



Safe FAMILIES

A toolkit to engage communities to respond
to and prevent family violence in Solomon Islands

Acknowledgements

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“Now I understand the causes of family violence and how we can effectively respond to it.”

(Female, Malaita, June 2015)

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“We need to be strong in the way we give out key messages. We have to absolutely own this so that people will take it seriously. Sometimes we must put ourselves in victim’s shoes.”

(Male, Malaita, June 2015)

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Violence against women (VAW) is highly prevalent and a serious problem in Solomon Islands. More than two out of every three women and girls aged between 15 and 45 years have experienced emotional, physical and/or sexual violence at the hands of a partner or ex-partner.¹

The major or root cause of **violence against women**² is grounded in inequality between men and women. Similar to the rest of the world, gender inequality is widespread in Solomon Islands, and affects the health and welfare of women and girls through “violence against women, lack of decision-making power, and unfair divisions of work, leisure, and possibilities of improving one’s life.”³ High levels of violence against women (or family violence) are one of the most significant consequences of gender inequality for women in Solomon Islands.

According to the Family Health and Safety Study conducted in 2008,⁴ 73% of women believe that a husband is justified in beating his wife under some circumstances and particularly when she is unfaithful or disobedient. This reflects the strict gender roles that the Solomon Islands society enforces. For example, women who believed they could occasionally refuse sex were four times more likely to experience violence from an intimate partner. Male participants in focus group discussions named the acceptability of gender inequality and violence as the two main reasons for violence against women, and almost all of these men stated that they hit their female partners as an act of disciplining them. Most of these men believe that if their female partners obeyed them they would not need to use violence against them. Another reason provided for the high levels of gender inequality within Solomon Islands was the traditional practice of paying bride price. Although this custom varies between communities, paying a bride price is considered similar to a property title, granting men a sense of ownership over their female partners.

The Study identified the following factors as significant contributors to the high prevalence of intimate partner violence:⁵

- The acceptability of violence against women;
- The frequent use of physical punishment to discipline women who are seen as transgressing their prescribed gender roles;
- The common practice of physically disciplining children, which means that children learn from a young age that physical violence is normal, thus creating an inter-generational cycle of violence;
- The lack of formal support services, which makes it difficult for women to seek help.

The Solomon Islands Government (SIG) has progressively been advancing its position on gender equality and the elimination of violence against women. In 2002 SIG agreed to sign on to CEDAW (the Convention on the Elimination of all Forms of Discrimination Against Women which is an international treaty adopted in 1979 by the United Nations General Assembly) which commits SIG to regularly reporting on their measures undertaken to increase equality between men and women. The Government has produced two key documents that directly address gender equality and ending violence against women. *The Solomon Islands National Policy on Gender Equality and Women’s Development: Partners in Development (2010)*; and the *National Policy on Eliminating Violence Against Women (2009)* and *National Action Plan* which defines violence against women and has four guiding principles and values: zero tolerance of violence; recognition of women’s rights; the shared responsibility for eliminating VAW; and achieving gender equality.⁶ In 2016 there will be a review of the *National Policy* and accompanying *National Action Plan*.

1. Secretariat of the Pacific Community (2009) Solomon Islands Family Health and Safety Study: a study on violence against women and children

2. This toolkit will use the terms ‘violence against women’, gender based violence and ‘family violence’ interchangeably. In the Solomon Islands context, family violence is the most commonly used term.

3. Commission on Social Determinants of Health. Geneva, 2008: WHO Commission on Social Determinants of Health.

4. Secretariat of the Pacific Community (2009) Solomon Islands Family Health and Safety Study: a study on violence against women and children.

5. *ibid*

6. Solomon Islands Government. Ministry of Women, Youth and Children’s Affairs. 2010. Solomon Islands National Policy on Gender Equality and Women’s Development: Partners in Development. Honiara. P1.

Possibly the most important action the Government has undertaken recently is the passing of the Family Protection Bill in 2014 which was enacted in 2016. The Bill established “domestic violence” as a criminal offence in national law and applied associated penalties. Additionally, in 2012 the Solomon Islands Government endorsed the Pacific Leaders’ Gender Equality Declaration which commits member States to take a range of actions to progress gender equality including ending violence against women.

Slow but steady progress is being made towards changing the attitudes and behaviours of the people of Solomon Islands to see violence against women as the human rights violation that it is. The media are increasingly reporting on this violence and the organisations working on this issue are becoming more vocal about the level and severity of violence against women which is occurring and the lack of accountability imposed upon the men who perpetrate this violence.

One of the major issues facing women who experience violence is the lack of appropriate responses available in Solomon Islands and, in particular, in the provincial and rural areas. Within Honiara and its immediate surrounds there are a small number of organisations providing services such as the Family Support Centre (counselling, access to legal support, outreach and awareness raising), the Christian Care Centre (shelter and crisis support) and Seif Ples (clinical and crisis response and referral). These services are part of an integrated model of VAW responses also including the police, Social Welfare and Ministry of Health called SAFENET. At this stage, SAFENET only operates within Honiara and although there is a similar network in Isabel Province, there is no such model in other rural and provincial areas. Whilst some rural and provincial areas have designated a ‘seif ples’ for women to go to in an emergency, such as the Provincial Council of Women in Auki, these are not funded services and, as such, have no appropriately trained staff to deal effectively with survivors of violence.

Violence against women results in many negative outcomes for women, men and children. It negatively affects health and significantly impairs social and economic development. The Family Health and Safety Study showed that survivors of violence against women were more likely to report poorer health outcomes, including emotional distress, and were nearly four times more likely to have attempted suicide.⁷

To successfully address violence against women we need to focus on what are the underlying causes of the violence and systematically change these. Violence against women can be summed up by the following equation:

$$\begin{array}{c} \text{gender discrimination} \\ + \\ \text{lack of respect for human rights} \\ + \\ \text{abuse of power} \\ = \\ \text{violence against women} \end{array}$$

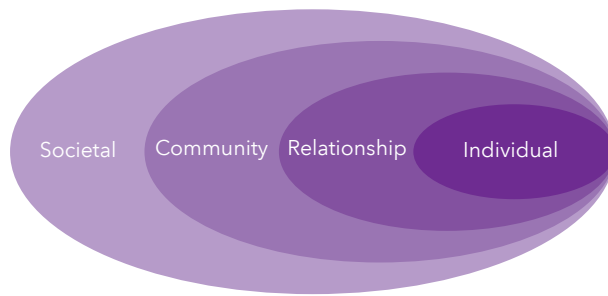
Throughout the Toolkit, the issues above will be discussed encouraging the participants to consider how these are practiced within their communities. Once people are able to make the link between the practices of gender discrimination, lack of respect for human rights and abuses of power and violence against women, they are then able to begin making the changes required to prevent such violence happening in the first place. Communities will then begin to see what life can look like with the equal and valued contribution of women and men, girls and boys. Women will become part of the decision-making processes so community decisions take into account how women will experience the issue; women’s roles as mother and housekeeper will be valued as important and essential to the wellbeing of the whole community; men will contribute to the workings of the house and the childcare and realise how important it is to share this work with their wives; relationships will be stronger and more loving when this work is shared and when men treat their wives respectfully.

Another way to look at violence against women is to think about an ‘ecological framework’ that consists of four connecting (concentric) circles that interact with each other to cause this violence.

The inner circle represents the biological and personal history that affects a person’s behaviour in his/her relationships. The second circle represents the immediate context in which gender based violence (GBV) takes place – usually in the family or other intimate relationships. The third circle represents the institutions and social structures, both formal and informal, in which relationships occur – the village, community, workplace, social groups. The last outermost circle is the economic and social environment which includes the social and cultural norms.

7. ibid

Ecological model for understanding violence



Source: Heise et al., 1999; Krug et al., 2002; CDC, 2004

Many studies support the idea that several factors at each of these levels may increase the likelihood of violence against women occurring, although these are not the sole cause of the violence:

- At the individual level, these factors include the perpetrator being abused as a child or being exposed to violence committed by his father against his mother in the home, having a father who rejects him or is regularly away or absent altogether and frequent use of alcohol.
- At the level of the family and relationship, cross cultural studies have cited male control of the money and decision-making within the family and marital conflict as strong predictors of violence.
- At the community level, women's isolation and lack of social supports, together with male peer groups that excuse and legitimise men's violence, predict higher rates of violence.
- At the societal level, numerous studies throughout the world have found that violence against women is most common where gender roles are strictly determined and enforced and where the concept of masculinity is linked to being tough, strong, entitled or dominant. Other cultural norms associated with abuse include tolerance of physical punishment of women and children, acceptance of violence as a means to solve interpersonal conflict and the view that men have "ownership" of women (and children).

An ecological approach to violence against women argues that no one factor alone "causes" this violence but rather that a number of factors combine to raise the likelihood that a particular man in a particular setting may act violently towards a woman.

In the ecological framework, social and cultural norms such as those that assert men's natural authority over women – combine with individual-level factors – such as whether a man was abused himself as a child – to determine the likelihood of gender based violence. The more risk factors are present, the higher the likelihood of violence.

Note

It is very important that as a facilitator you are aware of the difference between the causes and contributing factors and clearly state this to the participants. For example, low economic status, alcohol and drugs all contribute to violence against women but are not themselves the main cause.

Psychological explanations for GBV (i.e. being exposed to such violence as a child, being rejected by your father, or being abused as a child) often fail to appreciate the role of wider inequalities in the relations between women and men and the need to transform these. It is important not to imply that if one sees or experiences violence as a child this will mean that the child will grow up to abuse others. Studies emphasise that girls are three to six times more likely to experience sexual abuse than boys, but the vast majority of sexual abuse is perpetrated by males, not female adults.

At the other extreme, the explanation of violence against women solely as the result of men's experiences of external factors such as poverty, conflict, rapid economic or political change fails to take into account that GBV cuts across socio-economic boundaries (i.e. rich men abuse their wives). While many examples from women themselves indicate that poverty and disasters exacerbate violence against women, in particular in relation to family violence, poverty is not, in itself, the cause of the violence against women. Rather it is one of the main factors that may aggravate or increase the violence that already exists. The fact that not all men in poor households are violent indicates that poverty is an insufficient explanation of violence against women. Exaggerating the role of poverty, in fact, negates people's agency in making choices about the way they react to factors outside of their control.

The gender perspective on violence against women shows us that the root cause of violence lies in the unequal power relations between women and men, which ensure male dominance over women and are a characteristic of human societies throughout the world.

Everyone in the community will benefit from the work that you will undertake by using this Toolkit.

About this toolkit

This Toolkit is intended to be a resource for those who plan to work with communities in Solomon Islands to address violence against women.

The Toolkit walks the reader through three stages of learning – Stage 1 the introduction to gender inequality and violence against women; Stage 2 raising awareness about gender inequality and violence against women; and lastly Stage 3 developing strategies to prevent violence against women. The Toolkit methodology is Train the Trainer which means that it is a learning technique that aims to teach participants how to be teachers or facilitators. This way of learning allows the participants to retain knowledge as they tend to pay attention if they know that they will have to deliver the training themselves and it also helps develop their leadership skills by teaching (facilitating) what they have learnt themselves.

Although it is ideal if you are able to be trained in all the activities contained in the Toolkit, if this isn't possible and as long as you have had training in some of the Toolkit activities, you can learn by reading through the activities, taking note of the key messages and tips for facilitators and talking to your colleagues. Of most importance, is the need to fully understand Stages 1 and 2 to ensure that you have a solid appreciation for what violence against women is, how it impacts women and children and what are the underlying causes and contributing factors. In Stage 3, we begin to think about how we can work with the community to plan for activities that will reduce violence against women.

Quotes – in some cases there was a need to reword the quotes to ensure that the English translation made sense but every attempt has been made to ensure that the original meaning of the words is maintained.



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Introduction

Who is this Toolkit for?

This Toolkit is to be used by community engagement facilitators, community leaders, church group leaders, community-based organisations and provincial governments who are committed to changing the attitudes and behaviours of community members who perpetrate or who tolerate violence against women, girls and children.

How to use this Toolkit

Preparation

To work with this training Toolkit the facilitators should have undergone a Training of Trainers based on the information in the Toolkit. The facilitators should be familiar with all the activities in the Toolkit. Although it is okay to select a number of sessions that you plan to do it is important that you run the sessions in the same order that they are presented in the Toolkit. The sessions build on each other from one to the next, so even though it is okay to skip sessions try to maintain the same order. For example, you may decide to use sessions 1, 3, 5, 6 & 10 so use them in that order.

Before starting each activity the facilitators should have read the background information of each activity and the instructions. Discuss anything that you are unsure of with your coordinator or colleagues.

Do your homework: know the facts about your country, province and village so that you can confidently answer tricky questions. Quote from your government's policy or any relevant laws if you can.

If you don't have all the relevant facts, say that you will follow up the issue and provide the information after the workshop or ask participants to do some homework and find out the facts of the province or village.

If you don't already know the group of participants, try to find out as much as possible about them and about their views on the issues that you will be discussing. Have they had any previous training on gender or violence against women or been involved in any discussions?

Find out how many participants will be attending the workshop. If there is too many it might be difficult to hear everyone's opinions/ideas.

Talk with your co-facilitator to make sure that you are both clear about who is doing what. Co-facilitators should always support each other and never be critical of what the other says during the workshop. If there are any areas that need to be clarified try to do this before the workshop or wait until after the workshop is finished.

Respecting Kastom and religion

Kastom and religion will influence what people think and feel about the topics that will be discussed. Talk to the group about what Kastom and their religious beliefs say about the topics. Also it might be a good idea to talk to a Church leader or the village Chief before some sessions that you think may be challenging for the group. You can discuss the session with them, ask for their inputs on the relevant parts of the session and/or invite them to speak at the session about this particular issue. This might be a problem if the issue is also something that the Church leader or Village Chief finds difficult. In this case, let them know that you respect their views but in order to get the correct message across you will need to bring up this issue and hope that they will support you.

During the Workshop

All group members should be treated equally. If there are some dominant or aggressive people in the group one strategy could be to take them aside and explain the importance of equal participation from the whole group.

Most of the activities are 'open-ended' - there are no "right" or "wrong" answers. You might have to guide the discussion so that the real issues emerge and some of the "questionable" answers (those that are promoting violence against women or giving excuses as to why men abuse women) can be discussed and debated.

As a facilitator, it is important not to judge participants. You need to be willing to listen to and respect the opinions of others. However, facilitators also need to be strong in their own commitment to women's rights and stopping violence against women. You should be clear that as facilitator you have a right to initiate and participate in the discussions and debates on gender equality issues, human rights and violence against women with the participants.

Usually there will be strong supporters of your message in the group (although sometimes these people may not feel confident to speak up, particularly if they are women or a young person). Be sure to acknowledge their contribution as you may need their support if someone is undermining the key messages.

You should always take a position – stating what you believe clearly and why you believe in it. It is not always possible to convince every participant of your messages and to develop their understanding of these issues to enable them to commit to equality for women and to join in the action plans to stop violence against women.

Make sure that you have enough flip chart paper and markers and any other materials that you may require for the activities.

Try not to arrange the seating like a classroom – arranging the chairs, or whatever it is that people are sitting on, in a semi-circle is a good idea as it allows the participants to see each other and the facilitators easily.

Important facilitation skills to remember:

The role of the facilitator is to create a helpful learning environment so that a group can share their experiences and views, ask questions freely and learn from each other. It is important to remember that the facilitator is not a teacher but a leader who encourages people to feel safe enough to share their own ideas or experiences and to learn new things.

Speak clearly and slowly keeping eye contact (where appropriate) and check in with participants to ensure that they understand what you are saying.

Listen attentively, ask open-ended questions where it is required and look out for non-verbal cues to show that you are actively listening.

Try to encourage and support those who are shy or quiet to feel comfortable speaking up. Remember that it may not be a good idea to ask direct questions of someone who looks very uncomfortable and hasn't said anything. Reward them if they do make a contribution, for example, say "yes that is a very interesting response – thank you". Remember that using small group work is a good way to support people who have trouble speaking up in public, to develop their confidence to speak.

In small group work, a facilitator should listen more than talk. There should be no need to talk unless there is a need to clarify what participants have been asked to do or unless participants need guidance on something which is important and either hasn't been mentioned before or needs more emphasis.

In small group work ask the group to appoint a facilitator and a time keeper, scribe (who writes down all the ideas that the group comes up with) and someone who will present the group's work to the larger group.

Remember to summarise what the workshop objectives are every now and then, including what you have covered so far and what you are going to be focusing on next.

Try to get those who are resistant or oppose what is being said, involved. However do not let them take up too much time, particularly if they are undermining the objectives of the workshop. Perhaps you could say something like – 'thank you for your comments – what do others think...'

Difficult issues – Gender

Some people think that 'gender' is just a new word for 'women'; others may believe it is something that is only of interest to 'feminists'. Yet others may believe that discussions about gender have as their real purpose to 'blame men' for inequalities that exist between men and women. These beliefs contribute to resistance regarding discussions about gender.

If someone or a number of people have not heard of the word 'gender' they will still be able to recognise differences in the roles and behaviours expected of men and women, boys and girls. Testing has shown that even younger adolescents (13-14 years) can identify and express how males and females are treated differently.

Facilitators may not want to use the word gender at the start of the workshop but could introduce it after the participants have come to understand what it means.

In some languages there is no easily identifiable word that describes gender. In these circumstances it is important for facilitators to choose a word or phrase that adequately represents 'gender' or perhaps introduce the English word if the exercises are being conducted in the local language.

Care must be taken in the exercises to show the effects of gender on both males and females. The facilitators should explain how men are also affected by strict gender roles – men wanting to be nurturers or more inclined to be gentle may not be seen as 'masculine' or 'manly'.

Participants may expect the workshop to be very serious. This is not a bad expectation in itself but may lessen initial enthusiasm for participation. Testing has shown that for this reason, laughter and humour are important components of workshops even with serious issues such as gender based violence.

It is preferable NOT to call on people to answer or participate in discussion unless they volunteer to speak. If a participant feels uncomfortable and then is 'put on the spot' this may discourage his/her further participation.

When facilitators use some of their own personal experiences to illustrate the issues under discussion this can help encourage workshop participants to share their personal observations and experiences. It also demonstrates that everyone is subject to gender influences. For example, facilitators can share an example of when they may have encouraged gender-based stereotyping such as giving their female child 'girl' toys such as dolls or men using their 'power' to control a person or situation.

Because it might be difficult to talk freely with members of the opposite sex in the group it is important to think about whether the exercise is culturally appropriate for women and men or girls and boys to be in a mixed group. If not divide them up into separate sex groups. You can re-unite the groups to share their responses with one another. It is also important to ensure that family members are not in the same small groups as this might make some discussions difficult, particularly for the female family members or the younger members.

Facilitators should be prepared to deal with the emotions that may arise when participants think about personal experiences related to 'sensitive' and 'taboo' subjects. See Activity 1.4.

Keeping track of time

It is likely that you will have a defined length of time for your workshop. There are suggested times for each activity although it may take either a longer or a shorter amount of time depending on how the participants engage with or enjoy or not enjoy, the activity. It is a good idea to plan what you think you will be able to achieve and have something else prepared in case you have time to spare.

During each small group activity it is a good idea to regularly let the participants know how much time they have left to complete the task/s. Give them a warning when they have only 5 minutes left.

Ground Rules

If the workshop is only a few hours in length you may not need ground rules but if it is longer then it is important to collectively (with the participants) decide on some rules that will guide you all through the workshop.

Here are some 'rules' that might be suggested:

- Respect each other's opinions.
- Listen when someone is speaking - do not speak over anyone else.
- Turn off mobile phones or put on silent.
- Go outside if you have to take a phone call, or away from the group.
- Always start and finish the workshop with a prayer.
- Be punctual - arrive on time so we can start on time (and finish on time).
- No chewing or spitting betel nut.

You can work with the participants to think of others.

Welcoming people - it is important to welcome everyone and thank them for their attendance. Be interested, enthusiastic and warm so people will know that you are very happy to be there and motivated to talk to them about these issues.

Ice-breakers and Energizers

As a facilitator you will be working with a number of different community members - most of them will know each other because they all come from the same village area, but they may not know each other very well. It is often a good idea to start the community session with an activity that will help people feel more comfortable in the group. It may also encourage people who are shy or who don't like to speak up, to have their 'voice heard' as they will have spoken publicly early in the session and may then feel more comfortable speaking again.

Often in a workshop you would ask the participants to tell you what has motivated them to attend or what they want to achieve by their attendance. Due to the fact that this workshop is a 'community conversation' and it is likely that you have asked people to attend they may not have a personal objective for attending and may not be entirely clear as to why they are there. It is good to remind them several times throughout the session of what the purpose of the session is. This is helpful when the discussions may 'go off track' and you need to bring the group back to the main purpose of the meeting.

During the session that you are facilitating there are times when the energy level of the group becomes low (this often happens directly after the lunch break when people have eaten their lunch and may become a bit sleepy). A good idea is to have a game or a fun and engaging activity that will get everyone involved, out of their chairs or off the ground/floor and moving around. Prepare a number of activities for this purpose and ask the participants if any of them would like to lead an 'energizer' activity.

The following are some of the ice-breakers or energizers that you could use.¹

Two truths and a lie: Participants take it in turns to say their name, then three things about themselves - two are true and one is a lie. The rest of the group guesses which one is a lie (for example, I have five sisters, I am from Auki and my favourite food is fish).

Silent introductions: Participants form pairs and introduce themselves to their partner without speaking. They can act, draw or point to things. They can share information such as what food they like to eat, what sport they like to play or watch, what village they are from, etc. After three minutes, change roles so that the other person can introduce himself or herself. After each person has had a turn, go around the circle and have the pairs introduce each other to the larger group.

¹ Adapted from the SAFENET GBV Manual, Kathy Cusack, 2014

Action introductions: Ask everyone to stand in a circle and take turns introducing themselves by saying “Mi, name blong mi (Linda)” in a loud confident voice. When they say this sentence they need to do a fun action like dancing, jumping, stepping forward, waving their arms about, etc. Then the rest of the group must say back to the participant “lu, nem blong iu (Linda)” and copy the action. Go around the circle until everyone has introduced themselves.

