power Over the survivor.

ACTIVITY 2.2.

Active listening means that you LISTEN, while being non-judgmental and that you are not there to solve the problem. You pay attention to the person talking and clarify and reflect back what the person is saying. You are not there to give your opinion about what the person should do. You can acknowledge you are listening by nodding, making sounds and asking follow-up, open ended questions.

ACTIVITY 2.1. CONFIDENTIALITY AND RESPECT

Objectives:

→ To understand confidentiality and respect when it comes to survivors disclosing and reporting an incident.

Time

60 minutes

Materials Flip chart Markers

Prepared flip chart with a drawing of a girl

The Process

Phase 1. What she needs, 30 minutes

1. Draw a picture of a young girl on a flip chart. Tell the group that this young girl has been raped. Ask the group to think about what she may need and write them on the flip chart paper with the drawing - writing them all over including on top of the picture.
2. Ask questions to help facilitate the discussion about her needs and these questions should include:
 - ⇒ What may make it difficult for her to tell you or someone else what has happened to her?
 - ⇒ What may make it difficult for you to hear what she is telling you?
 - ⇒ What are your responsibilities now that she is sharing with you?
3. Reflect on the fact that it is easy to cover the survivor in what you think they need and it is important to understand what they want.

Phase 2. Confidentiality, 30 minutes

1. Ask the group to think about confidentiality and respect and discuss what their responsibilities are. Answers should include things like:
 - ⇒ How can you maintain confidentiality in a small community?
 - ⇒ How do you handle confidentiality when you want the survivor to make a different choice?
 - ⇒ What types of information can you provide the survivor?
2. Use this time to discuss the confidentiality and the confidentiality policy of restless development. Principles and questions to guide the conversation include:
 - ⇒ Provide information as to what her options are and what those options are likely to entail.
 - ⇒ Acknowledge the victimization and ask the survivor what he or she may want to do next or how you can be of help.
 - ⇒ What resources do you have to share?

ACTIVITY 2.2. ACTIVE LISTENING AND ROAD BLOCKS TO LISTENING

Objectives:

- To understand and be able to use listen.
- To be able to identify and overcome the road blocks to listening.

Time

60 minutes

Materials

None

The Process

Phase 1. Listening, 30 minutes

1. Split the group into pairs and ask for one person to volunteer as the listener and the other person to be the speaker.

2. Ask the speaker to share a situation that has really frustrated them lately.

Please advise the speaker that the story they share should not be traumatic or a major issue - this should be a mild or light frustration in the person's life.

3. The listeners are pulled to the side and instructed to do certain things while the speaker is sharing their story. For example, listeners should:

⇒ Look away while they are talking and appear to day dream,

⇒ Take out their cell phone and pretend to answer a call or check on a mobile app like WhatsApp.

⇒ Interrupt them in the middle of the story and tell them what you think they should do.

⇒ Say nothing; make no non-verbal acknowledgments or verbal acknowledgments

Phase 2: Discussion, 30 minutes

1. Bring the groups back together and ask the speakers to share how they felt telling their stories

⇒ What made it difficult to share your story?

⇒ How did you feel when the person... (Refer to any of the above scenarios)?

⇒ What would have made sharing your story easier?

⇒ What can you do to be a good listener?

⇒ How does being a good listener affect the other person?

SESSION 3. CAUSES AND CONSEQUENCES OF GBV

FACILITATOR'S NOTE

This session is comprised of two activities that will help participants have a deeper understanding of GBV than allotted for in the earlier sessions.

ACTIVITY 3.1.

Even though they have not been referenced as root causes other sessions in this manual have touched on some of them. Below, the ILO provides a good holistic definition.

"...in general, the orientation of a culture, or the shared beliefs within a sub-culture, helps define the limits of tolerable behaviour. To the extent that society values violence, attaches prestige to violent conduct, or defines violence as normal or legitimate or functional behaviour, the values of individuals within that society will develop accordingly. Attitudes of gender inequality are deeply embedded in many cultures and rape, 24 domestic assault and sexual harassment can all be viewed as a violent expression of the cultural norm."

Another way to look at it is one of the main causes of is a society where gender roles are rigidly defined and enforced and where the concepts of masculinity are linked to toughness, male honour, or dominance. Other cultural norms associated with abuse include tolerance of physical punishment of women and children, acceptance of violence as a means to settle interpersonal disputes, and the perception that men have "ownership" of women. In their communities, women are at most vulnerable in communities when they are isolated and lack social support and there are men in the community that condone violence.

ACTIVITY 3.2.

The consequences of GBV are fast and one of the most significant social outcome is the stigma and the blame the victim must endure, especially after sexual violence. Survivors often feel extreme shame, and this shame may prevent them from disclosing their abuse to others or seeking the help they need. This results in even greater psychological and emotional suffering to the survivor and often influences the behaviour of those who should be helping. The survivor may also be forced to endure other forms of violence because of the sexual violence – for example a young girl forced to go through secret society initiation because she is no longer a virgin.

There are also the obvious and the less obvious health consequences. These consequences depend on the type and severity of the incidence but can include but are not limited to: acute injury, shock, infectious disease, physical disabilities, infant and maternal mortality, and a host of others.

The story of Mohamed and Fatmata

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

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

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

ACTIVITY 3.1. VIOLENCE AT ITS ROOTS**Objectives:**

→ To understand the root causes of violence

Time

60 minutes

Materials

None

The Process**Phase 1. Role-play Preparation, 25 minutes**

1. Divide the participants into two groups. Ask each group to create a role-play that shows a situation where a woman is experiencing domestic violence from her partner.