Countdown: Ask participants to form a circle. Explain that the group needs to count together from 1-50. There are a few rules; they are not to say seven, or any number that is a multiple of seven (e.g. 7, 14, 21, 28, 35, 42, 49, 56, or any number with 7 in it). Instead they have to clap their hands. Once someone claps their hands, the group must count the numbers in reverse. If someone says seven or a multiple of 7, they have to leave the circle.

What we have in common: The facilitator calls out a characteristic of people in the group, such as ‘who has children’. All those who have children should move to one corner of the room / area. As the facilitator calls out more characteristics (‘who drives a car’, ‘who plays volley ball’, ‘who likes chewing betel nut’) people who have that characteristic move to the indicated space.

Who is the Leader?: Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’. The leader must perform a series of actions, such as clapping, tapping a foot etc. that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him or her. The leader must change the actions at regular intervals without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Killer Wink: Before the game starts, ask someone to be ‘the killer’ and ask them to keep their identity a secret. Explain that one person among the group is the killer and they can kill people by winking at them. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If the killer winks at someone they have to sit down and ‘die’ (they can do this as dramatically as they like). The game continues until someone correctly points out the killer.

Coconut: The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movement of the arms and the body. All participants then try this together.

Who am I?: Ask for 6 volunteers to sit out the front of the group. Pin the name of a different famous person to each of these participants’ backs, so that they cannot see it. Then ask the participants to ask questions of the group, e.g. ‘am I a woman or a man’, ‘am I a sports person’ and the group can only respond by saying ‘yes’ or ‘no’. Each of the 6 participants takes it in turns to ask one question. The game continues until the 6 participants have figured out who they are.

Group Statues: Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts ‘peace’. All participants have to instantly adopt, without talking, poses that show what peace means to them. Repeat the exercise several times. Other words could be ‘happiness’, ‘anger’, ‘love’, ‘tired’, ‘energetic’, etc.

What kind of Animal?: Ask participants to divide into pairs and form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, walking in mime. This continues until the elephants can guess no more. Then they call ‘lions/ and all pairs run for seats. The pair left without chairs become the elephants for the next round.

Blindfolded Pairs: An obstacle course is set out on the floor for everyone to look at. Participants split into pairs. One of the pair puts a scarf around their eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.

Who are you? Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for themselves, such as a driver, farmer, fisher person, market seller, etc. When the volunteer returns, the rest of the participants have to mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.

Sample workshop program outline

The following is an example of a workshop training program which provides an outline what you plan to do (activity) and how long it will take (time), why you are doing it (purpose), who is doing it (facilitator), what you think the participants will learn (learning outcome expected) and what you need to undertake the activity (resources required). This is an example only but can be used as a guide for your own workshops.

DAY 1 MONDAY 1 JUNE

Time and activity	Purpose	Facilitator	Learning Outcomes Expected	Resources Required
9.00 Opening Ceremony	To officially open the training with a culturally and locally appropriate activity and an overview of the training program	Who will be doing this?	An opening ceremony is an important aspect to the training - it tells the participants "the training is important both in an individual way and for our culture."	
9.15 Introductions & Expectations: Oxfam Participants a) Name b) One positive thing about being a women/ man c) One negative thing about being a woman/ man	To enable the trainers and the participants to get to know a bit more about each other and to encourage people to 'open up' and share with others.	Who will be leading the sessions?	Learning about what people value about their maleness or femaleness. This is a good way to start thinking about gender & sex and how our views have been shaped due to strict gender roles for men and women in Solomon Islands.	Paper Pens
10.15 Morning Tea				
10.30 Overview of the Safe Families TOT Program Stage 1: Intro to Gender Inequality & Ending Violence Against Women (EVAW)	Provide participants with an understanding of what the training will include and what will be undertaken each day. To identify what is gender inequality and how it is the primary cause of VAW.		Participants will have a clear sense of what Safe Families is trying to achieve, its vision/goal. Participants will have a clear understanding of how the program expects to reach its goal.	Projector Computer Handout - Safe Families TOT

10.45 Activity #1.1 Sex & Gender	To understand sex and gender, the difference between them and how strictly-defined gender roles impact women and men.	Participants can explain the difference between gender and sex, using examples and can also explain how roles given by a society/culture to men and women can stop people from being who they might really want to be.	Flip Chart Paper & Markers
11.15 Activity #1.2 Gender Roles	To understand how roles of women and men are gendered and how this can lead to gender inequality.	Participants will be able to clearly identify how the roles and the work that women and men are 'given' or expected to do in Solomon Islands provide more 'power' and opportunity to men than to women.	Flip Chart Paper & Markers +Stickers A4 paper
11.45 Activity #1.3 Women & Men's Work	To understand the division of women and men's work and how this can lead to gender inequality.	Participants will learn to determine the difference between 'inside the home' work and 'outside the home' work and how society rates these differently.	
12.30 Lunch			
1.30 Activity #1.4 VAW in Solomon Islands	To understand the prevalence (how much is happening) and the many types of violence against women perpetrated in Solomon Islands.	Participants are able to explain the types of violence used against women in Solomon Islands and how much of this violence actually occurs.	Handout - 'Types of violence' & 'Survivor Stories'
2.00 Activity #1.5 VAW Myths, Triggers & Causes	To understand the difference between key triggers or contributing factors, their connections with myths of VAW and the actual causes of VAW in the community.	Participants will be able to explain the difference between a trigger and a cause of VAW. They will have a clear understanding that triggers such as drinking alcohol; 'misbehavior', etc. are not the cause of violence and are not justifiable reasons to hit a woman. Participants will be able to explain what the primary reason is for VAW.	Flip Chart Paper & Markers Handouts - Myths of VAW, Triggers for VAW
3.00 Afternoon Tea			

3.15 Activity #1.6 Gender Inequality & VAW	To understand how gender inequalities can lead to violence against women.	Participants will be able to clearly understand that the root cause of VAW is inequality between men and women; that those who have the power in a community can choose to use the power in ways that disadvantage those with less power.	Flip Chart Paper & Markers Paper from #1.1
Activity #1.7 Cycle of VAW	To understand the cycle (phases) of violence experienced by women and why women are often not able to easily leave violent relationships.	Participants will learn that violence is not usually a one-off occurrence that there is usually phases or stages that become a cycle where there is a build-up to the violence, then the violence and then the 'sorry' stage often making it difficult for women to leave.	Handout - "A Survivor's Story" Handout - "Cycle of Violence"
Activity #1.8 Impact of VAW	To understand the impact of violence against women on women, children and men.	Participants will have an understanding of the effects (short term, long term, physical and emotional) that violence can have on women and children.	
3.45 Activity #1.9 Social Support Structures + 'Circle of Support'	Identify the people in the community that provide support to women who have experienced violence and can help to prevent violence against women in the community.	Participants will have a clear idea of what support systems exist (formal and informal) within the community to support women experiencing violence as well as who in the community is best placed to support the prevention of VAW.	
4.30 Review & Evaluation	To identify learnings, issues of concern / challenges & how participants are feeling after the day of training.	For facilitators to gain a better understanding of how the day's training was experienced by the participants; and to enable participants to reflect on their learnings at the end of the day.	Flip Chart Paper & Stickers

DAY 2 TUESDAY 2 JUNE

Time and activity	Purpose	Facilitator	Learning Outcomes Expected	Resources Required
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9.00 Recap – ‘Talkaing Ball’	To provide an opportunity for participants to reflect on what was learnt yesterday and identify whether there are still areas of confusion/ concern or need for clarification.	For facilitators to identify what learnings occurred from the previous day’s training & what were challenges or areas that were not facilitated well. Participants will have an opportunity to reflect.	‘Ball’ or something that can be thrown like a ball.
9.15 Activity #2.1 Conventions & Policies supporting Ending Violence Against Women (EVAW)	To provide the participants with an understanding of what worldwide and local thinking has taken place to provide women who have experienced violence with access to support and how best to stop/reduce VAW.	Participants will be clear as to the commitments that the Solomon Islands government has made to respond to and prevent VAW.	Handout – ‘ <i>Responding to Women’s Stories</i> ’ & ‘ <i>Survivor Stories</i> ’
9.45 Activity #2.2 Responding to Women’s Stories	To practice skills for responding to women’s stories of violence and to reflect on self-care strategies.	Participants will have a clear idea as to how to respond appropriately when someone discloses that they have experienced VAW. Participants will identify what support they also require when working in the area of VAW.	As above
10.15 Morning Tea			
10.30 Activity #2.2 Responding to Women’s Stories (cont’d)	As above	As above	As above
12.30 Lunch			
1.30 Activity #2.3 Men & Boys	To identify and promote non-violent ways of being men & boys	Participants will have an understanding of why some men are violent and others are not; & how to support men and boys to use non-violent responses.	Strength Cards Flip Chart Paper & Markers
3.00 Afternoon Tea			
3.15 Activity #2.4 Building Respect & Non Violent Relationships – ‘Tree of Respect’	To understand how to build a respectful and not-violent relationship	Participants will be able to clearly identify what is a respectful relationship and how we can build and support these relationships.	Flip Chart Paper & Markers

5.00 Review & Evaluation	To identify learnings, issues of concern / challenges & how participants are feeling after the day of training.	For facilitators to gain a better understanding of how the days training was experienced by the participants; and the participants have a chance to reflect on their learnings at the end of the day.	Flip Chart Paper & Stickers
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DAY 3 WEDNESDAY 3 JUNE

Time and activity	Purpose	Facilitator	Learning Outcomes	Resources Required
9.00 Recap - "Talking Ball"	To provide an opportunity for participants to reflect on what was learnt yesterday and identify whether there are still areas of confusion/ concern or need for clarification.		For facilitators to identify what learnings occurred from the previous day's training & what were challenges or areas that were not facilitated well. Participants will have an opportunity to reflect.	'Ball'
9.15 Activity #2.5 Communication • Listening • Body language • Empathic responses	To practice communicating clearly and effectively.		Participants will gain or review effective communication skills that are required when discussing a topic that is sensitive, difficult and challenging with a diverse range of people.	Scenarios
10.15 Morning Tea				
10.30 Activity #2.6 Cooperation	To practice respectful negotiation with groups of people.		Participants will be able to identify who in the community may have more power than others and gain skills in ensuring that all people are communicated with in ways that are respectful and inclusive.	Open space
11.30 Activity #2.7 Feelings & Actions	To understand how your feelings can influence your actions and consider strategies to respond differently to strong feelings.		Participants will be able to identify their own responses to difficult and/or challenging situations and learn to always choose the most respectful and non-violent response to these situations.	

12.30 Lunch			
1.30 Activity #2.8 Resolving Conflict	To practice resolving conflict respectfully and without the use of violence.	Participants will be able to identify how to resolve conflict in a respectful and non-violent manner.	Flip Chart Paper & Markers Handouts - 'Resolving Conflict'

3.00 Afternoon Tea			
3.15 Activity #2.9 Being a Positive Bystander Video - 'Iamnobodi'	To practice being a positive bystander and promoting non-violent responses within the community.	Participants will gain an understanding of what responsibilities they have as community members who will not tolerate violence against women; and how to support the wider community to become 'positive bystanders'.	Flip Chart Paper & Markers 'Trigger Stories'
5.00 Review & Evaluation	To identify learnings, issues of concern / challenges & how participants are feeling after the day of training.	For facilitators to gain a better understanding of how the days training was experienced by the participants; and the participants have a chance to reflect on their learnings at the end of the day.	Flip Chart Paper & Stickers

DAY 4 THURSDAY 4 JUNE

Time and activity	Purpose	Facilitator	Learning Outcomes	Resources Required
9.00 Recap - "Talking Ball"	To provide an opportunity for participants to reflect on what was learnt yesterday and identify whether there are still areas of confusion/ concern or need for clarification.		For facilitators to identify what learnings occurred from the previous days training & what were challenges or areas that were not facilitated well. Participants will have an opportunity to reflect.	'Ball'
9.15 Stage 3 Preventing VAW Activity #3.1 Mapping Community Responses to VAW	Supports communities to identify opportunities for community-based responses and to develop action plans. To identify what is currently happening in the community to stop violence against women.		Participants will be able to develop plans and implement a series of activities that will work towards reducing violence against women.	Flip Chart Paper & Markers A4 paper cut in half

10.15 Morning Tea				
10.30 Activity #3.1 continued	As above		As above	As above
12.30 Lunch				
1.30 Activity #3.2 Participation	To identify strategies to enable the participation of all members of the community in planned activities.		Participants will be able to identify how to work with different groups within the community and plan to ensure that their activities are inclusive of everyone.	Flip Chart Paper & Markers
3.00 Afternoon Tea				
3.15 Activity #3.2 continued	As above		As above	As above
4.30 Review & Evaluation	To identify learnings, issues of concern / challenges & how participants are feeling after the day of training.		For facilitators to gain a better understanding of how the days training was experienced by the participants; and the participants have a chance to reflect on their learnings at the end of the day.	Flip Chart Paper & Stickers
DAY 5 FRIDAY 5 JUNE				
Time and activity	Purpose	Facilitator	Learning Outcomes	Resources Required
9.00 Recap - "Talking Ball"	To provide an opportunity for participants to reflect on what was learnt yesterday and identify whether there are still areas of confusion/ concern or need for clarification.		For facilitators to identify what learnings occurred from the previous days training & what were challenges or areas that were not facilitated well. Participants will have an opportunity to reflect.	'Ball'
9.15 Activity #3.3 Problem Tree	To understand what needs to change to prevent violence against women.		Participants are able to identify the problem, the causes, the impacts and what needs to change to stop violence and to develop strategies for ending VAW.	Flip Chart Paper, Markers & Stickers Activity #3.1

10.15 Morning Tea			
10.30 Activity #3.3 continued	As above	As above	As above
12.30 Lunch			
1.30 Activity #3.4 Drafting Action Plans	For young men, young women, adult men & adult women to draft action plans to end violence against women in the community.	Participants will have learnt how to develop an <i>action plan</i> including what we have learnt in the last activity about the problem, the causes, the impacts and how to stop VAW.	Flip Chart & Markers. Papers from Activities 3.1; 3.2 & 3.3
3.00 Afternoon Tea			
4.15 Review "Talking Ball"	A game to test participants' learnings from the training.	The participants will be able to determine what information they have retained from the training.	'Ball' with questions
4.30 Final Evaluation	To determine how the participants experienced the training.	A useful way for the facilitators to reflect on their own planning, preparation and delivery of the training and to identify ways to improve the training for the future.	Handouts - 'Safe Families Evaluation'
5.00 Next Steps, Finish & Farewells	To discuss what follow up activities are planned and formally close the training.		



Handout 1

Words/phrases & definitions/explanations

The following terms will be helpful as background information for your facilitation of the Toolkit activities. Some of the following terms are not used in the Toolkit but are useful to gain a greater understanding of the issues surrounding violence against women and gender equality.

WORD/PHRASE	DEFINITION/EXPLANATION
Abuse	Abuse is the misuse of power through which the perpetrator gains control or advantage over the abused person, causing physical or psychological harm or inciting fear of that harm. Abuse prevents persons from making free decisions and forces them to behave against their will.
Affirmative action	Refers to policies that take factors including race, colour, religion, sex, disability or national origin into consideration in order to benefit an underrepresented group in areas of employment, education and business.
Attempted Rape	Involves a sexual assault in which there was an attempt at rape, but no penetration. The assault may have involved forcing the woman to perform sexual acts that she did not want to do or that she did not like.
Brainstorm	A large group discussion to gather as much information about a topic/idea as possible. Often it is best if the comments/ideas provided are written on a white board or a large piece of paper that can be displayed.
Child	A child is now any person under the age of 18 years in the Solomon Islands; it was changed from under the age of 15 years.
Child Neglect	A failure to exercise parental responsibility to provide for a child's basic physical (food, clothing, shelter, medical), intellectual (education, guidance), emotional or social (customs, traditions, religious, spiritual values) needs, including any special needs such as a disability.
Child Sexual Abuse	<p>There are many different definitions of child sexual abuse. Most commonly child sexual abuse takes place when an adult or someone older than a child involves the child in sexual activity,' that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society' (WHO).</p> <p>Child sexual abuse includes a wide range of sexual activity - sexual touching (breasts, genitals, anus), oral sex, sexual intercourse, vaginal penetration with fingers, penis or any other object, child prostitution, child pornography, child sex rings (where adults regularly involve a group of children in sexual activity).</p> <p>Child sexual abuse happens when any of these activities take place between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, and when the activity is intended to gratify or satisfy the needs of the older person.</p>
Coercion	Coercion is forcing or attempting to force, another person to engage in behaviours against their will by using threats, verbal insistence, manipulation, deception, cultural expectations or economic power.

Consent

Sexual activity requires consent, which is defined as a voluntary, positive agreement between the participants to engage in a specific sexual activity.

Communicating consent:

Consent to sexual activity can be communicated in a variety of ways, but one should presume that consent has not been given in the absence of clear, positive agreement.

While verbal consent is not an absolute requirement for consensual sexual activity, verbal communication prior to engaging in sex helps to clarify consent. Communicating verbally before engaging in sexual activity is imperative. However potentially awkward it may seem, talking about your own and your partner's sexual desires, needs, and limitations provide a basis for a positive experience.

Consent must be clear and unambiguous for each participant at every stage of a sexual encounter. The absence of "no" should not be understood to mean there is consent.

A prior relationship does not indicate consent to future activity.

Alcohol and drugs:

A person who is asleep or mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason, is not capable of giving valid consent.

The use of alcohol or drugs may seriously interfere with the participants' judgment about whether consent has been sought and given.

Culture

Clear patterns of values, beliefs and ways of life of a group of people. This can be a group that shares a common characteristic such as gender, ethnicity or race. It can also apply to a range of social entities such as organisations (e.g. the culture of a football club), or communities or groups with a common interest or shared geographic origin. Culture is a changing concept that is influenced by environmental, historical, political, geographical, linguistic, spiritual and social factors.

Domestic Violence, also known as 'intimate partner violence'

Within Solomon Islands government policies the term 'family violence' is used interchangeably with 'Domestic Violence'.

Domestic violence refers to acts of violence that occur between people who have, or have had, an intimate relationship in domestic settings. Domestic violence is most commonly perpetrated by males against their female partners, but it also includes violence against men by their female partners and violence within same-sex relationships.

A domestic relationship exists between two people if: a) they are or were married to each other in accordance to law, custom or religion; b) they live or lived together in a relationship in the nature of marriage, although they are not or were not, married to each other; c) they are the parents of a child or are persons who have or had parental responsibility together for a child; d) are family members; e) they are or were in an engagement, courtship or customary relationship, including an actual or perceived intimate or sexual relationship of any duration; f) share or recently shared the same residence; g) an individual is wholly or partially dependent upon any form of care within the household; or h) an individual is a domestic worker in a household.

Acts of Domestic Violence include:

emotional abuse—which may include blaming the victim for all problems in the relationship, undermining the victim’s self-esteem and self-worth through comparisons with others, withdrawing interest and engagement and emotional blackmail

verbal abuse—which may include swearing and humiliation in private and public, focusing on undermining intelligence, sexuality, body image or the victim’s capacity as a parent or spouse

social abuse—which may include systematic isolation from family and friends, instigating and controlling relocation to a place where the victim has no social circle or employment opportunities and preventing the victim from going out to meet people

economic abuse—which may include controlling all money, forbidding access to bank accounts, providing an inadequate ‘allowance’, preventing the victim from seeking or holding employment and taking wages earned by the victim

psychological abuse—which may include making threats regarding custody of children, asserting the justice system will not believe or support the victim, destroying property, abusing pets and driving dangerously

spiritual abuse— which may include denial and/or misuse of religious beliefs or practices to force victims into subordinate roles and misusing religious or spiritual traditions to justify physical violence or other abuse

physical abuse—which may include direct assaults on the body, use of weapons (including objects), assault of children, locking the victim out of the house, sleep and food deprivation, and

sexual abuse—which may include any form of pressured/unwanted sex or sexual degradation, causing pain during sex, coercive sex without protection against pregnancy or sexually transmitted disease, making the victim perform sexual acts unwillingly and criticising or using degrading insults.

Family Violence

Family violence is a broader term referring to violence between family members as well as violence between intimate partners. This term also covers a complexity of behaviours beyond that of direct physical violence. For example, it includes behaviour that controls or dominates a family member and causes them to fear for their own or another person’s safety or wellbeing. It may include physical, psychological, sexual, economic and social violence. Family violence is a fundamental violation of human rights and is unacceptable in any form, any community or any culture. Family violence and domestic violence are used interchangeably in Solomon Islands government documents

Forced/ Early Child Marriage

The marriage of an individual against their will. Marriage before the age of 15 is considered an early child marriage and is illegal. Between the ages of 15 and 18 persons marrying need the written consent of a parent or guardian.

Gang Rape

Involves more than one person forcing another person to have sex. Often gang rapes involves more than one male forcing a female to have sex, however gang rape can occur between the same sex and opposite sex.