2. Ask the first group to create a role-play from a woman’s perspective, addressing the following types of questions:

⇒ What is her history?

⇒ What do her parents say about the abuse?

⇒ What did people say to her when she was experiencing violence?

⇒ How does she cope with the abuse?

3. Ask the other group to create a role-play from the man's perspective, addressing the following types of questions:

- ⇒ What was his life like, beyond the incidence of violence?
- ⇒ What did people say to him when he was being violent?
- ⇒ How did he treat other people?
- ⇒ How did he feel when he was being violent?

4. It is important to emphasize the difference in perspectives from which the two groups are approaching the role-plays. Ask each group to truly imagine the perspective they are trying to portray. For example, the group roleplaying the male perspective has to imagine what is going on inside the man they are portraying, not what they think he should do.

5. Encourage both groups to think of real people they know or have seen experiencing violence. Give the groups time to discuss, create and practice their role-play before coming back into the main group.

Phase 2. The Role-plays, 30 min total (15 minutes each role-play)

1. Ask the first group, portraying the female perspective, to act out their role-play.

2. Ask the audience to identify factors that made the woman vulnerable to violence from her partner. The participants may suggest the following:

- ⇒ The woman's community said nothing
- ⇒ Her parents told her it was to be expected
- ⇒ She was dependent on her husband for money

3. Emphasize that, ultimately, the woman was vulnerable because the community assigned a low status to her and her worth as a human being. Emphasize also that the woman is not responsible for the violence committed against her.

4. Ask the second group, portraying the male perspective, to act out their role-play.

5. Ask the audience to identify factors that contributed to the man being violent.

The participants may suggest that:

- ⇒ He felt entitled to do whatever he wanted to her
- ⇒ He wanted to assert his authority where he could (i.e., over her)
- ⇒ He was angry and took it out on his wife
- ⇒ Nobody stopped him
- ⇒ He was drunk

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

Phase 3: Summary, 5 min

1. Summarize the work by explaining the following:

⇒ Domestic violence occurs because men feel entitlement over women and because the community does not value women equally to men. Men are socialized to feel entitled to have control over women and many feel justified in demonstrating their power over women through violence.

⇒ The difference in status between women and men is the root cause of domestic violence.

⇒ Poverty, alcohol, unemployment (and other such factors) may be the context of violence, but the difference in status between women and men is the root cause of domestic violence.

ACTIVITY 3.2. CONSEQUENCES – PERSONAL, FAMILY AND COMMUNITY**Objectives:**

→ To understand the consequences of violence on the individual, family and communities.

Time

60 minutes

Materials Flip chart Markers

The story of Mohamed and Fatmata

The Process

Phase 1: The story, 20 minutes

1. Read the story in the facilitators note to the entire group.

2. Ask the participants if it is realistic and if similar things happen to women in their community.

Phase 2: Consequences for Fatmata, 20 minutes

1. On a flip chart, write the title, 'Consequences for Fatmata'. Ask the group to suggest some consequences of domestic violence for Fatmata. Ask questions that help participants think about how violence affects Fatmata.

⇒ What are the short-term consequences for Fatmata living in this kind of relationship?

⇒ What are the long-term consequences for Fatmata?

⇒ How did it make Fatmata feel about herself?

⇒ How did it make her feel about Mohamed and their relationship?

⇒ How did it make Fatmata feel about her relationships with other people around her (i.e., friends and neighbours)?

Phase 3: Consequences for the Family, 25 minutes

1. On a flip chart, write the title, 'Consequences for Mohamed and Family'. Ask the group to

suggest some consequences of domestic violence for Mohamed and his children. Ask questions that help participants think about how violence affects Mohamed and the children.

- ⇒ What are the short-term consequences for Mohamed living in this kind of relationship? for the children?
- ⇒ What are the negative consequences for John?
- ⇒ How does it make him feel about himself?
- ⇒ How does it make him feel about Fatmata?
- ⇒ How does it affect their relationship?
- ⇒ How does it affect his relationship with his children?
- ⇒ What do children learn about relationships from watching their parents?
- ⇒ How does it affect how they feel about their mother and their father?
- ⇒ How does it affect how children feel in their home?

Phase 4: Consequences for the Community, 15 minutes

1. On a flip chart, write the title, 'Consequences for the Community'. Write on flip chart the points that emerge from the discussion. Ask open-ended questions, such as:

- ⇒ How does the violence experienced by Fatmata affect the community?
- ⇒ What kind of relationship did Fatmata have with her neighbours?
- ⇒ What did it mean for the contribution and participation of Fatmata and her children in community life?
- ⇒ What impact did it have on community resources such as health services social welfare services or the police?
- ⇒ What did Fatmata's lack of access to her money mean for her business?
- ⇒ Emphasize that domestic violence affects everyone in the community.

SESSION 4. GBV AND THE LAW

FACILITATOR'S NOTE

This session is comprised of three activities that will give participants a better understanding of the steps most survivors take when they have been victimized as well as the steps for access formal justice. In addition, participants will get an overview of the relevant laws that protect survivors of GBV, commonly referred to as the gender acts and most recently enacted Sexual Offences Act 2012. The gender acts are comprised of the Devolution of Estates Act, the Registration of Customary Marriage and Divorce Act and the Domestic Violence Act all of 2007. Below please see a summary of the Acts with a few selected definitions.

The Sexual Offences Act 2012

This act consolidates, with amendments, the law relating to sexual offences. It lists the crimes and sentencing for general sexual offences (in summary) which are; a) rape, b) indecent assault c) inciting person with mental disability to engage in sexual activity, d) incest, e) harassment, f) indecent exposure, g) voyeurism, h) bestiality, i) prostitution and j) indecent material. The offences involving children (also in summary) include; a) sexual penetration or touching of a child, b) sexual activity in a child's presence, c) meeting a child for sexual purposes, d) producing, distributing or possessing child pornography and e) child prostitution or sex tourism.

Selected terms and offences:

Consent – agreement by choice with freedom and capacity to make that choice. A person cannot consent if; a) there is a threat of violence or intimidation to themselves or others, b) they are unlawfully detained, c) sleeping or unconscious, d) incapable of understanding the nature of the act (i.e. a mental disability), e) if the person requesting is abusing a position of power, trust and authority, or f) are under 18 years of age.

Child Pornography – any visual, audio or written material that shows/uses a person who is or who is depicted to be under 18, engaged in, depicted as engaged in sexual activity or for use of a sexual purpose.

Child Prostitution – any sexual service by a person under 18 for financial or other reward whether given to the child or not.

Rape– sexual penetration without consent – penalty minimum 5 – maximum 15 years in prison

Indecent Assault – intentionally and non-consensually touching a person in a sexual manner or forcing that person to touch the accused in a sexual manner – penalty maximum Le 5 million or maximum 5 years

Clause for persons with disabilities – intentionally causing, inciting, inducing, threatening or deceiving a person with mental disability to engage in sexual activity – penalty minimum 5 – maximum 15 years in prison

Incest– engaging in sexual intercourse with a person of the opposite sex that is known to be his or her family – penalty minimum 5 – maximum 15 years in prison **Harassment** –

repeated and unwanted sexual advances or unwelcomed and repeated following, pursuing or accosting including watching, phone calls, sending packages or other menacing behaviour – penalty maximum 3 year in prison (technical error on fine)

Indecent Exposure – exposing your genitals with the intention of letting someone other than a consenting person see – penalty maximum 3 year in prison

Voyeurism – watching or recording another person without their consent for sexual gratification – penalty maximum 5 years in prison or fine of Le 20,000,000

Bestiality – intentionally penetrating a living animal or causing the penetration of another with the penis of a living animal – penalty maximum 10 years in prison **Causing Prostitution** – intentionally causing a person to become a prostitute or controlling the activities of a person who is a prostitute – penalty maximum 10 years in prison

The Domestic Violence Act, 2007

“It is an offence under this Act for any person in a domestic relationship to engage in any act of domestic violence” “...Domestic Violence means any of the following acts or threat of any such act: a) physical or sexual abuse, b) economic abuse; c) emotional, verbal and psychological abuse; d) harassment, including sexual harassment and intimidation; e) conduct that in any way harms or may harm another person...” Domestic violence “shall be punishable by a fine not exceeding Le

5,000,000 or by a term of imprisonment not exceeding 2 years” Sec. 2 of the Domestic Violence Act.

DVA terms defined:

Physical abuse– force used against another person, including forced detention or forcibly depriving someone of food, water, shelter or rest, or subjecting that person to torture or degrading treatment.

Sexual abuse – forcing another person to engage in sexual contact, married or not.

Economic abuse – unreasonably withholding or destroying financial resources belonging to the complainant.

Harassment – sexual contact with the consent and persistent and unwanted communication, including loitering near the person, repeated calling, messages or other menacing behaviour.

Intimidation– intentionally inducing fear in another person by threatening to abuse them or someone close to them, threatening to destroy their property or by showing them a weapon.

Emotional, verbal or psychological abuse – when one person makes another feel constantly unhappy, humiliated, ridiculed, afraid, depressed, inadequate or worthless.

The Devolution of Estates Act, 2007

The act provides for the distribution of property for surviving spouses, children, parents, relatives and other dependents of testate (has a will) and intestate (doesn't have a will) persons. This law was meant to protect women and children, particularly girl children, from being denied access to property and money upon death of the man. The law makes it so that male and female children are to be treated equally and husbands and wives inherit property from each other equally. The law protects children so as they will be maintained and educated from the proceeds of the estate.

Small estates of up to Le 15,000,000 will go entirely to the wife or wives and the children. If no wives or children then to surviving parent and if no surviving parent then to surviving brothers and sisters.

Large estates over Le 15,000,000 are to be divided so that the wife and children automatically get the house and household goods. If there is more than one wife and only one house the wives will share the house. If there is more than one house the wives must decide amongst themselves who will take which house and if they cannot decide the court can resolve the matter. As with the small estates all children, whether born in marriage or not, should be maintained and educated. The remainder of the estate, after the house and the household goods are divided; i) 35 % will go to the surviving spouse(s) regardless of whether they have borne children, ii) 35% to the children, iii) 15% to the parents and 15% to be distributed according to Muslim or customary law as applicable. If there is more than one wife, then the estate will be distributed among the wives based on the length of their marriages and other factors like their total contributions.

The Registration of Customary Marriage and Divorce Act, 2007

This act provides for the registration of customary marriages and divorces. It was created to provide uniformity and protection for those who have married under customary law or live as husband and wife under customary law. This law protects women in customary marriages who may have little or no recourse if applying for maintenance or distribution of property upon her husband's death.

Child Rights Act 2007

Provides for the promotion of the rights of the child, which is compatible with the Convention on the Rights of the Child. Some of the rights afforded children are the right to; a) grow up with parents, b) parental property, c) be taken care of by parents, d) be protect from involvement in armed or any other kind of violent conflict, e) be protect from exploitative labour, f) to be protected from torture and degrading treatment, g) right to be protect from early and forces marriage, etc.