Gender Analysis	<p>The process of assessing the different impacts that a project, program, policy or organisation may have on women and men, boys and girls and on the economic and social relations between them (gender relations). Gender analysis is a form of qualitative and quantitative social analysis that requires the collection, analysis and application of sex-disaggregated data or information. It can be used to:</p> <p>Assess gender inequalities and identify priority areas for action in sectoral policies and strategies;</p> <p>Improve the impact, sustainability and effectiveness of policies, programs and projects;</p> <p>Analyse organisations and institutions and identify organisational change strategies;</p> <p>Improve the quality and effectiveness of education, advocacy and other social change activities.</p>
Gender Awareness	<p>An understanding that there are socially determined differences between women and men based on learned behaviour, which affects access to and control over resources. This awareness needs to be applied through gender analysis of projects, programs and policies.</p>
Gender based violence	<p>Gender-based violence is any act or threat of violence that is targeted against someone because of their sex; it involves men and women, in which the female is usually the target, and is derived from unequal power relationships between men and women. It is violence that is directed specifically against a woman because she is a woman or affects women disproportionately.</p> <p>Gender-based violence includes: intimate partner violence (including marital rape, sexual violence, and dowry/bride price-related violence), sexual abuse of female children in the household, honour crimes, early marriage, forced marriage, female genital mutilation (FGM)/cutting and other traditional practices harmful to women, sexual harassment and intimidation at work, in school and elsewhere, commercial sexual exploitation, and trafficking of girls and women.</p> <p>See also Violence Against Women</p>
Gender blindness	<p>This is a belief that gender issues are not relevant to certain sectors, issues, programs or activities or that there are no relevant gender issues in certain activities. Gender blindness is based on the assumption (a myth) that females and males will automatically benefit and participate equally in social, economic and political activities and in organisations and that they will automatically benefit equally from social policies and national budgets. A gender blind approach assumes gender is not an influencing factor in projects, programs or policy.</p>
Gender Equality	<p>Gender equality refers to equal opportunities, decision making and outcomes for women and men and for boys and girls. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services. Achieving gender equality requires the promotion of equal rights, since equality between males and females is an integral part of universal human rights.</p>

Gender Equity	Gender equity refers to fairness and justice in access to resources and the distribution of benefits, according to the different needs of women, girls, men and boys. To ensure fairness, measures are put into place to address social or historical disadvantages that result in people experiencing discrimination. A gender equity approach ensures equal and fair access to resources and benefits through targeted measures. Gender equity strategies should be designed to lead to gender equality. For some, equity is a stronger term than equality, because it recognises that removing discriminatory barriers will not by itself create equality and implies both fairness and justice. Others believe that equality is an equally strong or stronger concept, because it recognises the importance of equal rights and the need for transformation of society.
Gender mainstreaming	Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an important element of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally.
Gender Relations	The economic, social and power relations between males and females that are constructed and reinforced by the rules and practices of social institutions. In all activities, it is important to consider gender relations, rather than seeing women and men and girls and boys in isolation.
Gender responsive budgeting	Gender-responsive budgeting (GRB) is defined by UN Women as government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfilment of women's rights. Analysing budgets can be used to identify priorities in resource allocations within national budgets, organisational budgets or in programs and projects. Put simply, gender analysis tools assess how resources are being allocated and to what extent women and men benefit from the way funds are allocated.
Gender Roles	Learned behaviour in a given society/community, or other special group, that determines which activities, tasks and responsibilities are perceived as either male or female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances.
Gender Stereotypes	General/universal attitudes, opinions or roles applied to a particular gender and which function as unjustifiably fixed assumptions (also known as gender bias). Gender stereotypes (the labels that are put on someone based on their gender) are responsible for the division of gender roles. But gender is variable and it changes from time to time, culture to culture, even family to family. Gender stereotypes can be broken.
Gender Sensitive	This is an approach which recognises the specific needs and realities of men and women based on the social construction of gender roles, but does not necessarily seek to change or influence these.
Gender transformative	Gender transformative policy and practice examines, challenges and ultimately transforms structures, norms and behaviours that reinforce gender inequality and strengthens those that support gender equality.
Human Rights	The rights that we are entitled to simply because we are human, regardless of citizenship, race, nationality, ethnicity, language, sex, sexual orientation or abilities and disabilities.. A set of moral and legal guidelines that promote and protect recognition of our values, our identity, our dignity and our ability to ensure an adequate standard of living.

Incest	Sexual abuse that occurs within the family. Incestual abuse involves sexual activity between a child and her/his adult family members. Most often an incestual relationship involves a male adult (father, uncle, adult brother, grandfather) and a female child (but it can also involve a male child as a victim). Incest may involve blood relatives, half siblings, step and adopted children.
Intersectionality	<p>It is the methodology of studying the relationships among multiple dimensions of social relationships and people's identity. Intersectionality holds that different types of oppression – such as racism, sexism and homophobia – do not act independently of one another, but interrelate, to create the 'intersection' of multiple forms of discrimination.</p> <p>It is a term used to describe the fact that women experience multiple forms of discrimination.</p>
Perpetrator	Person who directly inflicts or supports violence or other abuse inflicted on another against her/his will.
Primary Prevention	Strategies or activities that change the social conditions, such as gender inequality, that excuse, justify or even promote violence against women and their children. A primary prevention approach works across the whole population to address the attitudes, practices and power differentials that drive violence against women.
Power	Power is understood as the capacity to make decisions. All relationships are affected by the exercise of power. When power is used to make decisions regarding one's own life, it becomes an affirmation of self-acceptance and self-respect that, in turn, fosters response and acceptance of others as equals. When used to dominate, power imposes obligations on, restricts, prohibits and makes decisions about the lives of others. To prevent and respond to sexual and gender based violence effectively, the power relations between men and women, women and women, men and men, adults and children, and among children must be analysed and understood.
Psychological / Emotional Abuse	Acts or omissions causing or likely to cause mental or emotional suffering including patterns of belittling, denigrating, threatening, scaring, ridiculing or other non-physical forms of degrading or rejecting treatment.
Rape	Rape is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration perpetrated against a person without that person's consent.
Sex & Gender	<p>Sex refers to the biological characteristics that determine our maleness or femaleness. It identifies the biological differences between men and women, such as women can give birth and men produce sperm.</p> <p>Gender refers to the social roles and relations between men and women in society. It affects all parts of our lives (social, economic and political). These roles and expectations change over time. It is what we expect men and women to do and how we expect them to behave. It is about how power is used and shared.</p>
Sex Roles	Refer to a person's function as a male or as a female. Thus a woman's role (the female role) is naturally linked to pregnancy, giving birth, breast feeding. The male role is associated with producing sperm. In short, sex roles are physical roles and are biologically determined.
Sexism	Is the belief that one sex is better than the other sex. It is usually women who experience sexism from men.

Sexual Assault	Sexual assault is a crime involving any unwanted act of a sexual nature that is imposed on another person. This includes sexual assault in a marriage or dating relationship. The range of behaviours considered as sexual assault range from rape (i.e. unwanted sexual intercourse) to unwanted fondling or touching.
Sexual Harassment	Sexual harassment is any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated. Sexual harassment is a type of sex discrimination. See: https://www.humanrights.gov.au/our-works/sex-discrimination/guides/sexual-harassment . Examples of this include teachers, lecturers or principals who sexually harass students and religious leaders who target members of their congregation.
Sexual Violence	Sexual violence is a sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion (force), by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of a woman's private parts with a penis, other body part or object.
Small group work	To ensure that everyone gets a chance to participate it is often a good idea to use small groups (3-6 people) to discuss issues or work together on an activity. In dealing with issues such as gender and sex and violence against women it is a good idea that the groups be same sex groups and groups of young people and older people. This can help to reduce the barriers to people speaking up. Women may feel intimidated or anxious speaking up about something that is personal or controversial if men are in their group and if a woman is in the same group as her abuser or any relatives of the abuser she is likely to be at an increased risk of further violence or harassment. Likewise young people may feel more comfortable speaking up if they are in a small group with others of a similar age.
Socialisation	Refers to a process whereby girls and boys, men and women are taught how to behave. Mothers, fathers, aunts, uncles, schools, and churches teach us this. Gender roles are shaped through socialisation,
Violence Against Women Support Services	Services, usually provided by Non-Government Organisations or Church/Faith based organisations, which facilitate the empowerment of women victim/survivors of violence and their children by making sure that know their rights and entitlements and can make decisions freely in a supportive environment that treats them with dignity, respect and sensitivity. Typical VAW services would provide crisis counselling, case management and advocacy.
Victim/Survivor	A person who has experienced gender based violence. The term "victim" and "survivor" can be used interchangeably, although "victim" is generally preferred in the legal and medical sectors and "survivor" in the psychological and social support sectors. Using "victim/survivor" is using the language of hope, used in appreciation of the woman or girl, man or boy, having survived the experience of violence and to encourage them to carry on. The use of the term "victim/survivor" recognises that those traumatized by violence may need time and support to heal, to re-gain their confidence and self-esteem and to take control of their lives. The dual term recognises that some agencies are responding at a point in a survivors' life when they are still victimised by violence and its many consequences.
Violence	Violence is a means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm. It can be overt, in the form of a physical assault or threatening someone with a weapon; it can also be covert, in the form of intimidation, threats, persecution, deception or other forms of psychological or social pressure. The person targeted by this kind of violence is compelled to behave as expected or to act against her will out of fear.

Violence Against Women

Violence against women (VAW) is a technical (and political) term used to collectively refer to violent acts that are primarily or exclusively committed against women. Violence against women is a form of Gender Based Violence (GBV). Most GBV is perpetrated against women. VAW is any form of violence against women that does or is likely to result in physical, sexual or psychological harm or suffering, including threats of violence and arbitrary deprivation of liberty, whether occurring in public or private life (UN Declaration on Violence Against Women 1993). It includes but is not limited to:

- Domestic Violence
- Early forced marriage
- Commercial sexual exploitation of women, including forced prostitution
- Sexual violence, including:
 - Intimate Partner Violence;
 - Rape;
 - Incest;
 - Child Sexual Abuse;
 - Knowing transmission of STIs and HIV; and
 - Sexual harassment.

Other forms of violence:

- Violence against women during/after armed conflict or emergency;
- Trafficking of women;
- Acts of violence intended to reinforce gender hierarchies and/or perpetuate gender inequalities (such as harmful "traditional" practices);
- Homophobic violence and other hate crimes.

Women's Empowerment

Empowerment involves the ability of a woman to control her own life. If a woman is empowered she has control over decisions that affect her life; over resources in her life which enable her to have and to determine 'power'. Empowerment is 'a process of change during which those who have been denied the ability to make choices acquire such an ability.' (Kabeer 2001) Women's empowerment is a multi-dimensional process that involves many aspects of life including economic power, safety and security, education, health and well-being, family relationships and political participation and influence. Each of these dimensions may impact on the other.

Women's Rights

The effort to secure equal rights for women and to remove gender discrimination from laws, institutions, and behavioral patterns. Women's rights are the entitlements and freedoms claimed for women and girls of all ages, although not yet recognised in all societies.

Sources:

Dr. Juliet Hunt, Independent Consultant

UN Women How to Design Projects to end violence against women and girls: <http://asiapacific.unwomen.org/en/digital-library/publications/2015/07/how-to-design-projects-to-end-violence-against-women-and-girls>

WHO: World Health Organisation

UN End Violence: <http://endviolence.un.org/>

Women's Health Loddon Mallee: www.whlm.org.au

Women's Health Victoria: www.whv.org.au

UN Women: www.unwomen.org

Australian Human Rights Commission: <https://www.humanrights.gov.au/our-work/sex-discrimination/guides/sexual-harassment>

Handout 2

Sample Review Questions

Use as a daily/weekly/monthly review of learnings either within your work teams or during the training workshops. Choose as many of the questions as you like at any one time. You can make the review into a game by playing musical chairs and whoever misses out on a chair has to answer the question. Or you can write the questions on pieces of paper and screw them up into a ball with layers of paper/questions and pass them around (to music) and when the music stops the person holding the paper 'ball' must answer the question. If they get it right they can sit down and if they get it wrong they will have to remain in the circle.

QUESTION	POSSIBLE ANSWER
What is the difference between sex and gender? Explain	Sex is something that is biologically determined and is usually something that cannot be changed, e.g. women giving birth to babies, men having a penis, etc. Gender is constructed by society, cultural values, religion and can and does change over time. It can look different in different countries, islands, etc.
What is violence against women?	Any act of gender-based violence that results in, or is likely to result in physical, sexual, financial or emotional or psychological harm or suffering to women or girls.
What is domestic violence? What is family violence?	Violence that happens in households and intimate relationships. These terms also include when children within the household 'witness' or experience the violence themselves. Even when a child is not physically harmed they are still experiencing the fear of seeing their mother abused, humiliated and threatened by their father or step-father. 'Family violence' usually describes violence between any familial relationships.
How do you describe 'gender roles'?	The roles that a society expects from women and from men. These roles will vary depending on many factors within a society/community.
Name 4 types of violence against women	Physical, Sexual, Economic & Emotional
What is patriarchy?	It is the societal structures and practices that institutionalise male power over women and children.
Describe what a stereotype is?	It is about prejudice - the widespread, simplified ideas about people. For example the idea that "all homosexuals are feminine" or "all men are violent" are stereotypes.
What type of violence is it when a husband breaks his wife's arm?	Physical violence
Who perpetuates violence against women and girls?	Men and boys are predominantly the perpetrators of violence against women; but that doesn't mean that all men and boys are violent.

What type of violence is it when a man forces his wife to watch pornography when she doesn't like it?	Sexual violence
Name one way of preventing violence against women? (here are three examples)	<p>Raising awareness of the issue of violence against women through communities.</p> <p>Creating opportunities to increase women's participation in the community.</p> <p>Developing non-violent ways to be "real men" and to respect women as equals.</p>
Is the way someone dresses about sex or gender?	Gender as society dictates what women and men wear and this changes over time, for example, in many cultures across the world women did not wear trousers/pants and now this has changed and many women wear them.
If a woman flirts with another man who is not her husband or boyfriend is it okay for her husband to beat her?	It is never okay to hit a woman no matter what the trigger is.
What is gender inequality?	When women (it could be either sex but it is women who don't receive equal rights across the world) do not have the same access to educational, employment, social, political and economic opportunities as men.
What determines gender roles?	Social constructs. Society, culture, religion, community attitudes and behaviours determine what women and men should do, how they should behave, dress, etc.
Give an example of financial violence?	When the woman earns the family income but the man as the 'boss' of the household, controls how all the money is spent.
What is gender equality?	The belief that women and men are of equal value; have the same access to educational opportunities, the same pay for the same work. The other aspects of gender equality e.g. participate in decisions that affect their lives, freedom from violence etc....
What is a trigger of violence against women?	Alcohol abuse; unfaithfulness; arguments; money problems.
What is psychological or emotional abuse and give an example of psychological or emotional violence?	<p>Psychological abuse is when the abuse is affecting your mental state or mental development. In most cases people who suffer psychological abuse have a more difficult time in their language, reading and math skills. This type of abuse affects how we learn, solve problems and make associations to different things.</p> <p>Emotional abuse is when the abuse affects how we feel and our emotional development. Emotions are often irrational but are a very important part of our daily lives. This type of abuse affects how we trust, take responsibility for our actions, build confidence in ourselves and gain autonomy.</p> <p>An example of this type of abuse is when a man constantly tells his girlfriend or wife or daughter that she is 'useless', ugly, 'fat' or anything that makes her feel undermined or insulted; damaging her property; hurting her pets; etc.</p>

Describe how you can tell that a support person (or counsellor) is 'actively listening'?	They are nodding their head, showing that they are listening, they are providing body language that tells the person to 'continue', e.g. leaning in towards the person, good eye contact, etc. ; they might paraphrase what the person has said, e.g. repeating what they have said in their own words.
Name 2 ways of preventing violence against women?	Educating men that it is not okay to treat their wives as slaves (beat them & expect them to do all the house and child-rearing work). Raising boys and girls to respect each other (respectful relationship training in schools or parents ensuring their daughters and sons have the same opportunities).
Alcohol abuse is a trigger for VAW. Using the analogy that VAW is like a fire and alcohol abuse is like petrol describe why alcohol is a trigger for VAW?	Alcohol does not cause the violence but can trigger the violence or make it worse. Think of the VAW as a fire and the alcohol abuse as the petrol. You can have the fire without the petrol but by pouring the petrol on the fire it instantly becomes more inflamed and dangerous. If you pour the petrol on the ground - nothing happens.
Give an example of a 'limited' gender role for a woman?	Housewife, housekeeper, mother - a role that defines a woman by the stereotyped view that many societies accept and promote.
What are some short term impacts of physical violence against women?	Bruises, cuts, scratches, pulled-out hair, broken bones, etc.
What are some short or longer term impacts of emotional violence against women?	Low self-esteem; suicidal thoughts or attempted suicide; feeling insecure.
What are the 3 key things to remember when you are responding/supporting a woman who has experienced violence?	Listen to what she says, don't interrupt her. Believe what she says - it is not your role to judge. Respect her views, opinions and decisions regarding her future (if you are very concerned for her safety - explain this to her).
What is a root cause of violence against women?	Men's power and control over women; unequal power relations between men and women; gender inequality; patriarchy (male domination); men's sense of entitlement and privilege; persistent discrimination against women.
What can a bystander do to help prevent further violence against women?	A bystander can intervene in a safe way by contacting the police; distracting the violent person; saying something to let the person using violence know that they do not approve of what they are doing.
Why is it difficult for a woman to leave a violent relationship?	She may have no access to money; the shame of being a single woman with children; the church may strongly disagree with her leaving the marriage; her family may strongly disagree with her leaving the marriage; she may want the children to grow up in a family with two parents; the community and culture may discourage women to leave a relationship.

Name one policy or piece of legislation that the United Nations or the Government of Solomon Islands has developed or supported that addresses violence against women.	CEDAW (convention on the elimination of all forms of discrimination against women); Family Protection Act; Gender Equality Policy, Beijing Platform for Action, United Nations Declaration on the Elimination of Violence against Women (1993).
What are some of the long term impacts of physical VAW?	Low self-esteem; lack of confidence; inability to make decisions; dependence on your partner; long term injuries (brain damage, disabilities).
What are the long term impacts of sexual violence? E.g. when a child has been sexually abused over a long period of time by an older man in a position of power or influence (father, uncle, priest, grandfather, neighbour)	Sexually transmitted diseases; under-age pregnancy; possible increased sexual activities; problems with relationships (trust); suicidal thoughts/suicide; low self-esteem.
If a young woman goes out at night alone wearing a short skirt whose fault would it be if she was sexually assaulted by a group of men?	It is the men's fault. It doesn't matter what she wears or where she is it is not her fault that she is sexually assaulted;
What are the short and long term impacts of VAW on children?	Fear of their father; fear that their mother will be hurt and not be able to look after them; anxious and unsettled; poor concentration at school; not paying attention to hygiene (looking dirty and untidy); low self-esteem; less educational and employment opportunities.
If a woman has sex with another man; does her husband have the right to beat her to teach her a lesson?	No - it is never okay to hit your wife. She is not the property of any man (her husband or her father) and no matter what she does - she does not deserve to be beaten.
Is it okay for a male boss to say to his female employee - "you have nice legs I think you should wear shorter skirts to work from now on..."	No this is sexual harassment and is probably the beginning of what will likely be the boss 'forcing her to do a number of sexual things for him'. He is in a position of power (he is her boss) and should not be saying these things to her that make her feel uncomfortable. In many places around the world there are workplace policies as well as laws against this type of behaviour.
Do men experience gender-based violence?	Yes they do. Many boys and men are beaten, raped, humiliated and discriminated against (mostly by other men and boys) to make them feel powerless; or sometimes because they behave differently from the way that their society believes that "real men" or "good boys" should behave.
Why do we call someone who has experienced physical or sexual abuse a "survivor"?	This term emphasizes that the person has the capacity to overcome a violent experience. It is a more respectful and empowering term than 'victim' which emphasises that whatever has been done to them still defines them.
What does it mean to "empower" a woman?	Empowerment refers to the process of gaining control of one's life. If a woman is empowered she has control over decisions that affect her life; over resources in her life which enable her to have and to determine 'power'.

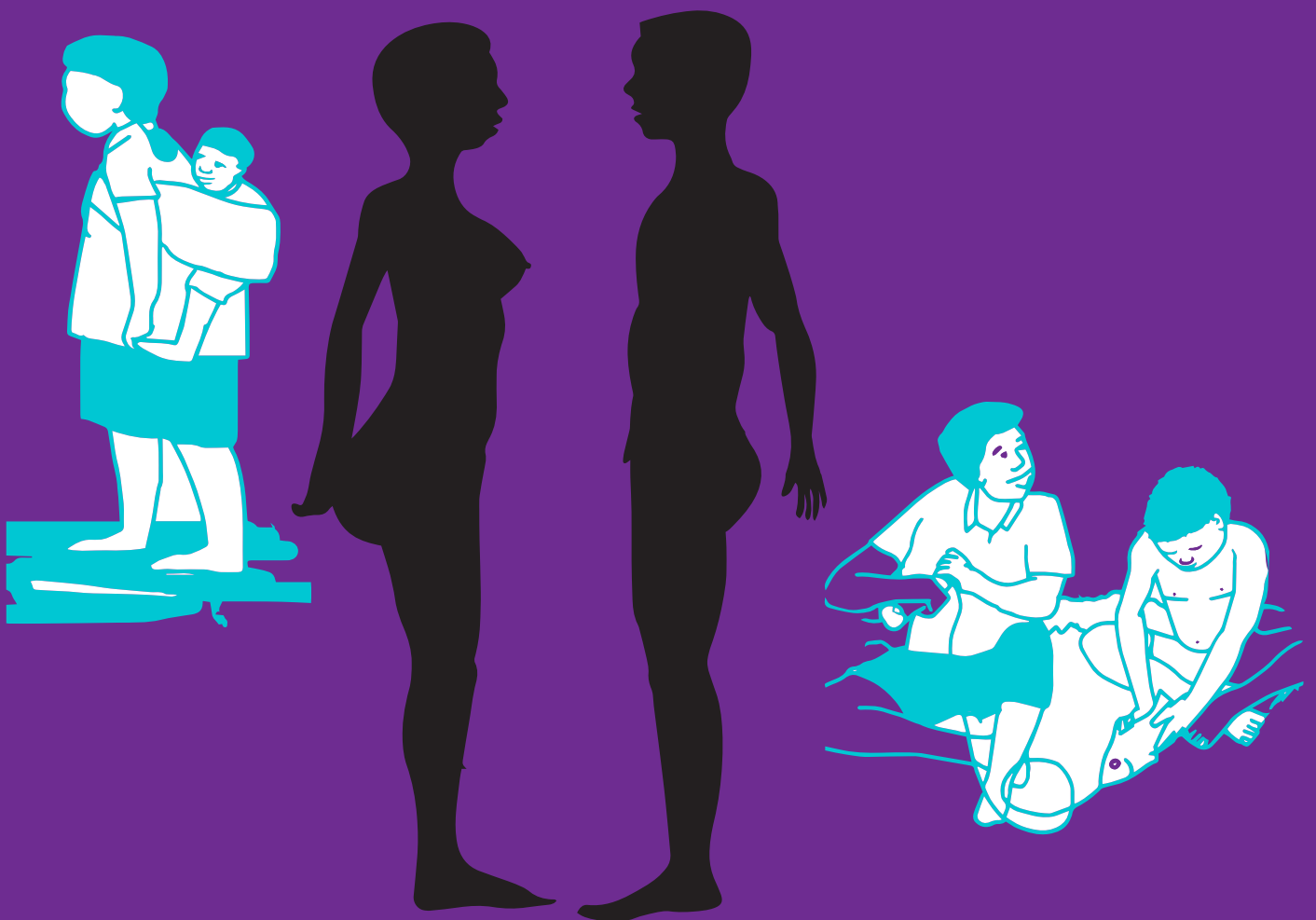
“...we can prevent violence if stakeholders all do their part...
if we can link and build relationships with support units
in communities then victims of violence can feel safe.”


(Male, Temotu, July 2015)



Stage 1

Introduction to gender inequality and violence against women



The page features a solid purple background. In the top right corner, there is a large, light blue circular decorative element with a complex, repeating geometric pattern. In the bottom left corner, there is a large, light blue circular decorative element with a similar pattern, partially cut off by the edge. The text is centered in the middle of the page.

—

“As bystanders, sometimes we see things happening but we tend to neglect being involved in some ways. We need to intervene in situations like this to save somebody’s life.”

(Male, Malaita, June 2015)

—

Activity 1.1

Gender and sex

Purpose: To understand the difference between gender and sex and how when gender roles are strictly enforced in a community it can negatively impact both women and men.

Approximate time
2 hours

Materials
Flip chart paper and markers

Key messages

We all know that women and men are different, but why are they different? There are two things that help explain why women and men are different or perceived as different – sex and gender.

Sex refers to a person's biological and physical characteristics that make them male or female. These are things that we are born with and have no control over. For example women are able to become pregnant and give birth to a baby; men can impregnate a woman with his sperm but cannot become pregnant with a baby.

Gender means the things that women and men are expected to do: how they are expected to dress, talk and express themselves in their communities. Gender is a relatively new concept and is an idea that has been constructed by the society that we live in and is influenced by our culture and religion. It can change from one place to another and over time.

Unlike sex, gender is not something that we are born with, but something that we learn when we are young. We learn from the people around us, our families, the media, teachers, our religious leaders, etc. These ideas of gender strongly influence our beliefs, ideas and opinions about what it means to be a woman or a man.

Masculinity & Femininity – gender behaviours and characteristics are sometimes referred to as masculinity and femininity. Feminine traits are ways of being that society usually associates with being female, while masculine traits are ways of being that society usually associates with being male.

Examples of commonly accepted masculine traits: tall, hairy chest, deep/loud voice, good at fixing things, competitive, strong, confident, a leader.

Examples of commonly accepted feminine traits: small, pretty, quiet, innocent, emotional, forgiving, nurturing, passive. However just because they are 'commonly accepted' does not mean that they are right or cannot change over time.

Instructions

On one piece of flip chart paper draw something that represents a woman (this could be a person, object, word or symbol). On the second piece of paper draw something that represents a man.

You will need enough pieces of paper with a 'woman' and with a 'man' to give to each group (four pieces of paper for a 'woman' and four pieces of paper for a 'man'). Alternatively the groups can draw their own picture/symbol on a piece of paper (one for a woman and one for a man).

Explain that we are going to show what feelings, behaviors and characteristics are associated with either being a woman or a man and whether these are 'fixed' and not able to be changed or are able to be changed.

Step 1

Divide the participants into four groups - young women, young men, adult women and adult men.

TIP

The participants are divided into these groups so that there are fewer barriers to people feeling comfortable and speaking up in each group, for example, a young person may feel that they cannot speak in front of their elder or a woman may feel like she cannot speak up confidently in front of a man. It is important to think about who has the 'power' in the groups - is it the person who takes the pen to write up the notes or the person who leads the discussion. It is important to help the groups to encourage all participants to contribute equally.

You may want to run this session with separate groups of men and separate groups of women to ensure that any sensitive issues are dealt with openly.

Step 2

20 mins

Give each group one piece of flip chart paper with a picture or symbol of a woman on it. Ask the small groups to talk together about:

- What feelings or behaviours are associated with being a woman in Solomon Islands?
- What kind of feelings, characteristics or behaviours should women have?
- Is it important that women only show feelings or behaviours or characteristics that traditional society accepts? Why? Why not?

Ask the participants to write down the things they come up with on the flip chart paper.

Step 3

20 mins

Give each group one flip chart paper with a picture or a symbol of a man.

Ask the groups to talk together about:

- What feelings, characteristics or behaviours are associated with being a man?
- What kind of feelings, characteristics or behaviours should men have?
- Is it important that men only show feelings or behaviours or characteristics that traditional society accepts? Why? Why not?

Ask the participants to write down the things they come up with on the flip chart paper.

Step 4

10 mins

Start by looking at what has been written down about the woman:

Ask the group to circle any feeling or characteristic that men do not have or are unable to have because it is strongly associated with being a woman?

Key messages

What we are trying to encourage the participants to consider is whether the feelings, behaviours or characteristics we assign to women are also able to be assigned to men.

Remember that these should be things that men are unable to feel or do. Ask questions such as "why are men unable to feel or do this?" "Is it because they are not physically or emotionally capable?"

Step 5

10 mins

Now ask the group to look at the paper for the man.

Ask the group to circle any feeling or characteristic or behaviour that women do not have or are unable to have because it is strongly associated with being a man?

TIP

We are trying to encourage participants to think about what characteristics or feelings women are unable to have that have been assigned to men.

Questions put to the groups could be "why are women unable to feel or do this?" or "is it because they are not physically or emotionally capable?"

Step 6

5 mins

Ask everyone to walk around and look at what the other groups have written and circled. Ask them to think about whether anything surprises them?

Step 7

15 mins

Back in the same groups ask them to discuss the following:

- Why do some people think that women should have these feelings, behaviours or characteristics?
- What do some people say about women who do not have these?
- Why do some people think that men should have these feelings, behaviours or characteristics?
- What do some people say about men who do not have these?

TIP

The aim of the exercise is to encourage the participants to think about why these feelings and characteristics are assigned to men or women and how often members of the community will think or act negatively towards those who do not fit with the ideas of what society has determined.

You can give examples by asking questions like:

"What do some people say about men who are not strong and powerful?"

"What do some people say about women who are not loving or nurturing?"

Step 8

20 mins

Now bring the groups back together into a large group. Ask the group:

- What are some of the things that other people say about men and women who do not show these feelings or characteristics

TIP

Brainstorm in the large group what are some of the consequences for someone who doesn't fit with the expectations of most other people? What is it like for these people? What kind of things might be said to them or about them? How might they feel when other people say such things?

Step 9

10 mins

In pairs, ask the participants to reflect on the activity:

- Is it important for men and women to have assigned characteristics, feelings and behaviours? Why?
- What do these characteristics, feelings and behaviours mean in our community?

Key messages

Try to introduce the idea that these descriptions are not always positive and that they can be given more or less importance. For example being a loving mother may not be seen as important as being a strong man.

When something is given more importance it can also give the person who has it more control and more say over how things are done. Is this a good thing? Or can it be a negative thing for some people who do not have the characteristics that are seen as important?

ALTERNATIVE EXERCISE

With the large group together.

Have prepared cards with statements written on them, for example:

- "women give birth to babies"
- "men earn the family income"
- "men are strong"
- "women are weak"
- "women are nurturers"
- "men are leaders"
- "women are quiet"
- "men are powerful"
- "women are followers"
- "men are leaders"

Have enough cards to give to each person in the large group.

On two pieces of flip chart paper write:

'Women's qualities' on one and 'Men's 'qualities' on the other one.

Give a card to each person - male cards to males and female cards to females.

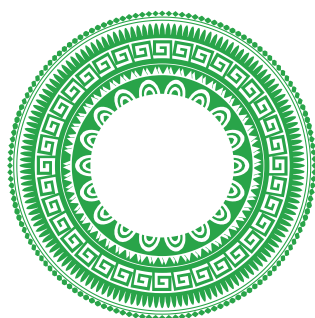
Ask for a volunteer to start and ask them to act out the quality described on the card. For example if the card shows a woman's quality as 'gentle' or 'sensitive', the woman participant will act out one of these characteristics.

Ask the group to guess what characteristic or quality the participant is acting out.

Go through all the cards and then ask them to swap cards - i.e. men have the women's cards and women have the men's cards.

Ask the group can men have 'women's' qualities? Can women have 'men's' qualities?

Why and why not?



ALTERNATIVE EXERCISE

Using a board or a piece of Flip Chart paper - write the headings 'Female' and 'Male' on the top of two columns.

Ask for the group to call out characteristics that their community would use to describe female or male.

Female	Male
<ul style="list-style-type: none"> • Take care of others • Do the cooking and the cleaning • Are gentle • Are nurturing • Like to gossip • Have babies • Can breastfeed babies • Cry easily 	<ul style="list-style-type: none"> • Are strong • Are brave • Earn money • Play sport • Are the protector of the family • Grow beards • Are the decision makers • Are the leaders • Don't cry

When you have at least 15-20 characteristics for both females and males cross out each heading and replace them with the other heading. E.g. Female becomes Male and Male becomes Female. Discuss - does this work? Which characteristics are we unable to change?

The answer is that only the biological characteristics are unable to be changed to the other sex. The other characteristics are interchangeable for males and females.



Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions. Make sure that you reinforce the key messages for this activity.

Key messages

Remind the group of the aim of the session – to gain a better understanding of what gender is and how the feelings and characteristics assigned to women and to men can limit their abilities to be the person they might want to be or achieve what they really want to achieve in life.

The key message is that gender characteristics are assigned by society and because they are determined by society they can also be changed by that society. Other than reproductive functions, men and women are basically the same. However society treats men and women differently and has often very different expectations from them.

Most activities can be done by both men and women. Only a very few activities are linked to our biological differences, like having a baby, breast-feeding, growing a beard, etc. Biological differences are fixed and do not change.

Gender stereotypes (the labels that are put on someone based on their gender) are responsible for the division of roles. But gender is variable and it changes from time to time, culture to culture, even family to family. Gender stereotypes can be broken.

Action

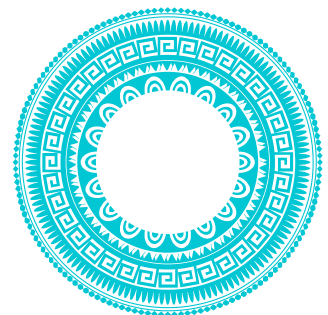
Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

—

“I learnt that women are not to be used as sex objects, segregated and should be treated with love care and respect.”

(Female, Temotu, July 2015)

—



Activity 1.2

Gender roles

Purpose: To understand the different roles that society determines for women and for men and how this can lead to gender inequality.

Time

Approximately 1 hour and 45 mins

Materials

- Flip chart paper and markers
- Packages of small stickers, red and green (or any two different types of stickers)

Key messages

The roles that women and men do are often gendered which means that men are expected to do certain roles within the family and community and women are expected to take on certain roles. However there is nothing physically stopping women and men undertaking the roles that society has determined that they should not do. We might have social or cultural beliefs that mean that women and men are not supposed to undertake particular roles; however women and men are capable of undertaking these roles.

It's okay for women and men to have different roles if the work that is actually done within these roles is viewed as being equally important. When one role is seen as more important than the other role (for example, women preparing food for the family is not seen as important as the man's traditional role of going out fishing and bringing home money) this can lead to inequality between women and men - gender inequality.

When women and men don't do the things that they are supposed to do there are often different consequences. The consequences for women are often more severe. Sometimes when women do not do the work that they are supposed to, men use this as an excuse for violence.

Instructions

Step 1

Separate the group into two groups - one group of women and one group of men.

5 mins

TIP

To ensure that one group (for example, men) do not dominate the conversation and perhaps move the discussion in certain ways as opposed to letting it flow freely - it is important to separate the group into males and females to provide less barriers for all participants to speak openly. For example some women may find it difficult to speak up in a group when men are present and in particular if they want to say something that may be viewed as controversial or challenging to others.

Step 2

Explain to the participants that they are going to discuss the activities that men and women do during the day. These activities might be in the household, on land, work, school or in their spare time.

5 mins

TIP

We know that all women are not the same and all men are not the same and they do not all do the same things. However in the Solomon Islands (and in other countries) many of the activities that all men undertake are similar and that all women undertake are similar. In this activity we need to generalise about what most women do and what most men do.

Step 3

Give each group two pieces of flip chart paper.

5 mins

Ask each group to label one piece of paper "a woman's day" and the other "a man's day".

Step 4

Ask the participants to think about what most women do in a typical day and what most men do in a typical day.

15 mins

Ask the groups to list all the activities that women and men do during the day starting with the time that they wake up and ending with when they go to sleep, on the flip chart.

These should be things that happen every day, or most days. Things that only happen sometimes should not be included.

TIP

It is important that the participants reflect on a typical day – a usual day when they would do a similar thing as they did the day before. Maybe encourage them to think about a day during the week, between Monday and Friday.

Step 5

Now, ask the groups to look at their two flip charts and discuss the following questions:

10 mins

- Who has more activities during the day?
- Who has more activities focused on looking after other people?
- Who do you think has more spare time?
- How do you think women feel and men feel by the end of the day?

Key messages

The lists are likely to vary a great deal in length with the women's list of activities being far longer than the men's. This is the same in all countries – women do far more work in and around the home than men. Work that is often not recognised for the value that it provides to the family and the community.

You are trying to encourage the participants to think about who does most of the caring for others, roles that would not be fulfilled if women didn't do them. Women's roles are varied and usually begin early in the day and do not finish until the rest of the household has gone to bed.

Step 6

Ask the participants to place their stickers on the flip chart as follows:

5 mins

Ask the women to look at the men's list of activities & place a red sticker next to each activity that a woman is not allowed or not supposed to do.

Ask the men to look at the women's list of activities and place a green sticker next to each activity that men are not allowed or not supposed to do.

Step 7

Ask the groups to talk together about the following questions:

10 mins

- What do other people say about women who do activities that are supposed to be done by men?
- What do other people say about men who do activities that are supposed to be done by women?

Step 8

Now ask them to do the following:

10 mins

- Ask the women to look at the list of women's activities and put a circle around any of the activities that they would like men to do as well.
- Ask the men to look at the list of women's activities and put a circle around the activities that they would like to start doing or would like to do more of.

Key messages

You are trying to encourage the participants to think about how gender roles are assigned to women and men and how society makes it clear in different ways that this is the way things are meant to be or else you may not be accepted. This then makes it very difficult for people (women and men) to take on other roles that they may wish to do and would be very good at doing. The kind of things that women might like men to do could be helping with the household tasks (cooking, cleaning) or taking care of the children. The kind of things that men might like to do could be the same as those listed. Some men may be very good at cooking, cleaning or looking after the children but because of the strong societal pressure to only do the activities that are seen as appropriate for a woman or a man; they may feel that they cannot undertake these different roles.

Step 9

10 mins

Bring the women and men back together into a large group and ask each group if they would like to present their work. Allow time for the women and men to ask each other questions. They may not want to do this but if anyone feels like they would like to ask questions of the other group encourage this.

Step 10

10 mins

To help facilitate discussion use the following questions as a guide to encouraging people to speak up:

- How do we learn the different roles of women and men? Who teaches us that these are the roles that we should be taking on? Do you think that we have choices?
- If women do not take on these roles what is the result? Is it the same result if men don't take on the male roles?
- Do you think this is fair?

TIP

You may need to help the participants to think about what are the results when women and when men do not undertake the roles that society expects of them. For example, are they talked about negatively? Do they miss out on positive things because of this?

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Key messages

Gender roles, or the roles of men and women, are not fixed. They are different in different regions and cultures. They also change over time. Gender stereotypes (a fact or an idea that state that some categories of people have certain - usually bad/negative - characteristics) can be broken.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 1.3

Women's and men's work

Purpose: To understand the division of women's and men's work and how this can lead to gender inequality.

Time

Approximately 1 hour and 30 mins

Materials

- Flip chart paper and markers
- A4 paper cut in half – two different colours if possible

Key messages

The different roles of women and men can lead to gender inequality when there is not equal decision making or when women's and men's work is not seen as equally important.

In many of the communities within Solomon Islands, family income will be generated by women's work gardening and then selling at markets. However, when this income comes back to the family it is often men who decide how the money is used. This is not equal. If spending of the family income is decided by both women and men, then it would be equal.

Women's work is usually critical to the survival of the family and it should be seen as equally important as men's work.

Instructions

You should have two piles of different coloured A4 paper cut in half. Use the flip charts from Activity #2.1 Gender Roles. On one colour write all the 'Women's Activities' (one piece per activity) and on the second colour write all the 'Men's Activities' (one piece per activity).

Step 1

1 min

Ask the participants to sit in a circle.

Step 2

5 mins

This step will only be relevant in activities where there is income of some sort – this will most likely be related to markets.

Ask the group to go through all the women and men's activities and mark:

- Which of the women's and men's activities generate an income?

Ask the participants to mark these papers with a \$.

Step 3

5 mins

Ask the group to look at the papers and answer the following questions:

- Are women or men generating the family income?
- Who decides what the money is spent on?

Step 4

15 mins

Place a piece of flip chart paper in the middle of the group.

Ask a volunteer to draw a line along the bottom. Write a '1' on the far left side of the line, and a '5' on the far right. Add the numbers '2', '3' and '4' at equal spaces along the line. This is a continuum.

TIP

It is important to discuss with the group that this is a different question than asking what activities generate cash. A lot of food production that the family is engaged in may not generate cash but is essential for the family's survival.

Step 5

10 mins

Ask the group to rank the top 5 activities that are needed for the family to survive.

Place the top 5 activities on the continuum with number '1' being the activity that is the most important to the family's survival.

Make sure you encourage everyone to listen to all ideas and work together as a group to decide on the best place for it to go.

Step 6

Now ask the group to discuss what they see using the following questions:

- Why are these activities so important?
- Who is responsible for these activities?
- Do women and men share the work equally?
- What happens if the work is not shared?

Step 7

5 mins

Ask everyone to think about the whole activity and talk about the following questions:

- What would you like to change about the activities that women do and the activities that men do? Why?

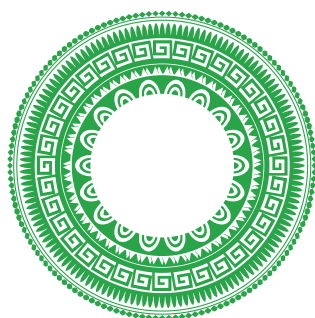
Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Activity 1.4

Violence against women in Solomon Islands

Purpose: To understand the prevalence and types of violence against women in Solomon Islands

Time

Approximately 2 hours and 20 mins

Materials

- Handout – Types of Violence used against Women
- Copies of Violence Against Women – Survivor Stories

Key messages

Violence against women is very common in Solomon Islands. The Family Health & Safety Study from 2009 found that 64% of women aged between 15 and 49 years who had ever been in a relationship, had experienced either physical and or sexual violence...

The United Nations defines violence against women as “any act of gender-based violence that results in or is likely to result in physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

Intimate partner violence refers to behaviour by an intimate partner or an ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological (mental or emotional) abuse and controlling behaviours.

Sexual violence is a sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion (force), by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of a woman’s private parts with a penis, other body part or object.

Violence against women isn’t just physical or sexual, It also includes emotional violence like threats, intimidation or put downs and social violence like limiting access to family and friends. Violence against women can also be financial where money or resources are controlled.

Most violence against women is perpetrated by men.

Most violence against women is perpetrated by men who are known to the women (i.e. husband, friends, and family members) rather than strangers.

Violence against women occurs much more often than it is reported to the police (this is known as under-reporting).



Instructions

Key messages

At the beginning of any workshop, training or discussion on the topic of Violence Against Women something similar to the following information should be provided to the group:

"Today we will be discussing the issue of violence against women. This is an issue that is likely to be something that either you or someone close to you has experienced or is still experiencing.

If you find that any of the information provided today is causing you to feel uncomfortable or distressed you might want to take yourself outside of the room/space in order for you not to feel further distressed. You might not want to return to the room or you may go for a walk and then return after some time. It is normal to feel like this, particularly if you have never talked about this issue to anyone. Experiencing violence can leave you feeling very sad, alone, vulnerable, angry, hurt and many other feelings. This is all very normal.

If there is someone you feel safe talking to about your experiences do so as this might help you feel better. Remember to be gentle to yourself and not push yourself to sit through these discussions if it is too difficult for you."

It is very important to acknowledge that there would be people in the room who have experienced violence against women (especially given the statistics in Solomon Islands - 64%=more than 6 women out of every 10 women). It is also important that you do not encourage people to disclose the violence they have experienced as this is not a counselling session and once someone discloses their experience of violence it is difficult to change the topic and return to the training program as they may feel like you are not interested in their story and this may contribute to them feeling further distress.

It is a good idea to have contacts for local services who might be able to help anyone with their experiences (past or present) of violence. This information should be provided at the beginning of the workshop.

Step 1

5 mins

Draw a pretend line down the middle of the room or space. Say that one section is the 'agree' section and the other is the 'disagree' section.

Step 2

5 mins

Read the following statements to the group. At the end of each statement ask everyone to move to the 'agree' area or the 'disagree' area depending on what they think. If they are unsure they can be somewhere in between 'agree' or 'disagree'.

When everyone is in place ask for a few volunteers to explain why they are standing where they are; If no-one volunteers ask a few people directly being careful to choose people who might be more comfortable speaking publicly.

Step 3

15 mins

Statements:

- a. 'Violence against women is a big problem in the Solomon Islands'
- b. 'Violence against women can be prevented'
- c. 'Violence against women only happens in the Solomon Islands'
- d. 'Men are naturally violent and cannot help themselves being violent towards their wives'
- e. 'If a wife is not doing the housework it is okay for her husband to beat her'
- f. 'The bible says that men can beat their wives if they are disobedient'
- g. 'Being physically hurt by someone you are married to is worse than him telling you that you are ugly, fat or useless'
- h. 'Bride Price means that a husband can do anything he likes to his wife if he is not happy with her.'

Step 4

15 mins

Separate the group into small groups of women only and men only, with no more than 5 participants in each group.

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- | | |
|--------------------------|---|
| Step 5
10 mins | Ask the groups to think about all the different types of violence against women that they know. |
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| Step 6
20 mins | Back in the large group; ask the small groups to share the types of violence that they talked about. Refer to the handout on types of violence against women. If you think it would be helpful read through the UN definition of VAW and explain any terms that are not usual language for the participants. |
|--------------------------|--|
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|--------------------------|---|
| Step 7
20 mins | <p>Ask the participants to go back in the same small groups of women only and men only.</p> <p>Give each group copies of the Violence Against Women – Survivor Stories. Ask the groups to read the stories and discuss the following questions:</p> <ul style="list-style-type: none">• What forms of violence against women are in the story?• Where is the violence happening?• Who is perpetrating the violence? Is it someone that the woman knows?• Do you think that this type of violence against women is common in the Solomon Islands? |
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| Step 8
15 mins | <ul style="list-style-type: none">• Bring the groups of women and men back together. Ask for any comments from the groups. |
|--------------------------|--|
-

Key messages

If there are no comments it might mean that people are not comfortable discussing these issues in a group with both men and women. This is okay and it is important not to push people beyond where they are comfortable.