ACTIVITY 4.1.

Justice and access to justice may mean different things to different people. Some believe that justice means the perpetrator serves time in prison or has gone through the formal justice system. Others believe that the chief dispenses justice. And yet still others, and many survivors of GBV, believe that justice is being believed, letting truth prevail and for the abuse and victimization to stop. It is important to understand that most women do not go to the formal justice system as a first step. Most often victims seek solutions in the community for example, going to the family first, then to the mammy queen, then to the chief, and so on.

Below is the story of Mariama

Mariama lived with her husband, Fayie and two mates. She was the Batay (the new, young wife) and her husband Fayie had no sons with his first two wives and desperately wanted a son.

Mariama had recently fallen ill and was recovering from malaria and cold. Fayie came home and was ready to go bed with Mariama. Mariama said she was still tired and didn't feel very well from her illness.

Fayie begged Mariama and she still refused, adamant that she was not well. This angered Fayie, who began shouting on her accusing her of having a boyfriend if she didn't want to have sex with him this night. She pleaded with her husband saying it was not the case she was just not well.

Fayie, enraged and determined to have a boy child, beat her and get sex with her. Mariama cried because he forced her to lay down with him. This was not the first time this had happened and Mariama wanted it to stop.

ACTIVITY 4.2.

This section provides participants an introduction to the laws in Sierra Leone. Please use the facilitator's note as your background information for this session and the annexed laws.

ACTIVITY 4.3.

This activity will help participants explore and understand consent. This is a pivotal piece of the sexual offences act and is also key in their work with survivors. It will help if you review the technical definitions above as they are listed in the law. All in all you should be able to reflect back to them that consent is; i) being of age (18), ii) having adequate and correct information including consequences, iii) being of sound mind (no mental disability, extreme intoxication, etc., iv) there is no fear or intimidation, and so on. The one you may need to add and spend some time exploring is that there is no unequal power dynamics.

Persuasion

Subtle tactics used to change a women's mind after she has said no to a sexual encounter. These may be indirect threats of negative consequences but most likely persuasion is giving 'positive' reasons to influence her decision. In an economically deprived environment like Sierra Leone, this could very likely be money, food, employment, etc. This is a tricky concept so please reflect back to the session plan that discussed Power, it will help.

Manipulation

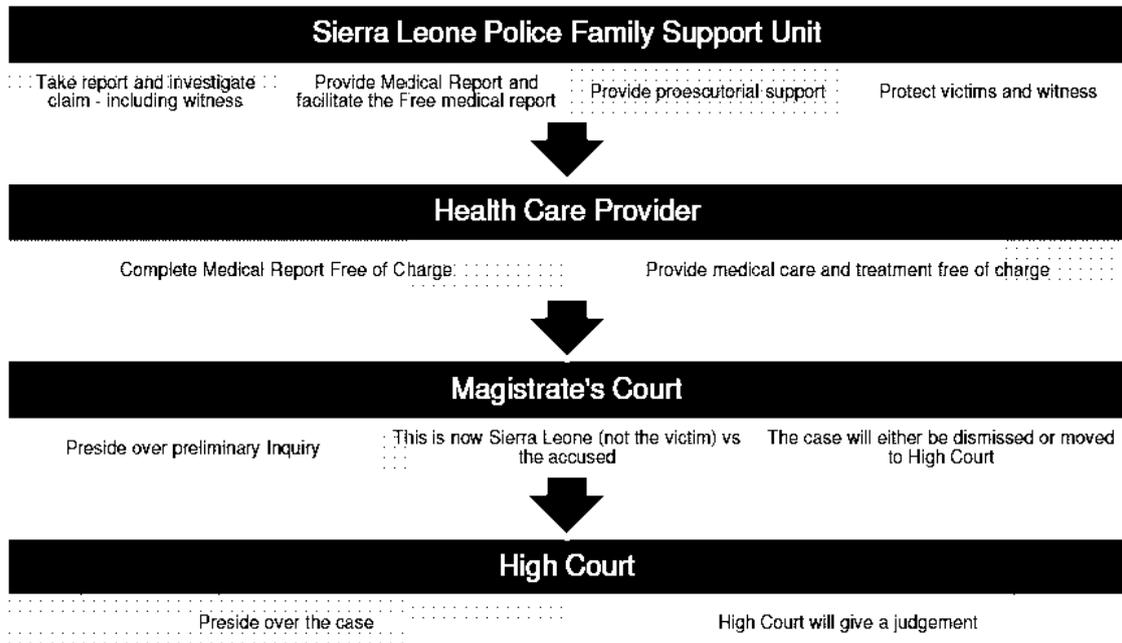
This is when a person is given incorrect, incomplete or not all the relevant information for them to make an informed decision based on the actual cost and consequences. Giving false or misleading information leads the survivor into thinking they have made the best decision for themselves. Also, manipulation may come in the form of threats of negative consequences.

Coercion

Coercion is when someone is basically forced or has given consent of threats of violence or big negative consequences like threats to family, self and livelihoods. Threats to do not have to be on livelihoods, they can be threats of public humiliation, shame, etc. Many times people who have been coerced have a hard time coming forward because of the same fear of the negative consequence that forced them to give consent in the first place.

ACTIVITY 4.4.

The formal justice system, what are the roles and mandates of each of the players. A typical pathway for GBV cases is as follows:



The FSU

According to the Child Rights Act, the Family Support Unit specifically has the responsibility to deal with:

- Sexual Assault
- Physical Assault (Domestic Violence)
- Cruelty to children
- Offences committed by children
- Anti-Human Trafficking relating to children
- Collaborate and partner with other units

The FSU shall investigate complaints include home visits to the victim/survivor and look for witnesses (depending on your involvement you could be called as a witness). They should facilitate the victim receiving the free medical report and refer to other services as necessary. Within the FSU there is often a joint investigation team that includes a social worker from the MoSWGCA. The police will then, if evidence provides make a charge and forward for prosecution. At no point should the police request money or financial assistance. The police are also not to settle or mediate over any crime that is aggravated.

The Hospital

If a victim is injured, the police should provide a referral and the victim with the medical report that will be used by a trained medical officer to support the claim. The medical examination, treatment and report are supposed to be free of charge to the victim.

The Magistrate Court

The magistrate court will preside over a preliminary hearing to determine the merits of the case and forward to high court. At this point the victim and witness will be called to court again. At this stage it is important that all involved show up when the case is called. This is often the stage in the justice process, which slows down substantially especially since there are not magistrate's courts in all areas. Victims can be asked to appear repeatedly and yet still their case is not heard for a variety of reasons.

At no point should the victim be requested to provide financial support to the process. At this point it is a case of the accused versus the Sierra Leone, not the victim. Victims are not required to have a lawyer to move the process forward. However, legal advice can be very beneficial.

The High Court

Once a case reaches the high court a judge will preside over the matter ultimately making a ruling. The time frame for cases reaching this point is long and many cases are withdrawn or thrown out before reaching high court.

In general the process can be long and very expensive because of the number of trips it takes to go back and forth. Many victims opt for reporting to a human rights organization, many of who often provide support for transportation.

ACTIVITY 4.1. THE PATHWAY TO JUSTICE

Objectives:

→ To understand the steps that a survivor would typically go through when seeking redress for a violation

Time

60 minutes

Materials Flip chart Tape Markers

40 cut outs of the feet in annex

Preparatory Phase

Before the sessions, starts you should place cut outs of the individual feet along the wall in the front of the room, starting from one side spreading just like footsteps to the other side of the room.

The Process

Phase 1: The Story, 10 minutes

1. Read the story of Mariama in the facilitators note.
2. Ask the participants if it is realistic and if similar things happen to women in their community.

Phase 2: The Process for Mariama,20 minutes

1. Ask the group to identify steps that Mariama would normally take if she wanted this behaviour to stop. Ask them to think about the real life situation for women. Ask questions such as:

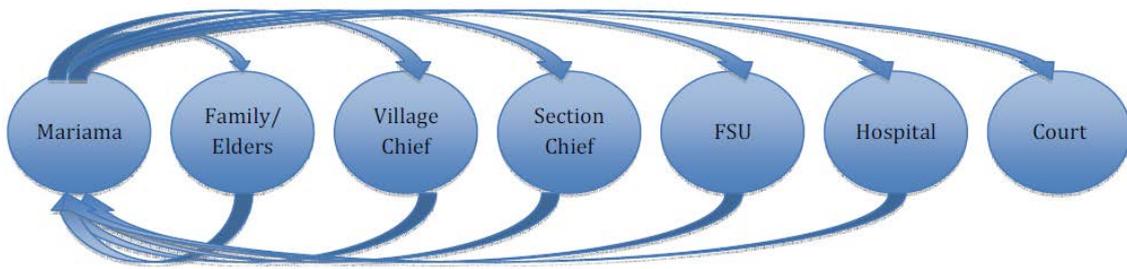
⇒ Who is the very first person Mariama would tell and what would happen?(make sure to help participants really think about the very first person she would tell, not what we think should be the first step.)

⇒ Is that really the first person Mariama would tell?

⇒ If nothing changes after she told that person, who would Mariama tell next and what would happen?(When asking what would happen, be

sure to identify things like if she went to the chief is there normally a case.)

2. Go through the above questions until you trace a normal pathway of justice all the way through both the traditional and the formal justice system. A typical pathway is below and. Each place Mariama is likely to go for support needs to be placed on a footprint that is placed across the front of the room. Make sure you are asking what would normally happen at each of these places.

**Phase 3: Discussion, 30 minutes**

1. After this is mapped, reflect back to the group about how much work this process as is and the amount of time and money it takes.

2. Ask questions like what are some of the negative consequences of seeking justice in this manner. For example, the fine levied by the chief makes her husband angrier and he beats her or denies her feeding because of it. Or, maybe no one in the community thinks what happened is a big deal because it is her husband.

3. On the cut-outs of the footprints, titled pathway to justice. Please write some of the steps. Ask the group to suggest some consequences of domestic violence for Fatmata. Ask questions that help identify steps that Mariama would normally take if she wanted this behaviour to stop. Ask them to think about the real life situation for women. Ask pathways to Justice (what is justice? Survivors' decision?)

4. You should then walk the path always returning back to Mariama. For example, starting from the first step, she goes to the family; it doesn't resolve she goes back. Then from the starting point again, walk to the next step, which may be the village chief – the situation is still not resolved so return to the starting point. Do this for all the steps so you can visually demonstrate how much work it takes for Mariama to get help.

ACTIVITY 4.2. THE LAWS**Objectives:**

→ To understand the actual laws of Sierra Leone that protect individuals from gender-based violence.

→ To understand what you are protected from under those laws.

Time

60 minutes

Materials

Copies of the relevant legislation

Print outs of Annex 4 on colour coded paper. For example, SOA on red, DVA on green.

Make enough handouts for every participant to have one act each.

Candy, Rocks

Preparatory Phase

Before the session starts, make sure you understand the legislation that you are planning to discuss. Summaries of each bill are provided in the facilitators note and the actual legislation is in Annex.