Explain to the group that all the survivor stories are from the 'Solomon Islands Family Health and Safety Study: A study on violence against women and children' that was published in 2009. This study was undertaken using WHO guidelines which have been used in many other countries around the world. The study interviewed women between the ages of 15 and 49 years from 3552 households across the Solomon Islands to collect information on how many women have experienced violence as well as personal accounts from survivors of violence.

The study found that nearly 2 out of every 3 women aged between 15 and 49 years who had ever had a relationship with a male, had experienced physical and/or sexual violence (64% of women). However this figure does not include other types of violence such as emotional, social or religious violence.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Handout 3

Violence against women definition – United Nations

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

Violence against women shall be understood to encompass, but not be limited to, the following:

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

Women are entitled to the equal enjoyment and protection of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. These rights include:

- The right to life;
- The right to equality;
- The right to liberty and security of person;
- The right to equal protection under the law;
- The right to be free from all forms of discrimination;
- The right to the highest standard attainable of physical and mental health;
- The right to just and favourable conditions of work;
- The right not to be subjected to torture, or other cruel, inhuman or degrading treatment or punishment.

Handout 4

Types of violence against women

Emotional and psychological abuse may include:

- Telling someone she is ugly
- Denial of love/affection
- Humiliation / Disgrace / Shame
- Refusing to help someone in need
- Name-calling or shouting
- Damaging their favourite possessions (clothing, a pet)
- Threatening physical or sexual violence
- Insulting or cursing if she refuses to have sex
- Writing threatening or harassing letters or texts to someone after she has ended a relationship

Physical violence may include:

- Slapping, beating, pinching, hair pulling, burning, strangling
- Threatening or attacking a person with a weapon or object
- Throwing objects at the person
- Physically confining (locking in a room or tying up)
- Ripping off a person's clothes

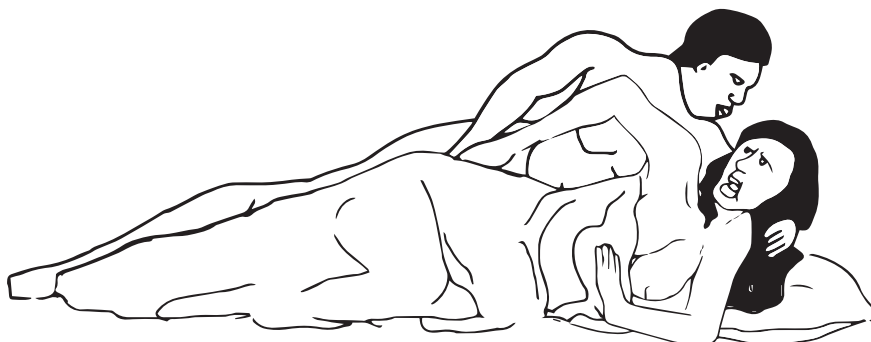
Sexual violence may include:

- Beating a woman to force her to have sex
- Touching a woman's sexual body parts against her will
- Using rude and abusive language to coerce someone into having sex
- Putting drugs into a person's drink so that it is easier to have sex with her
- Refusing to use contraceptives or condoms

These types of violence can happen to both men and women, girls and boys but today we are discussing men's use of violence against women (and girls) because statistics tells us that in Solomon Islands overwhelmingly women are the victims of violence from men. Although men are also victims of violence it is usually other men who are violent to them, for example, being assaulted during a robbery, being hit during a fight at a bar. These are not necessarily examples of violence based on someone's sex.

Ask the participants if they want to add any items to the examples of violence.

You can also use the definition from the UN to add to the lists above.



Handout 5

Violence against women – survivors' stories (from the Solomon Island Family Health and Safety Study)

Most of the time, when he came back from drinking he would bash me. Because I know he was usually violent when he went away and came back at night I did not usually ask him where he had been. I usually waited for the next day when he was sober, then I asked him where he had been. But I don't know what's wrong with him because if he came back then he would just bash me, and after he hit me then he would want to have sex with me.

He does not provide for me to do the household chores ... like buying soap for washing clothes and so on. So I have to beg my uncles to give me money to pay for these things. I feel very shy and small when doing this but I have to. Whenever I ask him to give me money, he always tells me that his salary is too small.

My first husband doesn't allow me to go and talk with other people, even within the family like my brothers and sisters. When they come to visit me and he sees us talking or laughing he just comes directly to me and hits me or drags me away from my relatives. He does not respect my relatives.

One day when I was at the bus stop, all of a sudden, my brother-in-law came and hit me, punched me and slapped me and I fell to the ground on the roadside. There were a lot of people standing around at the bus stop and they were looking at us. I wanted to cry but could not and he went on to verbally abuse me and shouted, 'Do you think your husband will come back to you again, useless, you stupid woman'.

My male workmates were the ones who usually sexually harassed me ... A lot of times the men touched my private parts and harassed me for sex. They also made sexual comments towards me. And a lot of times, if I asked them to do any work for me because it relates to my work, they harassed me. They wanted me to touch their private parts or have sex with them before they would do the work being asked.

There was one time when I was working in a restaurant and I came back from work at night. I got off the bus and walked along the road but I didn't see that a man was following me. He came and grabbed me on the way ... It happened to me in the night time ... He held me and did things that are wrong to women.

I was about 12 or 13 at the time. I went for a walk to the seaside with some other small children when this particular man chased me. He aimed for me. When he reached me he grabbed me,

I tried to cry, shout and struggle to get away from him. But he closed my mouth and beat my hands. And then he lifted my small skirt and abused me. This man took my virginity that day by force and I was bleeding when I reached the house. They took me to the hospital and stitched me up.

Activity 1.5

Violence against women: myths and triggers/ contributing factors

Purpose: To understand the difference between myths about violence against women and triggers or contributing factors to violence against women and the actual or root causes of violence against women

Time

Approximately 2 hours

Materials

- Flip chart paper and markers
- Myths about Violence Against Women
- Violence Against Women Trigger Stories

Key messages

The root causes of violence against women are the power inequalities between women and men combined with misuse of this power and a lack of respect for others (women). When one group has power over another group, the group with the power may often believe that they can treat the group with less power in whatever way they choose. Sometimes this can result in using violence to maintain their power and control. The discrimination women experience together with a lack of respect for women's human rights and the abuse of power by men within the Solomon Islands can lead to the ongoing and pervasive (widespread) issue of violence against women.

In Solomon Islands, men generally have more power than women. Men can choose to use their power in a way that is non-violent and supportive or they can choose to use it in a way that is controlling and violent.

Women are never to blame for the violence that happens to them.

Men are responsible for their choice to use violence against women.

Myths can play a large role in determining how much support a community has for violence against women. Myths are stories that are often passed from one generation to another, sometimes without questioning or reflecting on whether or not they are true or even make any sense.

—

“Myths contribute to individuals having negative perspectives towards women and not respecting them. I must bring up my boy to role model respect for women and to avoid domestic violence...”

(Female, Temotu, July 2015)

—

Key messages

Some myths can lead people to minimise the severity or excuse violent behaviour.

We can identify these commonly held but harmful myths and helpfully question their influence on our attitudes, behaviours and relationships.

Harmful myths are dangerous because they influence how we think and feel about violence against women and their children.

These beliefs and attitudes then influence how we act when confronted with violent behaviour or how we respond when we hear about violence.

It is important to remember that violence is a choice, regardless of whether or not a person uses drugs or alcohol. One of the easiest ways to think about the relationship between alcohol abuse and domestic violence is to think about the domestic violence as a fire and alcohol abuse as a can of petrol. If you pour the petrol onto the fire, it will get much worse, but if you pour the petrol on the ground nothing will happen. If you take away the petrol you still have the fire (domestic violence). For alcohol abuse to make domestic violence worse there has to be something to ignite it – such as abusive attitudes or a family history of violence and abuse.

Research in the US shows that abusive men with severe alcohol problems abuse their partners when they are drunk and when they are not drunk. These men are also violent more frequently and inflict more serious injuries on their partners than abusive men without alcohol problems.

Alcohol and drug abuse can make an existing tendency to use violence much worse. The social expectations about drinking behaviour in many countries teaches people that if they want to avoid being held responsible for their violence they can either drink before they are violent or at least say they were drunk.

Instructions

Step 1

10 mins

Myths about violence against women.

With all the participants together discuss what are myths and why they can be harmful.

Step 2

10 mins

Ask the group to think about some of the myths that they know – these could be about any issue, for example what are some of the traditional myths that people learn as children? Perhaps they can talk to the person sitting next to them about myths that they have heard of.

Step 3

20 mins

Read out the myths in the hand-outs and ask the participants to think about how they feel about each myth. Ask them not to say anything but just to think about them for a few minutes...

TIP

Read out each myth and then pause for a minute or two to allow the participants to think about the myth. This allows each person to reflect personally on what the myth means to them without having to respond to it. Many of these myths might still be held as true by some of the participants and that is okay because we will have more time to hopefully prove the myths wrong with the following activity.

Step 4
15 mins

Separate the group into small groups of women only and men only with no more than 5 participants per group.

Give each group a copy of the Myths about Violence Against Women and one story from the Trigger Stories.

Ask each group to answer the following question about the Trigger Stories:

- What do you think caused the violence in this situation?
- What would most people think is the cause of the violence?
- Can you see how one of the myths could fit with the trigger story?

TIP

With this exercise you are trying to encourage the participants to identify: that the causes of violence against women depicted in the trigger stories are actually myths about violence against women. You may need to spend some time with each group to ensure that they are on track and are able to explain how the myths that surround violence against women are used as excuses for violence.

Step 5
20 mins

Bring the groups back together and ask the small groups to share what they identified as the causes of violence against women in their trigger story with the larger group and to explain what myth or myths they thought related to the story.

Step 6
40 mins

Using the myths ask each group to role play the myth - with one or two people reading out the myth and another one or two people practicing 'debunking' the myth - showing that it is not true. For example, if the myth is that 'women who wear short skirts are asking to be sexually assaulted' then 'de-bunking' this myth would involve responding by stating that this is blaming the victim and violence should not be inflicted on someone just because they choose to dress in a manner that may not be culturally appropriate in the eyes of the abuser. You could say "women should not be abused because of what they are wearing; the fault is with the person who has assaulted the woman."

Ask any of the groups if they would like to share their role play with the larger group.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Handout 6

Violence against women – trigger stories (drawn from the Survivor Stories)

Most of the time, when he came back from drinking he would bash me. Because I know he was usually violent when he went away and came back at night I did not usually ask him where he had been. I usually waited for the next day when he was sober, then I asked him where he had been. But I don't know what's wrong with him because if he came back then he would just bash me, and after he hit me then he would want to have sex with me.

My first husband doesn't allow me to go and talk with other people, even within the family like my brothers and sisters. When they come to visit me and he sees us talking or laughing he just comes directly to me and hits me or drags me away from my relatives. He does not respect my relatives.

My wife is not keeping up to my expectations. I am not happy with her, and I am tired and stressed at work, leading me to get angry if food is not ready... Due to this, or my wife asking too many questions, I hit her in every argument. I want my wife to adjust to my expectations.

My male workmates were the ones who usually sexually harassed me ... A lot of times the men touched my private parts and harassed me for sex. They also made sexual comments towards me. And a lot of times, if I asked them to do any work for me because it relates to my work, they harassed me. They wanted me to touch their private parts or have sex with them before they would do the work being asked.

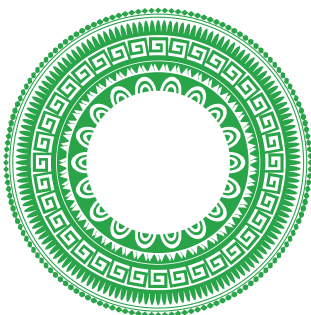
There was one time when I was working in a restaurant and I came back from work at night. I got off the bus and walked along the road but I didn't see that a man was following me. He came and grabbed me on the way ... It happened to me in the night time ... He held me and did things that are wrong to women.

I expect my wife to satisfy me sexually. Many times I told her that I want to sleep with her but when she says she is tired I get very angry.

Sometimes violence is because of the bride price. He purchased her; therefore he has the right to beat his wife.

I was about 12 or 13 at the time. I went for a walk to the seaside with some other small children when this particular man chased me. He aimed for me. When he reached me he grabbed me,

I tried to cry, shout and struggle to get away from him. But he closed my mouth and beat my hands. And then he lifted my small skirt and abused me. This man took my virginity that day by force and I was bleeding when I reached the house. They took me to the hospital and stitched me up.



Handout 7

Myths about violence against women

Our beliefs and attitudes are shaped by many influences, often without us thinking too much about where these have come from. When we look closely at where our attitudes and beliefs have come from we can start to identify certain myths or false truths upon which our attitudes are based.

Here are some common myths and why they are not true:

MYTH 1: Men are much better decision makers so they should make all the decisions and take control in relationships.

FACT: Violence is more common in families and relationships in which men control decision making, and less so in those relationships where women have a greater degree of independence.

The belief that men and women have different roles or characteristics (whether in relationships or society in general) is known as gender stereotyping. International studies have shown time and time again that belief in such stereotypes is one of the most significant predictors of violence. That is, individuals who hold such beliefs are more likely to perpetrate violence against women, and countries where gender stereotyping is more accepted have higher levels of violence against women.

We know that in societies where men and women are more equal in their relationships, and where they are not expected to play different roles based on their sex, violence is less common. Greater equality and more flexible gender roles give everyone more opportunities to develop to their full capacity.

MYTH 2: Domestic violence is OK if the perpetrator gets so angry they lose control.

FACT: Violence against women is about something more than just losing your temper. There are no excuses for violent behaviour. Ever.

Violence is caused by an individual's attitudes towards women, and the social and cultural influences that say violence is OK.

MYTH 3: If a man pays a Bride Price for his wife then she becomes his property and if she does something to displease him, it is okay for him to teach her a lesson (beat her).

FACT: No matter what the circumstances, a human being is not able to be bought or sold. Bride Price is a tradition that respects and honors women and it should not be used as an excuse to control and mistreat your wife. Because an amount of money has been exchanged between families when a couple is married it does not mean that it has any connection to ownership.



MYTH 4: Women should leave a violent relationship if they are really unhappy.

FACT: The most extreme violence, including murder, often occurs when a woman tries to leave a relationship.

When it is assumed that a woman who is a victim of domestic violence stays by choice, blame is taken away from the perpetrator of violence. This puts the responsibility for dealing with the violence on the victim, who might not be able to leave a relationship because she fears for her life or the safety of her children. She may also not have an income so it is very difficult for her to leave with no ability to earn money for herself and her children. The community, the church and her family may also all tell her that she must stay in her marriage – no matter what.

MYTH 5: If a woman is drunk or on drugs, she's partly to blame for being raped.

FACT: You can't legally give consent (see explanation in Definitions & explain this term to participants) when you're drunk or affected by drugs. The perpetrator is always the only person responsible for sexual violence and he should not be trying to have sex with a person who cannot, due to their drunk state, agree (give consent) to having sex.

MYTH 6: Men rape women because they can't control their need for sex.

FACT: Sexual violence is an abuse of power. Men rape women because they believe women are possessions, not equals, and that they have a right to women's bodies. Myths like this place responsibility on the woman and encourage more victim-blaming instead of placing the responsibility for the violence on the men who use violence.

MYTH 7: Women are most likely to be raped by a stranger in a public place.

FACT: Women are more likely to be sexually assaulted by someone they know than by a stranger. Statistics from Sexual Assault Centres around the world state that approximately 80% of women know the person who raped them. It is usually a family member, their husband or boyfriend or a family friend. This myth is one of the reasons that women are less likely to report a sexual assault perpetrated by someone they know. They may fear no one will believe them or that they encouraged the perpetrator in some way. Once this myth is busted, women may be more willing to come forward and report the known person who attacked them. It is always hard to report someone you know, particularly if it is your husband. This is a major issue in Solomon Islands as some men believe that when they have married a woman she then automatically must agree to have sex whenever he wants it. This is not true as women, married or not, have the right to say no to sex, even when the man is her husband.

MYTH 8: Many women make false claims about domestic violence or sexual assault.

FACT: False claims of domestic violence or sexual assault are extremely rare. Most women in the Solomon Islands and elsewhere in the world who experience current partner violence don't contact the police about the violence and rarely tell anyone about it.

The same is true with sexual assault; most women do not report sexual assault to police because they are ashamed or fear that they will not be believed...

MYTH 9: Domestic violence does not happen often.

FACT: 64% of women over 15 years of age have experienced Domestic Violence by a partner or former partner in the Solomon Islands. In Australia the statistics state that 1 in 3 women have experienced violence from a current or former partner.

MYTH 10: Marriage is private and what happens in that relationship is no-one else's business.

FACT: When someone is being hurt (emotionally, physically, sexually or economically) it is everyone's business to stop it. It hurts not only the woman, but the children as well. A good society does not allow this to happen and wants all its members to be safe from harm.

MYTH 11: Men who commit domestic violence cannot control themselves.

FACT: Usually men who use violence against their wife/girlfriend do not commit violence at work, with their friends, out fishing, etc. They choose to be violent in the home where they think that they are the boss and everyone should do as they say. Some men are violent in the home and outside the home and these are the most dangerous men and need to be dealt with strongly by the police.

MYTH 12: Women provoke domestic violence by nagging or other annoying behaviour.

FACT: Nothing anyone does or says should lead to violence. Violence against your wife or girlfriend is a crime in the Solomon Islands. There are better ways to sort out relationship differences or conflict and talking about these things calmly is a good start.

MYTH 13: Alcohol causes domestic violence.

FACT: Alcohol does not cause violence – the violence is inside the abuser and he allows it to come out. Alcohol can however, make the violence worse as it lowers inhibitions and causes the person not to think as much about the consequences of what they are doing and this can sometimes lead to more serious injuries.

Think of the alcohol as the 'fire' and the alcohol abuse as the 'petrol'. If petrol is put on a fire it becomes worse but if petrol is put on the ground nothing happens.

MYTH 14: Jealousy and unfaithfulness cause domestic violence.

FACT: Jealousy and unfaithfulness do not cause violence. They may be a trigger – something that like alcohol, may increase the level of incidences of violence, but does not create the violence in the first place. Jealousy is a human characteristic that almost always has negative impacts on the people around the jealous person – the people or person he/she says that they care about or love.

Activity 1.6

Gender inequality and violence against women

Purpose: To understand how gender inequalities can lead to violence against women

Time

Approximately 1 hour and 40 mins

Materials

- Flip chart paper and markers
- Handouts - Power and Control Wheels
- Completed flip chart from Activity #1.1 Gender and Sex

Key messages

The root cause of violence against women is the power inequalities between women and men - when one group has power over another group, the group with the power can often believe that they can treat the group with less power in whatever way they choose. Sometimes this can result in using violence to maintain their power and control.

In Solomon Islands, men generally have more power than women. Men can choose to use their power in a way that is non-violent and supportive or they can choose to use it in a way that is controlling and violent.

Women are never to blame for the violence that happens to them.

Men are responsible for their choice to use violence against women.



Instructions

On flip chart paper draw a large figure of a man. You will need enough pieces of paper with a man on it to give to each small group.

Step 1

5 mins

Separate the group into small groups of women only and men only with no more than 5 participants per group.

Step 2

15 mins

Give each group one piece of flip chart paper with a figure of a man on it.

Explain that this is a man that uses violence against his wife. Remember the different forms of violence against women – physical, sexual, emotional, financial and social.

- What is the man doing that makes the woman feel scared?
- How do you think the man feels when he is being violent?

Ask them to write their answers on and around the man.

Step 3

15 mins

Now, display the flip charts from Activity 1.1 around the room / space.

Ask the small groups to talk about the following questions:

- Are there any differences in what was written about men's characteristics/behaviours in Activity 1.1 Gender & Sex compared to what you have written down now?
- How can men use their characteristics in a negative way?
- How can they use their characteristics in a positive way?

Step 4

15 mins

Bring the small groups back together and ask the groups to share what they talked about in Step 2 and 3.

Step 5

20 mins

Share and explain the power and control wheel with the group.