The Process**Phase 1: The Background, 30 minutes**

1. List the pieces of legislation that pertain to GBV.
2. Explain the main clauses of each of the bills.

Phase 2: Legislation Flash Card, 20 minutes

1. Pass the color-coded cards. Each participant should have each of the 4 pieces of legislation. Explain to them that each piece of legislation is on a 'XXX' colour card. This will ensure those who have low levels of literacy are able to participate.
2. Read the following statements instructing participants to raise the card of the corresponding piece of legislation. Discuss the answers with the group and give the person who answered correctly first a rock.
3. Questions should include:
 - ⇒ This act protects your right to live in a domestic relationship free from violence.
 - ⇒ This act protects your right to live free from sexual violence.
 - ⇒ This act gives women the right to inherit equally to men.
 - ⇒ This act provides legal entitlements for women in customary marriages.
 - ⇒ This act protects a child's right to have a childhood and raises the legal marriageable age to 18 years.
 - ⇒ This act states marriage is not a defence to sexual assault.
 - ⇒ This act protects the right of a person with a mental disability to live free from coercive sexual encounters.
 - ⇒ This act entitles you to a free medical report and treatment. (Both DVA and SOA)
 - ⇒ This act protects a woman from being forced to marry her husband's brother upon her husband's death.
 - ⇒ The act protects your right to live free from your partner unreasonably withholding or destroying your financial resources.
 - ⇒ This act protects you from unwanted sexual touching.
 - ⇒ This act protects your right to live free from emotional abuse within a domestic relationship.
 - ⇒ This act requires a police officer to assist the victim to a safe place.
4. At the end of the game the person with the most rocks is the winner and gets a bag of candy.

Phase 3: Discussion, 10 minutes

1. Summarise each of the bills and what survivor's options are when seeking justice. This should include things like medical treatment and the medical report are free of charge in domestic and sexual violence cases.
2. Reflect on the importance of survivors knowing what the laws are so they can make informed decision regarding their choices.

ACTIVITY 4.3.CONSENT**Objectives:**

→ To help participants understand what consent actually means.

Time

60 minutes

Materials

3 pieces of flipchart paper; one with the word Persuasion, one with Manipulation and one with the word Coercion

Preparatory Phase

What

The Process**Phase 1: Small Group Work, 20 minutes**

1. Break the group into three small groups. Ask them to discuss what makes people to things when they don't want to. (Please remind them to not reflect on a very traumatic event – this is to be a light example to explore the concept.)
2. Bring the group back together and ask the three groups to groups to present back the things they discussed in their small groups asking them to briefly explain the reasons for their selection
3. Now explain the concepts outlined in the facilitator's note.

Phase 2: Discussion, 30 minutes

1. Ask the participants to go back into their groups and discuss how the things they came up with when they first met, fit within the three categories of persuasion, manipulation or coercion.
2. Bring the groups back together and discuss. It is important to discuss how these things affect our discussion making and **most importantly how do they relate to the GBV issues we have been talking about?**

Phase 3: Wrap Up, 10 minutes

1. Summarize the discussion making sure to help draw the links between what they have been discussing and GBV.

ACTIVITY 4.4. PATHWAY TO FORMAL JUSTICE**Objectives:**

→ To help participants understand what is actually entailed in the formal justice process.

Time

60 minutes

Materials Flip chart Markers

Preparatory Phase

Review the outline of the various steps in the formal justice system.

The Process**Phase 1: Brainstorming, 20 minutes**

1. Ask participants to break into small groups of four to five participants each.
2. While in group, ask them to discuss what they think are the steps of access the formal justice system for a victim of GBV. Ask them to come up with a complete process from the moment the report to the police until the person is convicted or acquitted. Ask them to provide details of each of the steps and what is required of the victim/witnesses.

Phase 2: Presentation and Questions, 15 minutes

1. Bring the groups back together and ask one group to volunteer to share what they came up with in their group. Let them know that the other groups will be added to what they came up with.
2. As the volunteer group is presenting, ask the other groups if they agree? Is that accurate? Did you have that step in your story? Is that what really happens in Sierra Leone?
3. As participants add and delete please keep track of the steps and what is required of victims at each step in the process on the flip chart. Continue asking questions and mapping until you have a complete outline.

Phase 3: Discussion, 20 minutes

1. Now reflect back on what the group has come up with on the flip chart. Is there anything missing? If so, add them now through discussion.

SESSION 5. WHAT DO WE NEED? SELF CARE!

FACILITATOR'S NOTE

Working with and listening to survivors of GBV can be very difficult. Listening and supporting survivors can trigger our own emotions and sometimes the powerlessness that victims feel we can also feel. Therefore it is important that we recognize what is going on inside to keep ourselves in a place where the work we do with survivors is effective. Most importantly caring for ourselves helps ensure that what we are saying to survivors is in their best interest not our own.

Many of us have learned to cope with difficult situation in different ways and the below session is to help walk participants through identifying healthy ways in which they can cope with difficult situations. Also, how they can recognize that they are becoming overwhelmed before the situation is so big or intense that it can cause other problems.

This activity is often dedicated to a much longer time period so make sure to keep an eye on time.

ACTIVITY 5.1. WHAT WE NEED AND HOW TO COPE

Objectives:

- To identify and understand ways that they can take care of themselves while they provide support for survivors.
- To identify what they may need from colleagues and management
- To identify their own personal stressors.