It's important to emphasise that men make choices about how they use the power that they have. You can either choose to use this power in a way that causes violence, harm and fear in another person, or you can use it in a way that is supportive and equal.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

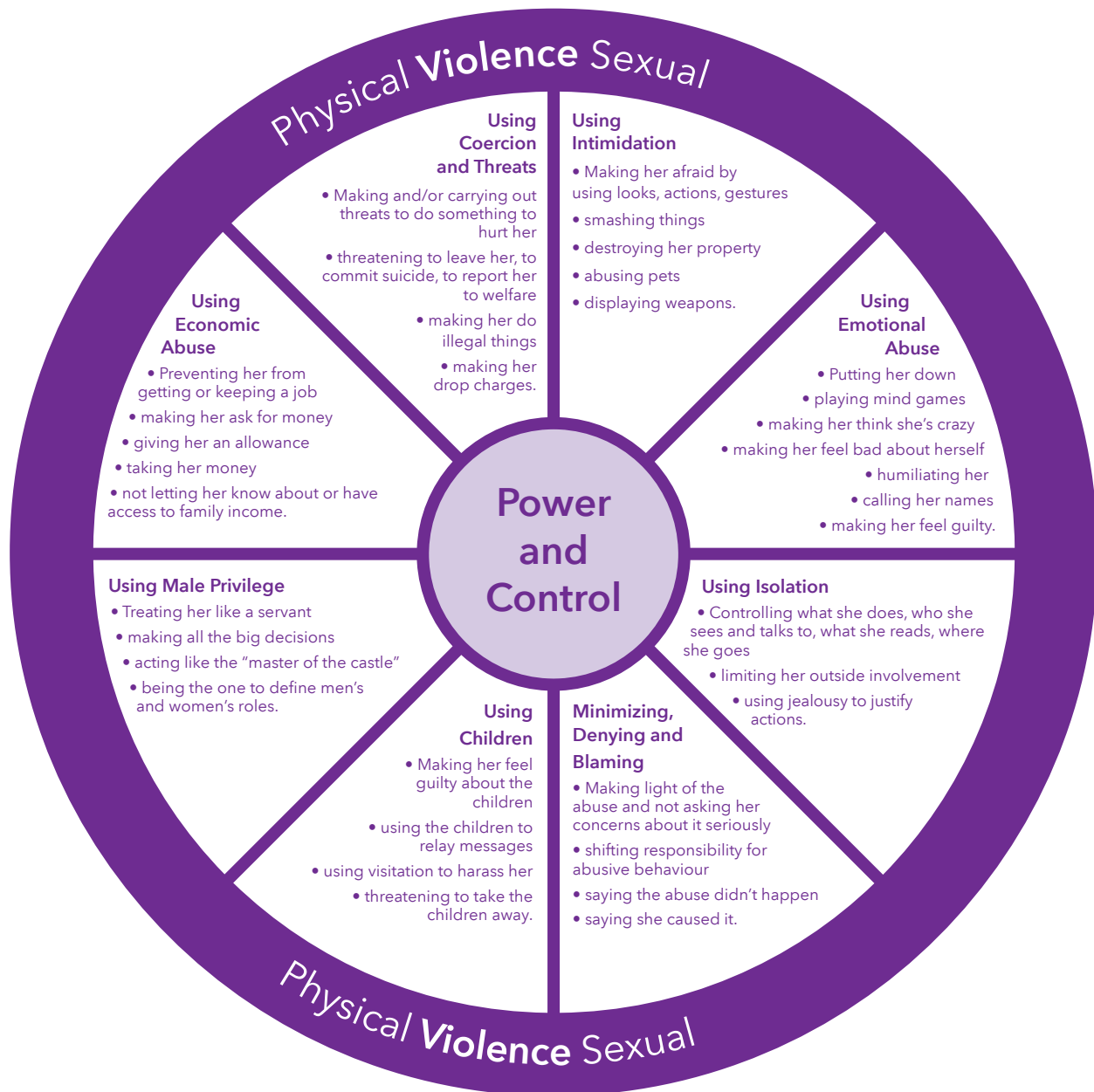
Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



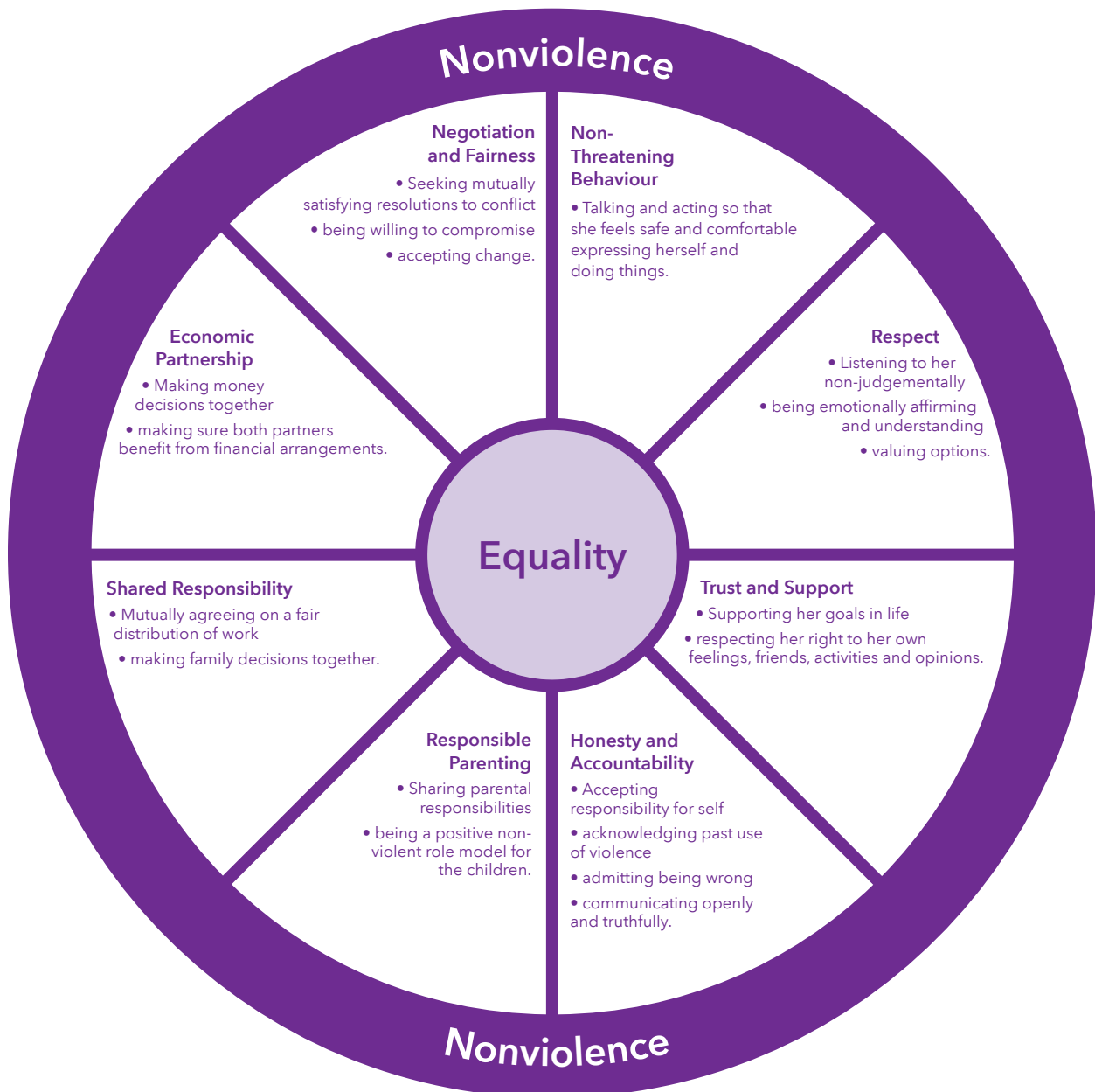
Handout 8

Power and control wheel



Handout 9

The equality wheel



Activity 1.7

Cycle of violence against women

Purpose: To understand the cycle of violence experienced by many women and why women find it hard to leave violent relationships.

Time

Approximately 2 hours

Materials

- Copies of A Victim / Survivor's Story
- Ball of string
- Scissors

Key messages

Violence is not usually a one off event. When violence occurs it is frequently within an intimate relationship and it often happens over and over again.

In violent relationships there is usually a cycle of violence made up of three stages (however not all violent relationships go through these stages):

Phase 1 - Tension Phase

This is a period that is marked by minor violent incidents, including pushing, shoving, verbal abuse, and arguments. The victim/survivor usually attempts to manage the abuser in a variety of ways. The victim/survivor may attempt to calm the abuser by becoming nurturing or compliant. They may attempt to anticipate everything that he might want or to merely stay out of the abusers way. The victim/survivor may acknowledge the abusive behaviour, but believes that distracting behaviour will prevent the anger and abuse from increasing. As tensions increase, the victim's coping mechanisms reduce along with the ability to deal with the abuse and keep quiet about the abuse.

Phase 2 - Explosion Stage / Serious Incident of Violence

Tension that builds up and up until it reaches the point of no return sets the scene for a serious violent incident. This is shown through an uncontrollable release of tension through emotional and/or physical violence. The rage is so great at this point that the abuser appears to lose control over his behaviour. The abuser may start wanting to teach a lesson, not intending to inflict bodily harm, and then stops when he feels the point has been made. Unfortunately, by this time, the victim/survivor has generally been severely physically and emotionally battered. During the serious violent incidents, the abuser often justifies his behaviour by emphasising many small annoyances that occurred during stage one.

The actual attack is usually followed by shock, disbelief, and denial on the part of both the abuser and the victim. Both attempt to rationalise the extreme seriousness and often, if there is physical injury, the victim/survivor will minimise it or make out that it wasn't that serious.

Phase 3 – The Honeymoon Period

Like the beginning stage of some relationships when everything is happy and even if there are some issues of concern the couple often don't want to think about anything negative or acknowledge that there might be something wrong with the relationship. The Honeymoon Period happens after the incident of violence, the person who used violence says sorry and promises that it will not happen again.

Just as serious violence marks the explosion stage, loving, kind and remorseful / sorry behaviour characterise the honeymoon stage. The abuser behaves in a charming and loving manner and apologises for the violence. He begs for forgiveness and promises that it will never happen again. Abusers can sometimes reinforce apologies with presents, flowers, cards, etc., along with commitments to give up behaviour that contributes to the tension-building phase (drinking alcohol, being unfaithful, being away from the home for many hours of the day and/or any other stressful factors that they both would like to believe are the "cause" of the explosion).

- During this phase, many victim/survivors who may have sought help, often abandon their counselling, drop police charges, and/or discontinue with divorce or separation proceedings. They are under the false pretense that the situation has reversed itself. Ultimately the tension builds again and the cycle phases are repeated.
- After a long period of time, the Honeymoon Period often disappears and there is only tension and violence.
- The victim/survivor usually tries to 'manage' to avoid what she sees as some of the 'triggers' to prevent further violence.
- Some relationships start with violence and there is never a Honeymoon Period (beginning/ happy stage).
- Women should always be supported to make their own choices about what they want to do. (Worldwide research tells us that on average a woman tries to leave or actually leaves her violent partner 7 times before she leaves him permanently).
- Women who do decide to leave need to be supported not gossiped about or further isolated by other family or community members. Any woman could be in this situation regardless of their education, social status, job or financial situation.

Instructions

Step 1

5 mins

Separate the group into small groups of women only and men only, with no more than 5 participants in each group.

Step 2

20 mins

Give each group a copy of A Survivor's Story. Ask the groups to read the story and then talk about the following questions.

- How many instances of violence can you see in the story?
- What is the couple doing directly before each instance of violence happens?
- What is the man doing after the instance of violence?
- Do the same things happen before and after each instance of violence?

Step 3

30 mins

Bring the small groups back together into a large group. Ask each group to share their answer to the first question, one by one. Follow the same process for each question.

Step 4

5 mins

Distribute the *Cycle of Violence* information sheet.

Step 5

5 mins

Ask the group:

What do you think about the Cycle of Violence? Is this what you think happens in reality?

Step 6

5 mins

Ask for two volunteers from the group.

Give one volunteer the ball of string. Ask the other volunteer to hold the end of the string in one hand.

Step 7

20 mins

Ask the group to call out all the reasons why they think a woman who is in a violent relationship might not to leave.

For each answer that the group says, ask the person holding the ball of string to wrap string around the other person one time.

Step 8

10 mins

After the group has given all their answers one of the volunteers will be tangled in string. Explain that this is a visual representation of all the reasons that women don't leave when there is violence. They are trapped and cannot escape or get out of the string easily.

Ask the group:

What do you think about the Cycle of Violence? Is this what you think happens in reality?

Ask for two volunteers from the group.

Give one volunteer the ball of string. Ask the other volunteer to hold the end of the string in one hand.

Ask the group to call out all the reasons why they think a woman who is in a violent relationship might not to leave.

For each answer that the group says, ask the person holding the ball of string to wrap string around the other person one time.

After the group has given all their answers one of the volunteers will be tangled in string. Explain that this is a visual representation of all the reasons that women don't leave when there is violence. They are trapped and cannot escape or get out of the string easily.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Handout 10

A victim/survivor's story

"My journey to hell and back began twelve years ago.

We were with some of his friends and then his old girlfriend arrived. I was upset because he sat on her knee and kissed her, so I went to sit away from them. He came over yelling. He dragged me along the ground. He punched me in the head. One of my friends helped me get home.

The next day when he arrived at home and said sorry – he said he would never hurt me again.

I believed him.

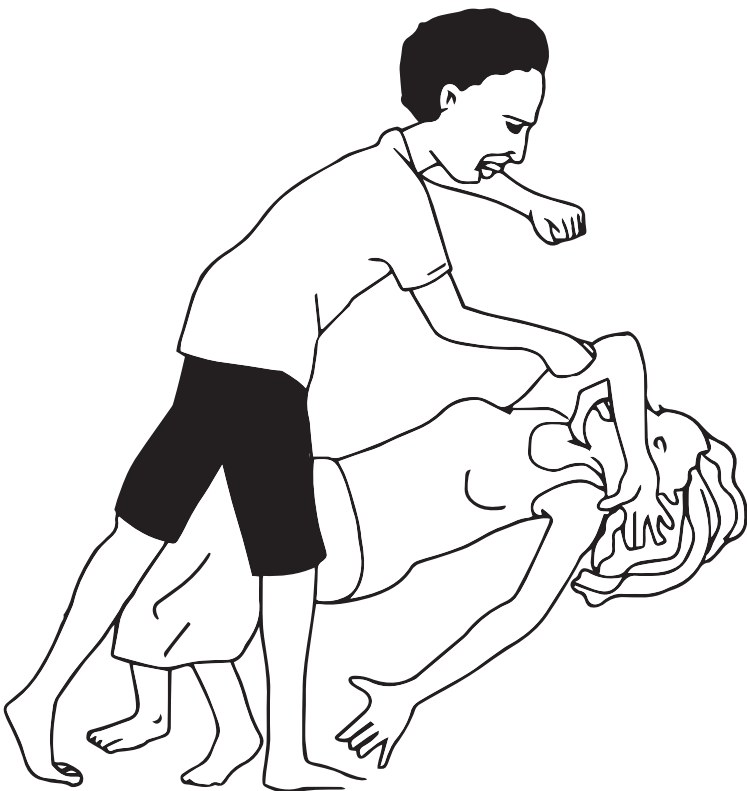
Things got better for a while. When I was pregnant he came home drunk, and after arguing he punched me in the stomach.

After our baby was born the violence continued. I stayed; I could not see a way out. Sometimes things were okay. I had to hide the bruises.

He received a jail sentence of several months for assault on a police officer. I still didn't leave. During his time in jail I visited- he made more promises: no more violence. When he left jail, things were okay for a while, and I hoped he changed.

I got pregnant again. During my pregnancy he abused me again and again. One time I pulled a kitchen knife on him and he laughed. He knew I would not use it, then he spat in my face.

I was trapped. I had no way out. Every day I lived in fear, never knowing what his mood would be."



Activity 1.8

Impacts of violence against women

Purpose: To understand the impacts of violence against women on women, children and men

Time

Approximately 1 hour and 45mins

Materials

- Flip chart paper and markers
- Tape / Blu-Tack
- Copies of Violence Against Women Survivors Stories (see Activity #1.4)

Key messages

There are immediate health impacts of violence against women -including broken bones, cuts, bruises, wounds, hair pulled out, miscarriage, sexual transmitted infections, and suicide.

There are also long term impacts which can include long term injuries, disabilities, depression and low self-esteem.

Violence also impacts women's work or education. Sometimes women lose their job because they have to take time off due to injuries or are unable to continue their studies. Sometimes the perpetrator of violence contacts the women at work or at her place of study so she is uncomfortable being there in case he comes and embarrasses her or tries to hurt her or someone else.

When a child witnesses or experiences violence it can also cause short term and/or longer term impacts. Children often feel responsible for the violence and they can respond in different ways. For example, a child may try to make things easier for his or her mother by not showing how they feel or they may side with the father to protect their pets or because they feel safer 'on his side'.

Children living with family violence are often in a state of fear. This can make them nervous, withdrawn, depressed and/or aggressive. They may have difficulty relating to their friends and may not do so well at school. In the long term, children are at risk in their later relationships—sons are more likely to be abusive; daughters are more likely to be abused. Children need to understand that the violence is not their fault.



Instructions

Step 1

Separate the group into a group of women and a group of men and ask each group to sit in a circle.

Give each group a piece of flip chart with a picture of a woman at the centre of the page

Step 2

10 mins

Ask the participants to imagine that the drawing of the woman is a regular woman from their community.

Ask participants to think about adults, youth and children who play a role in the woman's life and ask the following questions:

- Who does the woman spend time with?
- Who does the woman get support and help from?
- Who teaches the woman how to behave?

If someone says a name, ask about what role would the person play in the woman's life (e.g. husband, sister, friend, pastor).

Step 3

10 mins

Ask the participants to write down the person and the role that they would play on the half piece of paper or sticky note paper.

Place the different drawings on the flip-chart around the woman drawn in the middle.

Step 4

10 mins

Ask the participants to identify people who might cause problems for this woman.

As participants start to think about who these people might be and what role they play - write these on the half pieces of paper or sticky note paper.

Place the different drawings on the flip-chart around the woman drawn in the middle. Encourage the participants to spend a few minutes looking at what has been written.

Step 5

10 mins

Remove the drawings from the flip chart paper and draw a circle around the woman in the middle.

Step 6

5 mins

Ask the group to decide together:

- Who are the three people who are closest to the woman?

Place these three people in the circle.

Step 7

10 mins

Give everyone time to look at the paper.

- Why are these people closest to the woman?
-

Step 8

5 mins

Remove the drawings from the flip chart paper again.

Ask the group to decide together:

- Who are the three people who she would go to if she experienced violence from her partner?

Place these three people in the circle.

Step 9

10 mins

Give everyone time to look at the paper.

- Why would she go to these people?
 - What does she want them to do?
-

Step 10

5 mins

Remove the drawings from the flip chart paper again.

Ask the group to decide together:

- Who are the three people who might cause the most problems for the woman?

Place these three people in the circle.

Step 11

5 mins

Give everyone time to look at the paper.

- What kinds of problems do these people cause?
-

Step 12

10 mins

Now bring the large group back together and have a discussion using the following questions as guides:

- Why are these people/roles important in the lives of women?
 - Who has a positive influence on women's lives? Why?
 - Who has a negative influence on women's lives? Why?
-

Step 13

10 mins

Ask participants to spend a few minutes, in pairs, reflecting on the activity.

- Which people/roles are able to support women when there has been violence? Why?
 - Which people/roles are able to prevent or stop violence against women? Why?
 - Which people need to change to be able to prevent or stop violence in the community? Why?
-

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Activity 1.9

Social support structures

Purpose: To identify the people in the community who provide support to women and who can work towards preventing violence against women

Time

Approximately 1 hour and 50 mins

Materials

- Flip chart paper and markers
- A4 paper cut in half or large sticky note paper

Key messages

Communities in the provinces are small and most people will know each other or at least know each other's families.

Remember that it is very important that you do not use any real names or talk about any situation that someone is likely to know about. Otherwise further harm may be caused.

Remember the golden rule:

Listen Believe Respect

Listen carefully to what the woman (or child or young person) is saying. Do not interrupt them but let them be aware that you are listening closely to them and that you understand what she is saying.

Believe what the woman says. Let her know that it wasn't her fault and she is not to blame for the violence. Remember it is very unlikely that she is not telling the truth.

Respect her choices and what she wants to tell you or what she wants to do about her situation. It is important that the woman has control over the situation and that she is not forced to make a decision that she is not freely choosing to make.

—

“Dealing with violence using non-violent approaches is such great learning for me. I have experienced such situations myself which helps me to picture myself in such situations. I’m learning a lot.”

(Female, Malaita, June 2015)

—

Instructions

Step 1

Separate the group into a group of women and a group of men and ask each group to sit in a circle.

Give each group a piece of flip chart with a picture of a woman at the centre of the page.

Step 2

10 mins

Ask the participants to imagine that the drawing of the woman is a regular woman from their community.

Ask participants to think about adults, youth and children who play a role in the woman's life and ask the following questions:

- Who does the woman spend time with?
- Who does the woman get support and help from?
- Who teaches the woman how to behave?

If someone says a name, ask about what role would the person play in the woman's life (e.g. husband, sister, friend, pastor).

Step 3

10 mins

Ask the participants to write down the person and the role that they would play on the half piece of paper or sticky note paper.

Place the different drawings on the flip-chart around the woman drawn in the middle.

Step 4

10 mins

Ask the participants to identify people who might cause problems for this woman.

As participants start to think about who these people might be and what role they play - write these on the half pieces of paper or sticky note paper.

Place the different drawings on the flip-chart around the woman drawn in the middle. Encourage the participants to spend a few minutes looking at what has been written.

Step 5

10 mins

Remove the drawings from the flip chart paper and draw a circle around the woman in the middle.

Step 6

10 mins

Ask the group to decide together:

- Who are the three people who are closest to the woman?

Place these three people in the circle.

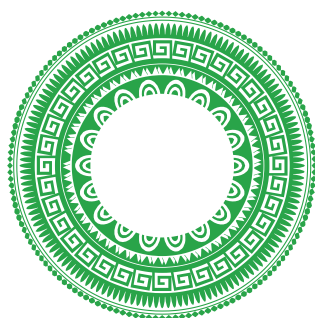
Step 7

10 mins

Give everyone time to look at the paper.

- Why are these people closest to the woman?

Remove the drawings from the flip chart paper again.



Step 8

5 mins

Ask the group to decide together:

- Who are the three people who she would go to if she experienced violence from her partner?

Place these three people in the circle.

Step 9

5 mins

Give everyone time to look at the paper.

- Why would she go to these people?
 - What does she want them to do?
-

Step 10

5 mins

Remove the drawings from the flip chart paper again.

Ask the group to decide together:

- Who are the three people who might cause the most problems for the woman?

Place these three people in the circle.

Step 11

5 mins

Give everyone time to look at the paper.

- What kinds of problems do these people cause?
-

Step 12

15 mins

Now bring the large group back together and have a discussion using the following questions as guides:

- Why are these people/roles important in the lives of women?
 - Who has a positive influence on women's lives? Why?
 - Who has a negative influence on women's lives? Why?
-

Step 13

20 mins

Ask participants to spend a few minutes, in pairs, reflecting on the activity.

- Which people/roles are able to support women when there has been violence? Why?
 - Which people/roles are able to prevent or stop violence against women? Why?
 - Which people need to change to be able to prevent or stop violence in the community? Why?
-



ALTERNATIVE ACTIVITY

CIRCLE OF SUPPORT

Ask for a volunteer and tell her that she is a woman who has been abused and place her in the centre of the circle (try to choose someone you know has not been abused in case people think that is why she is playing the victim). People representing the community stand around her holding hands – e.g. Teacher, doctor, nurse, pastor, sister, policeman, friend, father, counsellor, etc. While the woman feels safe and supported with all these people surrounding her – check how some of them might respond to her. Ask them – “what would you do if she came to you for help?”. Ensure that you encourage some of them to say to her – “I cannot help you” e.g. the pastor might say – “you have married in the eyes of God - you must return to your husband”, or the policemen might say “your husband is my friend - go home to him”, etc. As each person says something that is not supportive of her, that person must leave the circle and no-one replaces them. This leaves a gap in the circle (i.e. the circle cannot be closed and the woman starts to feel less supported and not as safe as she was when the circle was closed and each person was holding hands).

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Ask her how she feels now that there are gaps in her ‘circle of support’.

What this activity shows us is that it is very important that women have positive support around them when they are experiencing violence. She needs to be believed and supported to do whatever it is that she feels comfortable doing. She may only want someone to listen to her and just accept what she says and give her time to decide what is best for her and her children. It is also very important that those people in positions of ‘power’ in the community for example, pastors, police, community leaders, doctors, etc. are understanding and supportive of women who are experiencing such violence. These are the people that are looked up to and respected, so what they say and what they believe is critical to whether or not a victim/survivor of violence is listened to, believed and whether her choices are respected.

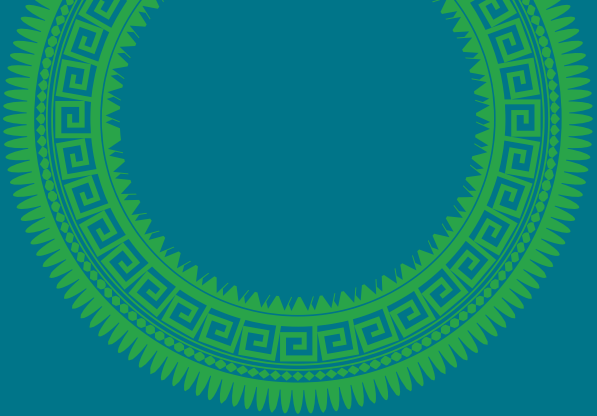
Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Stage 2

Practicing Gender Equality





—

“I went back home and I was talking with my friends about the training and the things I’ve learnt. My friends were supportive of the messages I was conveying to them.

Even though we might face challenges in conveying these messages, it is good to note that there are others who are not attending this workshop but are supportive of this program.”

(Male, Temotu, July 2015)



—

Activity 2.1

Conventions, policies & legislation supporting gender equality and ending violence against women

Purpose: To provide the participants with an understanding of what work has been done across the world, within the Pacific and in Solomon Islands to progress our thinking about gender equality and consider what can be done to end violence against women both locally and nationally.

Time

30 mins

Materials

- Copies of the Family Protection Act
- Copies of Elimination of Violence Against Women Policy
- Copies of the Gender Equality & Women in Development Policy
- Handout: History of Women's Rights – 100 Years of Milestones for Women



Key messages

There are a number of international, regional and national agreements, policies, and laws that draw attention to the worldwide problem of violence against women and attempt to direct countries to respond effectively to the needs of victim/survivors of violence and to prevent violence from happening in the first place. It was not until the 1980s that the United Nations (UN) began to identify that there was a consistent pattern of violence against women (specifically rape) in wars and began the push towards having it recognised formally as a form of discrimination against women. This resulted in the UN's adoption of the 1993 'Declaration on the Elimination of Violence Against Women'.

The Government of Solomon Islands has enacted the Family Protection Act in late 2014 which prohibits certain types of conduct, or threats of such conduct, committed by a person against another person that includes physical, sexual, psychological, and economic abuse (defined in detail within the Act). It also defines the types of relationships in which domestic violence can occur. The Bill is a mixture of criminal and civil law. Whilst it criminalises behaviors relating to domestic violence, it also provides civil remedies to protect victims in ensuring their safety. The penalty for committing domestic violence is \$30,000 or a 3 year term of imprisonment or both. The Act is now required to be implemented which means that all the relevant personnel (police, courts, legal services, women's services, etc.) are required to have a comprehensive understanding of the Act and their individual and organisational responsibilities. It is very important that anyone working to provide support for victim/survivors or working to prevent violence or working with men who perpetuate violence are fully aware of the implications of the legislation. All Solomon Islander people need to be aware of the Act and recognise their own responsibilities, the levels of protection that the Act offers victim/survivors and the implications for those who use violence.

International Conventions and Agreements to End Violence Against Women:

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979)
- Declaration on the Elimination of Violence Against Women (1993)
- Beijing Platform for Action (1995)
- Global Goals for Sustainable Development (specifically Goal 5, Targets 5.2 and 5.3)

Regional Agreements to End Violence Against Women:

- Revised Pacific Platform For Action on Advancement of Women and Gender Equality (2005-15)
- The Pacific Leaders Gender Equality Declaration (2012)
- Pacific Regional Action Plan on Women, Peace and Security (2012- 2015)

Local (Solomon Islands) Agreements / Policies to End Violence Against Women:

- Solomon Island Gender Equality Policy
- Solomon Island Elimination of Violence Against Women Policy
- Solomon Island Family Protection Act



Human Rights

It is important to think about violence against women in the context of it being a Human Rights abuse. Human rights are those rights that every human being has, regardless of their age, sex, religion, disability, whether they are married or not, have children or don't have children, where they currently live or used to live – they are all covered by the same basic human rights.

If possible it would be helpful to have a copy of the Family Protection Act and the other relevant policies that the Government of Solomon Islands has developed to read from and share with the group.

It would also be helpful to have a police officer in attendance at this session as they are likely to have a good level of understanding of the Family Protection Act. You could also ask someone from the Government to assist as they are likely to have some understanding of the policies that relate to gender equality or violence against women. Respecting human rights means that no one should be discriminated against for any particular issue that they may experience (e.g. a disability, lack of education, for being a female). This doesn't mean that we are all the same but it means that we should all be treated the same. This should include being valued and treated with dignity and respect.

Human rights apply to all people, all of the time. They are applicable in public spaces as well as inside the home. For women, men and girls and boys to be safe they must have their human rights respected and upheld – all of the time in public and in private (in the home).

The idea of human rights is a very old idea and comes from early civilisations and religions. Solomon Islands Kastom says that caring for others is very important. Every community and country has its own way to protect its people so the United Nations came up with the words 'human rights' to make it very clear that everyone, everywhere understood that we all have rights, such as a right to be safe from violence.

Many values in Solomon Islands communities, Kastom and culture are similar to the values protected by human rights. Values such as respect, dignity and caring for one another are very important in the Solomon Islands and these are the core values at the heart of human rights.

Every person has the right to enjoy their cultural life. This means it is your human right to participate in and value your Kastom and culture. However Kastom and culture cannot be used to justify the bad treatment of someone or the violation of their rights, such as when a man perpetuates violence against his wife or child. Human rights are the basic ideas about how people should be treated and how we should treat one another so that everyone is safe and secure and treated with dignity and respect.

Human rights are relevant to religion as well. Many religions promote important values that are also supported by human rights such as how we should treat each other, care for children and respect others. Some religions even mention that men should treat their wives with respect and this is a really helpful way to prevent violence against women as it is not possible to respect your wife and at the same time beat her.

“I've gained more information. Discussing people with special needs. I think a lot about sustainability of projects. Ownership of ideas is important.”

(Male, Malaita, June 2015)



Handout 11

Universal Declaration of Human Rights

Article 1

All human beings are born free and equal. You are worth the same, and have the same rights as anyone else. You are born with the ability to think and to know right from wrong, and should act toward others in a spirit of friendliness.

Article 2

Everyone should have all the rights and freedoms in this statement, no matter what race, sex, or colour he or she may be. It shouldn't matter where you were born, what language you speak, what religion you are, what political opinions you have, or whether you're rich or poor.

Everyone should have all of the rights in this statement.

Article 3

Everyone has the right to live, to be free, and to feel safe.

Article 4

No one shall be held in slavery for any reason. The buying and selling of human beings should be prevented at all times.

Article 5

No one should be put through torture, or any other treatment or punishment that is cruel, or makes him or her feel less than human.

Article 6

Everyone has the right to be accepted everywhere as a person, according to law.

Article 7

You have the right to be treated equally by the law, and to have the same protection under the law as anyone else.

Article 8

If your rights under the law are violated, you should have the right to fair and skilled judges who will see that justice is done.

Article 9

No one shall be arrested, held in jail, or thrown and kept out of her or his own country for no good reason.

Article 10

If you are ever accused of breaking the law, or if you have to go to court for some other reason, you have the same right as anyone else to a fair and public hearing.

Article 11

If you are blamed for a crime, you have the right to be thought of as innocent until you are proven guilty.

Article 12

No one has the right to disturb your privacy, to spy on you, your family or your home, or attack your honesty and selfrespect for no good reason.

Article 13

Within any country you have the right to go and live where you want. You have the right to leave any country, including your own, and return to it when you want.

Article 14

Everyone has the right to seek shelter from harassment in another country if they need to (this right does not apply in cases where the person has done something against the law and is trying to escape).

Article 15

You have the right to say you are from Papua New Guinea and be a proud Papua New Guinean. No one should be able to take you away from your country for no good reason.

Article 16

The family is the basic part of society, and should be protected by it. Grown men and women have the right to marry and start a family, without anyone trying to stop them or make it hard because of their race, country, or religion. Both partners have equal rights in getting married, during the marriage, and if and when they decide to end it. A marriage shall take place only with the agreement of the couple.

Article 17

Everyone has the right to keep the things they have worked hard for. No one has the right to take your things away from you for no good reason.

Article 18

You have the right to believe the things you want to believe, to have ideas about right and wrong, and to believe in any religion you want. This includes the right to change your religion if you want, and to practice it without anybody interfering.

Article 19

You have the right to speak your mind without being told that you have to keep quiet. You have the right to read the newspaper or listen to the radio without someone trying to stop you, no matter where you live. Finally, you have the right to print your opinions in a newspaper or magazine, and send them anywhere without having someone try to stop you.

Article 20

You have the right to gather peacefully with people, and be part of any group you want. No one can force you to join or belong to any group you don't want to be a part of.

Article 21

You have the right to take part of your government, by voting in elections or even by being elected yourself. Everyone has the right to serve her or his country in some way if they choose. The first job of any government is to do what its people want it to do. This means you have the right to have regular elections, where each person's vote counts the same, and where everyone's vote is their own business (no one can force you to vote a particular way). This is called democracy.

Article 22

Everyone, as a person on this planet, has the right to have her or his basic needs met, and should have whatever it takes to live with pride, and become the person he or she wants to be. Every country or group of countries should do everything they possibly can to make this happen.

Article 23

You have the right to work and to choose your job, to have fair and safe working conditions, and to be protected when you are unable to work for any good reason. You have the right to the same pay as anyone else who does the same work. You have the right to decent pay so that you and your family can survive. You have the right to form or be part of a union that will serve and protect your interests.

Article 24

Everyone has the right to rest and relaxation, which includes limiting the number of hours he or she has to work, and allowing for holidays once in a while.

Article 25

You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to get help from society if you're sick or unable to work, if you're older or a widow, or if you're in any other kind of situation that keeps you from working through no fault of your own.

Article 26

Everyone has the right to an education. It should be free of charge, and compulsory, at least in the early years. Higher education for jobs and university has to be there for anyone who wants it and is able to do it. The idea of education is to help people become the best they can be. It should teach them to respect and understand each other, and to be kind to everyone, no matter who they are or where they are from.

Article 27

You have the right to practice and enjoy your culture, both traditional (singing, dancing, storytelling) and modern (art, music, and books). You also have the right to benefit from new discoveries in science and technology. You have the right to get the credit and any profit that comes from something that you have written, made, or discovered.

Article 28

Everyone has the right to the kind of world where their rights and freedoms, such as the ones in this statement, are respected and made to happen.

Article 29

You have a responsibility to the place you live and the people around you. Only by watching out for each other can we each become our individual best. In order to be free, there have to be laws and limits that respect everyone's rights, meet our sense of right and wrong, and keep the peace in a world where we all play an active part. Nobody should use her or his freedom or privilege to take away other people's freedom and privilege.

Article 30

Nobody has the right to do anything that would take away these rights from you.

Rights and Responsibilities

We have established that we all have human rights but along with human rights we also have responsibilities. We can only use our rights in a way that does not violate or disrespect other people's rights. This means that we cannot use our rights to hurt another person or to do something that goes against their rights. 'Human rights' and 'responsibilities' are like two sides of the same coin – you cannot have one without the other. While we have rights, we also have a responsibility to make sure that other people's rights are protected and respected. For example, while we all have the right to free speech, we also have the right to be safe from violence and discrimination, which means that we should not say things that are likely to hurt someone.

Adapted from Live & Learn Environmental Education, 2013. Educate. Advocate. Connect: for Healthy, Strong and Safe Communities.

Due to sustained efforts by the women's movement, governments and other stakeholders, the issue of VAW is now positioned as a priority on global human rights, health and development agendas. The elimination of all forms of violence against women and girls and of all harmful practices are now part of the 2030 Agenda for Sustainable Development, and included as specific targets (i.e. targets 5.2 and 5.3) in the Sustainable Development Goals, providing a strong mandate for moving forward. Much of the responses to date to VAW have focused primarily on intervening with affected individuals after the violence has occurred. Such strategies are essential to mitigate the devastating mental, physical, social and economic effects for women experiencing violence, ensure justice and accountability, and prevent its recurrence. It is important to continue to improve these responses. At the same time, there is also an increasing need to address the broader factors that contribute to prevalence at a population level, and to implement programmes that prevent such violence from occurring in the first place.

There is increasing evidence that a range of individual, community and societal characteristics and conditions are associated with a higher risk of VAW. Among these are gender-discriminatory laws and policies, as well as social norms, behaviours and attitudes that condone such violence and that promote unequal gender power relations. However, these are neither fixed nor inherent features of particular individuals or groups – rather, they are shaped by social and economic forces, and hence can be changed over time. This, along with a growing body of prevention practice, suggests that it is possible to prevent VAW. It will require a coordinated and multi-sectoral approach involving multiple strategies implemented in a mutually reinforcing way with individuals, as well as communities and organisations, and at the broader societal level. Living free of violence is a fundamental human right and taking steps to prevent this problem is essential to ensure that the human rights of women are realised. Effective prevention has the potential to both prevent violence from occurring in the first place and to complement the actions of the response system to avert repeated cycles of violence. In doing so, it also holds the promise of reducing the social and economic costs of violence.

Adapted from UN Women's How to Develop Projects to End Violence Against Women and Girls A step by step guide to talking action, 2014.

Refer to CARE SRMH manual pages 111–113 and 124–127



Handout 12

The history of women's rights – 100 years of milestones for women

1905

Bertha von Suttner becomes the first woman to win a Nobel Peace Prize

1911

First ever International Women's Day celebrated.

1915

Women from the U.S. and Europe gather in The Hague in the Netherlands for the first International Congress of Women – later known as the Women's International League for Peace and Freedom.

1932

Alexandra Kollontai is appointed ambassador from the Soviet Union to Sweden. She is considered the first woman ambassador in modern history.

1945

Eleanor Roosevelt becomes the American delegate for the recently formed United Nations. In 1946 she is elected as the head of the United Nations Human Rights Commission. She is instrumental in drafting the Declaration of Human Rights.

1946

UN Commission on the Status of Women established with mandate to set standards of women's rights, encourage governments to bring their laws into line with international convention and to encourage global awareness of women's rights

1948

Adoption of Universal Declaration of Human Rights, which forms the basis for action for promoting equal rights and freedoms

1958

Swedish diplomat Agda Rössel is the first woman to head a permanent delegation to the United Nations.

1952

Covenant on Political Rights of Women enacted by the United Nations, calling for women's right to vote and right to stand for elections.

1971

Helga Pederson becomes the first female judge on the European Court of Human Rights.

1973

Tennis star Billie Jean King wins the "battle-of-the-sexes" tennis match against Bobby Riggs. The event is highly publicized and serves as inspiration for demands for equal rights and opportunities for female athletes.

1974

Isabel Martínez de Perón becomes President of Argentina and the first female president in America.

1975

First International Women's Year, first global United Nations' Women's Conference held in Mexico City and beginning of the UN Decade for Women

1979

The UN General Assembly adopts the Convention on the Elimination of All Forms of Discrimination Against Women. It defines what counts as discrimination against women and creates an agenda for nations to adopt.

Margaret Thatcher is elected Prime Minister of the United Kingdom, becoming Europe's first female elected head of state.

1985

International Women's Development Agency founded

1986

Maria Corazon Aquino becomes the first female President of the Philippines and the first female president in Asia.

1993

Adoption of the Declaration on the Elimination of Violence Against Women; women successfully promote the message that women's rights are human rights at the World Conference on Human Rights in Vienna

1994

Women secure another major step forward for women's and girl's right to control their own lives and bodies at International Conference on Population & Development in Cairo

1995

The 4th World Conference on Women is held in Beijing, China and results in a global Platform for Action for women's equality, empowerment and justice.

1997

Jenny Shipley is elected Prime Minister of New Zealand and becomes the first female head of state in Australasia.

2000

The Millennium Development Goals (MDGs) are developed and include a goal to promote gender equality.

2000

Groundbreaking UN Security Council Resolution 1325 on Women, Peace and Security adopted, recognising the impact of conflict on women and girls and calling for UN member states to involve women in peacebuilding.

2004

Wangari Maathai, a Kenyan environmental activist, is awarded the Nobel Peace Prize. She is the first black African woman to win a Nobel Prize.

2005

Women defend their gains at the ten year review of implementation of the Beijing Platform for Action and successfully defeat a proposal led by the U.S government for an anti-abortion amendment to the declaration.

2006

Ellen Johnson Sirleaf becomes President of Liberia, the first female elected head of state in Africa.

2007

The first all-female UN Peacekeeping unit is deployed. It is made up of over 100 policewomen from India and it is sent to Liberia.

2008

UN Security Council Resolution 1820 adopted, recognizing that sexual violence can be categorized as a war crime; calling for protection from violence in refugee and displaced person camps; and affirming the need for women's full participation in peace-building processes.

2010

15-year review of the Beijing Platform for Action

2011

UN Women is formed out of a number of existing UN organisations to further the empowerment of women and girls and to advocate for gender equality.

2010

The Secretary-General appoints a Special Representative on Sexual Violence in Conflict.

2011

Council of Europe Convention on preventing and combating violence against women and domestic violence adopted as the second legally binding regional instrument on violence against women and girls.

2012

United Nations passes a historic resolution outlawing Female Genital Mutilation.

2012

Nkosazana Dlamini-Zumathé is appointed the first woman head of the African Union

2012

UN Day of the Girl celebrated for the first time on 11 October.

2014

Malala Yousafzai became the youngest person ever to be awarded a Nobel Peace Prize.

2015

Sustainable Development Goals launched, including a gender equality goal and targets about ending violence against women and ensuring equal participation.

Activity 2.2

Responding to women's stories of violence

Purpose: To practice skills responding to women's stories of violence and to reflect on self-care strategies

Time

Approximately 1 hour and 30 mins

Materials

- Copies of Responding to Women's Stories of Violence and Basic Counselling Skills Handouts
- Copies of Violence Against Women – Survivor Stories (**Activity 1.4 – Violence Against Women in Solomon Islands**)

Key messages

What you do to respond to women's stories of violence is important. You might be the first person that she has ever told so if you respond badly, she might not trust anyone again to tell them about the violence.

- You should always listen
- You should never blame the woman for the violence perpetrated against her. It is not her fault.
- You must support her choice even if you don't agree with it... (Remember **Listen Believe Respect**)
- Know what services or people are available to support women in a particular community.
- You must keep her story confidential.

Although you are not professional counsellors and your role does not expect you to be, there is some basic communication and counselling skills that are helpful if you are faced with having to deal with someone who is distressed or who discloses their experience of violence to you. Remember that you are not a trained counsellor and do not need to do anything more than to 'listen, believe and respect'.

Instructions

Step 1

5 mins

Separate the group in pairs of women only or men only.

Give each pair two of the Violence Against Women – Survivor Stories – one to each person.

Step 2

15 mins

Ask the pairs to read the stories and talk about the following questions together:

- How would you feel if you were the woman in the scenario?
- What would you want other people to do?
- How would you feel if someone did not help you?
- How would you feel after people helped you?

Step 3

15 mins

Explain that as a facilitator in the community and in your own life there will be times when people may tell you about incidents of violence that have happened to them.

TIP

Women might tell you about violence that they have experienced from their current or past partners, in a workshop setting or in a private conversation. You are not employed as counsellors and there is no expectation that you do 'counselling'.

Counselling is a trained skill that takes a lot of training and years of practice to develop properly. However, how you respond to that disclosure is very important. You might be the first person that she has ever told about the violence and if you respond badly, she might not trust anyone again with her story. You must listen and believe what she is saying.

Distribute the Responding to Women's Stories of Violence handout. Go through the handout and allow participants to ask any questions.

Step 4

30 mins

Back in pairs, explain that each pair will be role-playing how to respond if a woman tells you about violence that she has experienced.

Each person will tell the story of the scenarios that they have been given - one scenario per person. The other person will practice responding when a woman tells them about violence that has happened to them using the guidance on the Handouts.

Step 5

10 mins

Still in the pairs, ask the pair to talk about this activity:

- Was it easy or hard to follow the guidance on the handout?
- What kinds of things did you do when you were listening to the other person?

Step 6

15 mins

Now join the pairs together so that you have small same-sex groups. Ask the groups to talk about:

- What kinds of things do you do to look after yourself after you have heard stories like these?

This will be different for different people. Some people might go for a walk, talk with other people they trust, spend time doing something that they enjoy or listen to music. These are all self-care strategies.

TIP

Most importantly if a disclosure is made to you, you should talk to your Coordinator or the person designated to provide support and/or debriefing of staff members. Debriefing is a supportive discussion about a particular incident or event that has left the person experiencing it feeling upset, emotional, fearful or angry. The debriefer should have skills in counselling and/or Psychological First Aid (an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of disaster).

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Handout 13

Basic counselling skills

Use a non-judgmental approach

- Respect the person's choices & opinions

Assertiveness & Rapport building:

- Be warm & friendly
- Offer a glass of water
- Is the room or place where you are talking, comfortable?
- Remember her name and use it
- Make eye contact but don't stare
- Take notes (if you think you might forget things)

Active listening

- Is paying attention to the person showing that you are interested in them
- Nodding
- Reflecting & paraphrasing
- Ask questions to clarify (open ended questions)

Empathic listening

- Reflecting the emotions that the person is showing to let them know that you are interested in them
- Ensuring that the person feels heard and listened to and understood

Effective questioning

- Avoid closed questions (yes/no answers)
- Use open ended questions (asking questions that lead the person to tell you more about what is happening to them or what they think, for example, "tell me about when...." "how did that make you feel...")