Time

120 minutes

Materials

Flip chart paper

Markers

The Process

Phase 1. Brainstorming, 30 minutes

1. Ask participants to think about the impact that listening or hearing survivors stories can make on them, especially if they are not responsible for supporting them through the process.
2. In the large group, ask participants to share how they think working on GBV may affect them. You should ask questions such as:

- ⇒ What are your feelings about hearing their stories?
 - ⇒ What happens when you become stressed?
 - ⇒ What happens when you start to feel helpless?
 - ⇒ What makes me stressed?
3. Write these items on the flip chart for you to refer back to at the end of the session.

Phase 2. When I Am Stressed, 60 minutes

1. Have participants form two circles, one facing out and one facing in, so that participants are paired with each other.
2. Have the participants share with their partner, what they do when they are stressed to help manage the stress. Ask them to reflect on things that help them manage during difficult times. Let them know that they will only have a couple of minutes so to prioritize what they share as the things that help the most.
3. After 2-3 minutes, either have the inner circle or the outer circle move one step to the right and repeat the exercise. Repeat the exercise until you reach the original pairing. When they are changing groups, remind them of the things they brainstormed earlier.
4. At the end have the participants share what they learned and new ways of coping that they may incorporate. Facilitate questions such as; why they think the new techniques would help?

Phase 3. Practically How We Manage, 30 minutes

1. Have participants spend 10 minutes thinking (and writing if the capacity is there) about the following questions.
 - ⇒ What can I do for myself?
 - ⇒ What do I need from my colleagues?
 - ⇒ What do I need from my supervisors?
 - ⇒ What is my commitment to myself in terms of staying healthy?
 - ⇒ What commitment can I ask of my colleagues to help me stay grounded?
2. Now in the large group have individuals share what they need for themselves and what they need from their colleagues. Let them know that these are their commitments to themselves and have them ask their colleagues if they can commit to what they said they need from colleagues. This will serve as a group commitment to self-care and supporting each other.

SESSION 6: MEN AND BOYS AS ROLE MODELS

FACILITATOR'S NOTE

This session recognizes that men and boys are integral parts of change and are often victims of the very same socio-cultural norms that create GBV. It acknowledges that men are often socialized to be violent and to commit acts of violence. But that as this is a learned behaviour it can be unlearned. However, the gender roles that both men and women are prescribed are deeply held and not easy to break. This are two activity that can begin to help participants think a little bit differently about their attachment to gender norms and what it make take to make a change.

Men can be role models and allies. Men can be positive reflections of communities that value equality and those men who break the norm will need support. Both activities are very long, and can often be spread over a half day, so please be mindful of time.

ACTIVITY 6.1: NEW KINDS OF COURAGE

Objectives:

→ To identify and understand ways that men and women can have equal relationships and to encourage men to take responsibility for the violence they perpetrate against women.

Time

60 minutes

Materials Flip chart Markers

Preparatory Phase

Prepared Spectrum Flip Charts; One flip chart sheet with the words "No Courage", one with the words "Some Courage" and the other with the words "More Courage"

The Process

Phase 1. Spectrum of Courage, 60 minutes

1. Create a "Spectrum of Courage" on the wall by sticking the "No Courage" sign on the left side of the wall, the "Some Courage" sign in the middle, and the "More Courage" sign on the right.

2. Ask participants why they think men especially should be concerned about gender-based violence, promoting fairer and more responsible sexual practices and promoting more equal relations between women and men. Summarize the discussion using the following:

⇒ Men can play a critical role in setting a positive example for other men, by treating women and girls with respect and by challenging other men's harmful attitudes and behaviours

⇒ Most men care deeply about the women and girls in their lives, whether they are their wives, girlfriends, daughters, other family members or neighbours.

⇒ When men commit acts of violence, it becomes more difficult for the affected women to trust any man. This is seen in how men follow the gender norms and gender roles that are set by society, which in turn benefit men. This exercise thus calls upon men to challenge those norms and roles.

⇒ Men commit the vast majority of domestic and sexual violence therefore have a special responsibility to end the violence. Traditional ideas of what a man should be promote unequal relations between women and men.

3. Explain that there are different actions that men can take to end violence against women, and promote more equal and healthier relationships between women and men. Some of these actions will take more courage than others.

4. Give each of the below statements one at a time and tell participants to stand under the courage category that matches the level of courage it would take for action in the below scenarios. Discuss in group why people stood under the various categories and why.

⇒ Ignore a fight between a man and his wife that is taking place in the street in front of your house.

⇒ Tell your sister that you are concerned about abuse in her home.

⇒ Talk to your neighbours to convince them that they should not send their daughter to go through initiation

⇒ Talk to your neighbour if you hear him insulting his wife.

ACTIVITY 6.2. OUTSIDE OF THE BOX

Objectives:

→ To identify ways men and boys can support positive change by breaking gender norms.

Time

60 minutes

Materials Flipchart paper Markers

The Process

Phase 1: Act like a Man, 10 minutes

1. Ask participants to think about a time they have been told to “Act like a Man”
2. Discuss times and situations they have been asked to “act like a man’ and what that actually meant. For example, when he was crying because something bad happen, someone said men don’t cry, act like a big man. So that means that men do not cry. Continue to discuss and brainstorm the list. Other responses may include; men earn the money, show no emotion, don’t take care of children, have to be tough, etc.

Phase 2: The Box, 15 minutes

1. Draw a box on the flip chart and tell participants that this is the box the holds how men should act. Write many of the examples given inside the box. Ask men questions such as:
 - ⇒ How does it feel to see all your roles limited to the inside of the box?
 - ⇒ Can it be limiting for a man to have to behave in this certain manner? If so, how?
 - ⇒ What emotions can a man express? Which emotions can he not express?
 - ⇒ How can these messages have a negative impact on both men and women?
 - ⇒ Is it possible to live outside the box?
 - ⇒ What are the challenges to living outside the box? Benefits?

Phase 3: Act like a Woman, 10 minutes

1. Ask participants to think about a time they have been told to “Act like a Woman”
2. Discuss times and situations they have been asked to “act like a woman’ and what that actually meant. For example, when she wanted to become an Okada driver and someone said women can’t drive Okada’s. So that means that women can’t become drivers. Continue to discuss and brainstorm the list.

Other responses may include; women must take care of the family, women have to quiet, women have to act sexy, etc...

Phase 4. The box 15 minutes

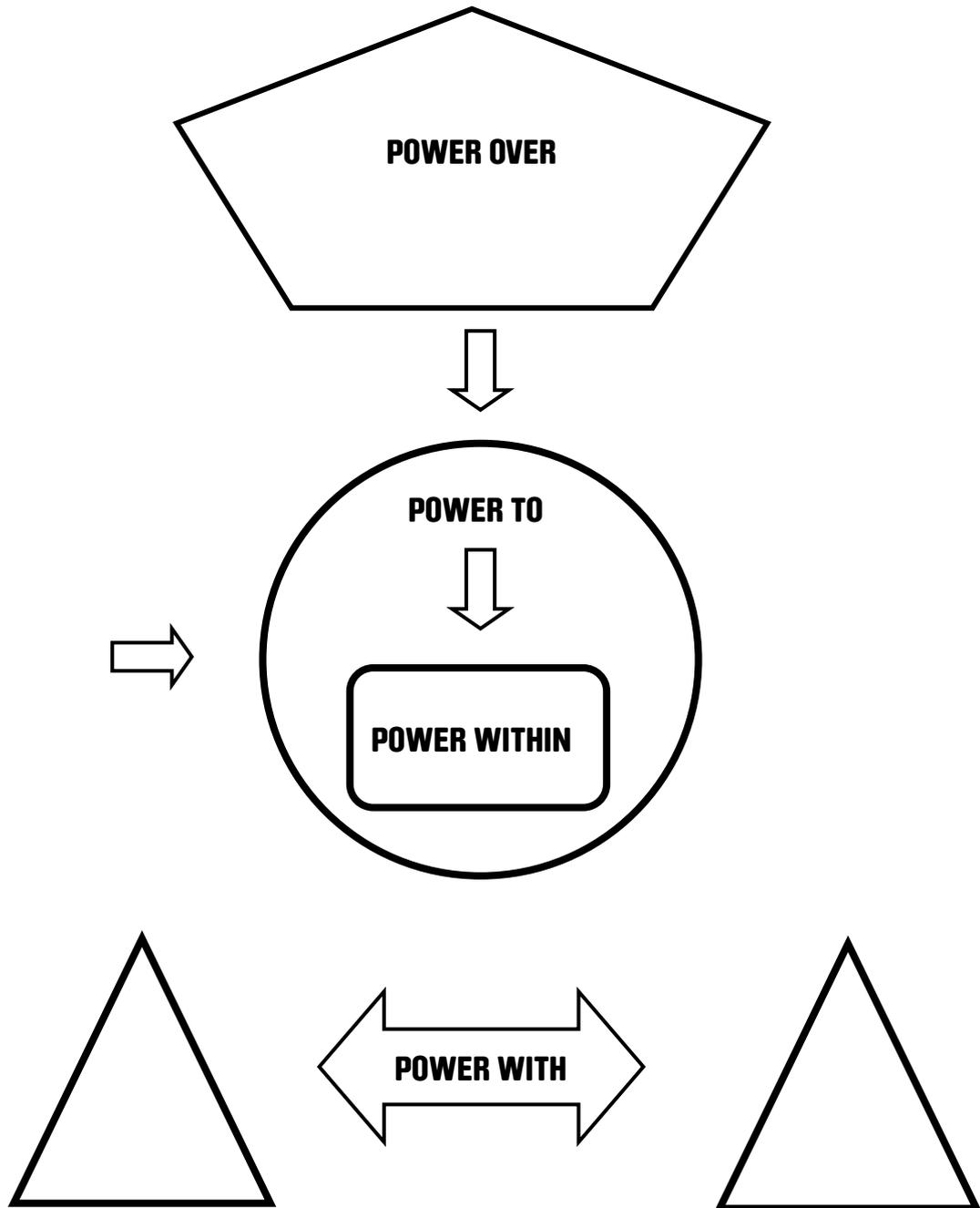
1. Draw a box on the flip chart and tell participants that this is the box the holds how women should act. Write many of the examples given inside the box. Ask men questions such as:

- ⇒ How does it feel to see all your roles limited to the inside of the box?
- ⇒ Can it be limiting for a woman to have to behave in this certain manner? If so, how?
- ⇒ What emotions can a woman express? Which emotions can she not express?
- ⇒ How can these messages have a negative impact on both men and women?
- ⇒ Is it possible to live outside the box?
- ⇒ What are the challenges to living outside the box? Benefits?

Phase 5. The box 10 minutes

1. Summarize the key lessons learned and messages from this session. Focus on the positive areas in which people could see themselves stepping outside the box.

DIAGRAM 1



ANNEX3



**DOMESTIC
VIOLENCE
ACT**

DEVOLUTION OF ESTATES ACT

**REGISTRATION OF
CUSTOMARY MARRIAGE
AND DIVORCE ACT**

SEXUAL OFFENCES ACT