Paraphrasing & Summarising

- Reflecting back what was said
- Showing that you heard & understood what was said

Handout 14

Responding to women's stories of violence

You should discourage people from disclosing their own experiences of violence in the group setting but make yourself available after sessions. When you have two facilitators, one facilitator can provide one-on-one support to someone during the session, if needed.

If a woman tells you that they have experienced or are experiencing violence, abuse or sexual assault ensure you listen, believe and respect.

Listen! Don't ask too many questions. Let her tell you only what she wants. Don't ask questions like: What were you doing? Why was he angry?

Believe what the woman is telling you. Even if you have doubts, she should always feel that you believe her.

Never blame the woman. She is not responsible for someone else's choice to use violence. Make sure she knows that it is not her fault.

Control your feelings – you might feel angry or sad – stay calm and focus on the woman and what she needs.

Make sure you have a quiet, private space to talk.

Make sure that everything she tells you remains confidential. You cannot tell other people. People will not trust you if they think you will tell other people.

Know the support available in your community so that you can refer her to people who can help. This might be police, a health centre or a counsellor.

You must respect her choices – do not force her to do anything but let her make her own choice about what she wants to do and support her – even if you think she should do something else. If you believe that she is at risk of serious further violence you should say that you are very concerned for her safety.



Activity 2.3

Men and boys

Purpose: To identify and promote non-violent ways of being men and boys

Time

Approximately 1 hour and 45 mins

Materials

- Flip chart paper and markers

Key messages

There are men who choose not to use violence. They choose to be supportive, respectful and non-violent. These men should be supported to be non-violent.

Other men should be supported not to be violent. It can be difficult for men to change if they are not supported by family, friends and the community.

Men who use violence are responsible for their violence and need to learn non-violent behaviours.

Their use of violence may have been with them since they were small – they may have watched their father be violent to their mother or watched other family members use violence to resolve problems.

Men and women both need to support men not to be violent but it is the men who use violence who ultimately have to take responsibility for their actions.

Instructions

Step 1

5 mins

Separate the group into four groups – young women, young men, adult women and adult men.

Step 2

20 mins

Ask the groups to think about men in the community who are not violent towards women and talk about the following questions:

- What kinds of things do men who are not violent do?
- How do they treat other people?
- How do you think that they feel?
- What work do they do in the family and community?
- What do other men say about men who are not violent?
- What do women say about men who are not violent?

Ask the group to draw or write these things on the flip chart.

You may want to use the Strength Cards with this activity – ask the participants to pick up a card that best represents the characteristic that they think non-violent men would show.

Lay the cards on the ground or on a table and let people choose one card.

Step 3

20 mins

Ask each group to share what they discussed with the large group.

Step 4

20 mins

Discuss the following issues/questions with the large group.

The men who are violent towards their wives or children had to have learned this behaviour somewhere. Children are not born violent.

Where did they learn to be violent?

Not all men are violent but many men in Solomon Islands think being violent is okay. Why is this the case?

Ask the group to go back to their small groups and discuss these questions.

Step 5

20 mins

Back in the large group ask the small groups to report (20 mins) back what was discussed.

Step 6

10 mins

Now ask the groups to talk about:

- What are some of the things you could do as a community to support more men to not be violent towards women?
 - List some of the things that could be helpful.
-

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

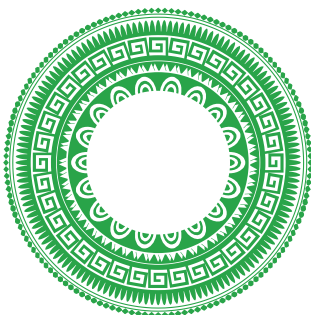
Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

—

“We must try to address gender inequality in order to address violence.”

(Male, Temotu, July 2015)

—



Activity 2.4

Building respectful and non-violent relationships

Purpose: To understand how to build a respectful and non-violent relationship

Time

Approximately 2 hours

Materials

- Flip chart and markers

Key messages

- Relationships that are built on mutual respect and love are not relationships where violence occurs.
- To be respectful in a relationship means that you must listen, be patient, trusting and kind.
- You must try to put your family's needs ahead of your own.
- Trying to control what your wife or other family members do is not respectful as it is denying their right to make their own decisions and to be individuals with their own needs, thoughts and feelings.

A good relationship needs

Respect, honesty, trust, love, companionship, emotional support for each other, some expression of intimacy and some form of economic security. For a relationship to continue to be positive and healthy it has to be worked at – family members need to remember to keep practicing the positive things that help it grow safely, healthy and happy.

Respectful Relationships for young people

In order to prevent violence in relationships and families, there are good reasons to focus efforts on children and young people. Perhaps the most obvious reason for 'starting young' is that it can have a lasting effect on children's and young people's later relationships. Between the ages of 12-16 years is a crucial period in terms of beginning to understand the gendered and individual relationships between men and women in later life. Male and female adult relationships are shaped in important ways by the norms and practices that they take on in these younger years. Making positive changes or developing positive thinking at this stage can change young people's personal relationship pathways, helping to prevent problems in adulthood.

Many children and young people experience violence in their homes. The Solomon Islands' Family Health and Support Study found that 64% of women between the ages of 15-49 years have experienced violence by an intimate partner; which means that many Solomon Island children are seeing and experiencing violence in their homes. In addition to the impact on families and communities, it also has significant social, health and economic costs and can have a negative impact on later relationships for these children and young people.



Instructions

Ask the group to all stand up. Give them the following instructions (while demonstrating them yourself):

- Use your body as an acting tool. Imagine yourself as a small seed; get down on your knees and curl up.
- While I count to 10 start 'growing' (stand up) to become a full-blossomed tree with your arms as branches and your fingers as fruits.
- Feel a gentle breeze blowing the branches back and forth, then a storm and then the wind starts to slow down. (Move your arms around gently, then roughly and then gently again).
- Let the tree feel itself. Let the roots move a little (move your toes) and then the branches (hands) and the fruits (fingers).
- Now imagine the tree is being poisoned. The poison enters the tree through the roots, moving up to the fruits (fingers die), branches (hands die) and finally the trunk. The whole tree dies. (End up by falling down to the floor.)
- Explain that a healthy tree gets its nutrients from its roots. But if the fruit begins to turn bad, this indicates that something is not right. The nutrients are insufficient or totally poisoned. What we can see first are the visible signs above ground – the fruits, leaves, branches and trunk of the tree begin to get sick and this indicates there might be a problem at the root level.
- This is the same for life: problems that we see, such as violence against women, are the visible result of other problems that already exist (women being treated unequally – women not as important as men in a community).

Step 1

Separate the group into small groups of women only and men only with no more than 5 participants per group.

Step 2

10 mins

Explain that we are going to draw a relationship tree showing a **non-violent and respectful relationship**. We will be talking about relationships between husbands and wives.

Step 3

10 mins

Ask the groups to draw a large tree on their flip chart paper.

Then, ask the groups to think about the following question and write their answers on the roots of the tree:

- What is each person doing that is respectful and not violent?

Step 4

10 mins

Now, think about the following question and write your answers on the trunk of the tree:

- What does each person need to do to keep this relationship not violent and respectful?

Step 5

10 mins

Now, think about the following question and write your answers on the branches and leaves of the tree:

- How do the people feel when they are in this relationship?
-

Step 6

10 mins

Now, think about the following question and write your answers on the fruits of the tree:

- What are the good things that happen when relationships are not- violent and are respectful?

Step 7

15 mins

Finally, think about the following question:

- What pests and bugs might try to make the relationship violent?
- How can you stop this from happening?

Step 8

20 mins

Ask each group to present their tree to the large group.

Step 9

5 mins

As a large group, talk about:

- What is similar or different about your trees?

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

“Training gives me more knowledge and skills to implement the program. The relationship tree. The roots remind me of what relationships should be leaves and fruits. I want to make my own and hang the relationship tree in my house.”

(Female, Temotu, July 2015)



Activity 2.5

Communication

Purpose: To practice communicating clearly and respectfully

Time

Approximately 1 hour and 30 mins

Materials

- Flip chart and markers
- Communication scenarios

Key messages

Gender inequalities and discrimination mean that often one person in a relationship has less power than the other person in a relationship.

When you have more power over another person this can change the way you behave and how you communicate with that person.

We need to practice communicating clearly and sensitively, showing that we are respectful of people.

Instructions

Step 1

Ask everyone to pair off with someone else of the same sex.

Step 2

15 mins

Explain to the group that they are going to practice communicating respectfully and clearly with each other.

One person will be the 'teacher' and the other will be the 'student'. The teacher is going to tell the student how to make a tuna fish sandwich. The student can only mime what is being said by the teachers.

The teacher must explain every single step, for example: "Open the packet of bread.

- Take two pieces of bread out of the packet.
- Put the bread on the table.
- Open the tin of tuna fish.
- Pick up the knife etc..."

TIP

Show the group an example before asking them to do it in pairs.

As a facilitator you should walk around the room and make sure that each step is clearly communicated and that everyone is being respectful with each other.

Step 3

10 mins

Now rotate roles so that the 'student' becomes the 'teacher' and the 'teacher' becomes the 'student'.

Step 4

10 mins

As a large group, talk about the exercise:

- Was it easy to tell the other person what you wanted?
- If there were parts of it that didn't work so well what could you do differently to communicate more effectively the message you wanted to get across?

Step 5

15 mins

Continuing in their pairs explain that you are going to ask them to communicate with the other person without using words. The scenarios might be something that is difficult to say to someone. They need to think carefully about how they will do this, in a way that is clear (as you can be without being able to speak) and respectful. Hand out the communication scenarios to each pair.

Step 6

10 mins

Continuing to tell the other person what the scenario says. Practice communicating without words. Each person should have a turn communicating their scenario and the other person should try to guess what they are trying to 'tell' them. Continue without telling the other person what the scenario says.

Step 7

10 mins

As a large group, talk about the exercise:

- How did you feel in each role?
 - Was it difficult to communicate without words?
-

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

—

“Communication is very important in order to solve problems. Body language can be very powerful in getting people to understand situations.”

(Female, Malaita, June 2015)

—

Handout 15

Communication scenarios

You are the teacher of the other person's daughter and you need to tell them that their child has failed her exams.

You are the other person's doctor and you need to explain to them that they are sick and need to go to the hospital.

You have to tell the other person, who is your employee, that they no longer have a job.

You work with the other person and you need to tell them that your mother has just called the office and your father has had an accident and has been taken to the hospital.

The other person is your friend and you have to tell them that you are very sick.

You are the teacher of the other person's son and you must tell them that he has been expelled from school for drinking alcohol on the school premises.

You are telling your sister that you are going to go and live in Honiara.

You have decided to tell your mother that you are considering leaving your husband because he is very controlling.



Activity 2.6

Cooperation

Purpose: To practice cooperating with others in a way that is respectful

Time

Approximately 1 hour and 30 mins (less or longer depending on group dynamics)

Materials

- Large open space where everyone can stand in a large circle

Key messages

Some groups in the community have more power than others because of gender and power inequalities. Groups with more power tend to make decisions about what happens.

If you belong to a group that has more power than another group, this can change your behaviour and communication.

We need to practice communicating clearly and respectfully and listening to how others might want to do or say things and only then can we really learn to cooperate with others.



Instructions

Step 1

Ask everyone to stand together in a circle.

Step 2

15-
20 mins

Tell the group to imagine that there is a large sheet of glass in the middle of the circle. Your aim is to, as a group; lift the glass above your heads.

There are a number of rules and if any of these rules are broken, the glass breaks and you start again.

- Everyone must equally lift the glass at the same time, if some people move quicker or slower than others, the glass will break.
- Everyone gets a say about how the glass is lifted, if other people's opinions are ignored, the glass will break.
- Communication must be respectful; if anyone tells someone else what to do, yells or doesn't listen, the glass will break.

Step 3

20 mins

As a large group, talk about the activity:

- Was this easy or hard?
- What did you do as a group to successfully lift the glass?
- How did you communicate with each other?
- Did everyone have a chance to make a contribution as to how you were going to lift the glass?
- Did you ask whether anyone had any expertise in 'glass lifting'?

Step 4

10 mins

Can you think of a difficult community issue, for example like use of violence against women in the community, and consider whether it is hard or easy to discuss respectfully? Why or why not?

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Activity 2.7

Feelings and action

Purpose: To understand how your feelings can influence your actions and consider strategies to respond differently to strong feelings

Time

Approximately 1 hour and 30 mins

Key messages

Sometimes we feel really strong emotions; and some people respond to these feelings by acting out in violent ways. Strong emotions such as anger, fear, hurt or helplessness can overwhelm a person and they respond with violence. Sometimes people (often men) hold the belief that they are entitled to act that way and that other people's feelings don't matter. Often it is about violent people wanting to feel some level of power.

It is difficult to learn how to handle strong emotions. People who react by being violent or abusive may not know how else to handle their emotions, particularly young people, who are still learning. Young people usually learn these behaviours from the people around them, especially family members. It is difficult for young people to learn how to handle strong emotions without becoming abusive if the adults around them have not learnt self-control themselves.

Regardless of the underlying reasons, violence involves making a choice about how to behave.

- We can choose to respond in a way that is respectful and non-violent.
- When we live in a community that accepts high levels of violent behaviour (men towards men, men towards women, and women and men towards children) it is likely that we will accept aggressive responses to strong emotions.
- For people to live together peacefully and respect others it is important that we learn to manage our emotions so that we do not hurt anyone else or make them feel uncomfortable or upset if we can help it.



Instructions

Step 1

10 mins

Separate the group into same sex pairs. Ask each pair to think about:

- What kinds of things make you angry or upset?
- What do you do when you are angry or upset?
- What do you do to calm yourself down?

Step 2

5 mins

Explain that sometimes we feel really strong emotions, we might feel annoyed, angry, upset, and frustrated. How we respond to these emotions is important. We can choose to respond based on how we are feeling and tell the other person or persons what you are thinking or feeling right now but this can often make the situation worse.

Step 3

20 mins

Continuing in pairs, think about a time when someone has made you really angry or upset and talk about the follow questions:

- What were you feeling?
- What did you do?
- Was there conflict?
- How did you communicate what you were feeling and what you wanted?
- What happened as a result of responding with your feelings?
- How do you think the other person felt?

Step 4

20 mins

Now ask the pairs to talk about the following questions:

- What could they do differently?
- What would change if they responded like this?

Step 5

10 mins

Bring all the pairs back together into the large group to share what they discussed in Step 4.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 2.8

Resolving conflict

Purpose: To practice resolving conflict respectfully without violence

Time

Approximately 2 hours

Materials

- Flip charts and markers
- Copies of the Resolving Conflict Stories

Key messages

All relationships have conflicts – in marriages, families and within communities. Disagreements and anger are a part of life. We need to have good ways to handle disagreement and express anger in a healthy way. At all times, it is best if we can get past disagreements and be able to continue relationships.

Conflict can be resolved if everyone tries to keep calm and shows respect for others. If someone is very emotional it may be more helpful to wait for another time to tackle the disagreement.

Try to make a time to come back to the problem.

Try to keep to the current issue and not raise issues from the past and make the discussion about lots of things. Try to ensure that each person has a chance to express his or her own point of view.

Humour can lighten a disagreement.

Yelling, accusations, sulking, abuse and violence are not good ways to handle disagreement. As well as upsetting people, they stop things being sorted out.

There are different ways to resolve conflict. Sometimes the way the conflict is resolved (the negotiation) leaves one person happy and the other unhappy, another way may leave both people happy and the final way might leave both people unhappy.

It is important to realise that you may not ultimately agree with each other. Instead you are working to find a way to get along, even when you do disagree.

Anger

Anger is a healthy human emotion and it can help to keep you safe and strengthen you to stand up for yourself. However, anger needs to be expressed in an appropriate way. Abusive or violent explosions of anger do not solve problems. They often make things worse, especially if property is damaged or people are hurt.

People who explode in anger often blame others for making them feel that way. But they are responsible for how they express their anger. People who are violent or abusive towards others have to learn to control themselves and express their anger in appropriate ways. They cannot excuse themselves by blaming others for making them angry.

Instructions

Step 1	Separate the group into small groups of women only and men only with no more than 5 participants per group.
Step 2 10 mins	Ask the small groups to think about a time when you resolved conflict in a positive way: <ul style="list-style-type: none">• What did you do?• What did the other person do? Ask the group to write down their answers on a piece of flip chart paper.
Step 3 10 mins	Ask each group to share their answers with the large group.
Step 4 10 mins	Suggest these strategies if the groups haven't already identified them: <ul style="list-style-type: none">• Take time out to calm down and to think about what you want.• Choose not to let your emotions drive your behaviour.• Communicate what you want clearly.• Listen to what the other person wants and needs.• Find a solution that is going to work for both of you
Step 5 20 mins	Give each small group one of the Resolving Conflict stories. Ask the groups to think about the things that they have done before to resolve conflict and talk about: <ul style="list-style-type: none">• What could the man in the story do instead of using violence?
Step 6 45 mins	Ask the groups to develop a short role-play showing alternatives to violence against women.
Step 7 10 mins	Ask each group to perform their role-play. As a large group discuss the following: <ul style="list-style-type: none">• How do you think these strategies will work in real life?• What else do you need to resolve conflict and disagreements without using violence?

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Handout 16

Resolving conflict stories

I hit her to punish her so she will not do the same thing next time, to make her scared or as a way of disciplining her.

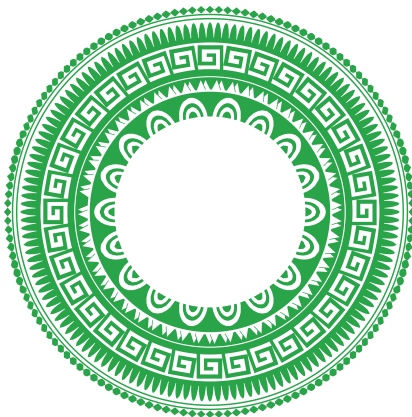
My wife is not keeping up to my expectations. I am not happy with her, and I am tired and stressed at work, leading me to get angry if food is not ready... Due to this, or my wife asking too many questions, I hit her in every argument. I want my wife to adjust to my expectations.

The thing that usually makes me angry is that my wife is not the type of person who respects me in the way she talks to me.

I expect my wife to satisfy me sexually. Many times I told her that I want to sleep with her but when she says she is tired I get very angry.

He doesn't allow me to associate with my friends and relatives because he thinks that my friends will influence me to leave him.

I cannot provide for my own family because my husband does not support us ... I do not have any money to go and visit my friends and relatives and if I complain about the lack of household things he gets angry and usually hits me.



Activity 2.9

Being a positive bystander

Purpose: To peacefully but assertively intervene in a potentially violent situation or where someone is being discriminated against, to stop the violence or to contact the police or someone else who could intervene safely.

Time

Approximately 1 hour and 45 mins

Materials

- Bystander Stories

Key messages

We all have a responsibility as bystanders not only to not be violent ourselves but also to let everyone know that violence against women is not acceptable in our community.

We don't expect people to put themselves at risk. You should think about strategies that will keep you safe from violence.

A bystander is someone who observes an act of violence, discrimination or other unacceptable or offensive behaviour and is not the victim or the perpetrator of the violence.

A '**positive bystander**' is someone who takes action to intervene in response to the incident of violence, discrimination or offensive behaviour. But a '**passive bystander**' is someone who observes such an incident but fails to act or intervene.

Bystander action refers to actions taken by a person or persons, not directly involved in the incident, to identify, speak out about or seek to engage others in responding to specific incidents of violence; and/or behaviours, attitudes, practices or policies that contribute to violence against women.

An individual **bystander** could report an incident of violence to the police or an appropriate authority; they could intervene where it is safe to do so. At the organisational or community level, it can be encouraging staff or community members to report incidents of violence and having policies in place for responding to specific incidents.

“Learnt a lot about a bystander and what I could do. For this to succeed, we need to be role models.”

(Female, Malaita, June 2015)

Instructions

Step 1	Separate the group into small groups of women only and men only with no more than 5 participants per group.
Step 2 20 mins	<p>Give each group one story from the Bystander Stories</p> <p>Ask the groups to think about the story as if it was something that they saw or something that they knew was happening in their family or community. Ask the groups to think about:</p> <ul style="list-style-type: none">• What kind of violence is happening here?• What could you do to prevent the violence?• What could you ask other people to do to prevent the violence?• What could the community do to prevent the violence?
Step 3 20 mins	Ask the groups to develop a short role-play showing how they will respond to the situation to prevent further violence.
Step 4 40 mins	Ask each group to perform the role-play to the large group.
Step 5 20 mins	<p>As a large group, discuss the exercise:</p> <ul style="list-style-type: none">• Do people usually help when they observe violence against women in the community?• What do people need to be able to support each other to respond to such violence in the community?• How can we help each other more?

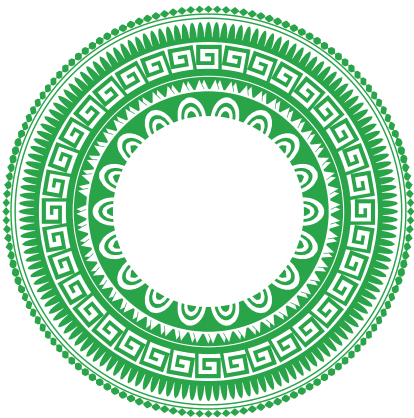
Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action


Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Stage 3

Preventing Violence Against Women



The page features two large, decorative circular patterns in the corners. The top-right corner has a pattern in shades of pink and red, while the bottom-left corner has a pattern in shades of blue and green. Both patterns consist of concentric circles with intricate geometric and organic designs.

—

“I’ve learnt a lot of great information. I’m still not married but already experiencing some of these issues that we are learning about so I was thinking how difficult it is for married women as they are paid through bride price... It is important that we start to educate young people.”

(Female, Temotu, July 2015)

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Activity 3.1

Mapping community responses to violence against women

Purpose: To identify what is currently happening in the community to respond to or stop violence against women.

Time

Approximately 3 hours

Materials

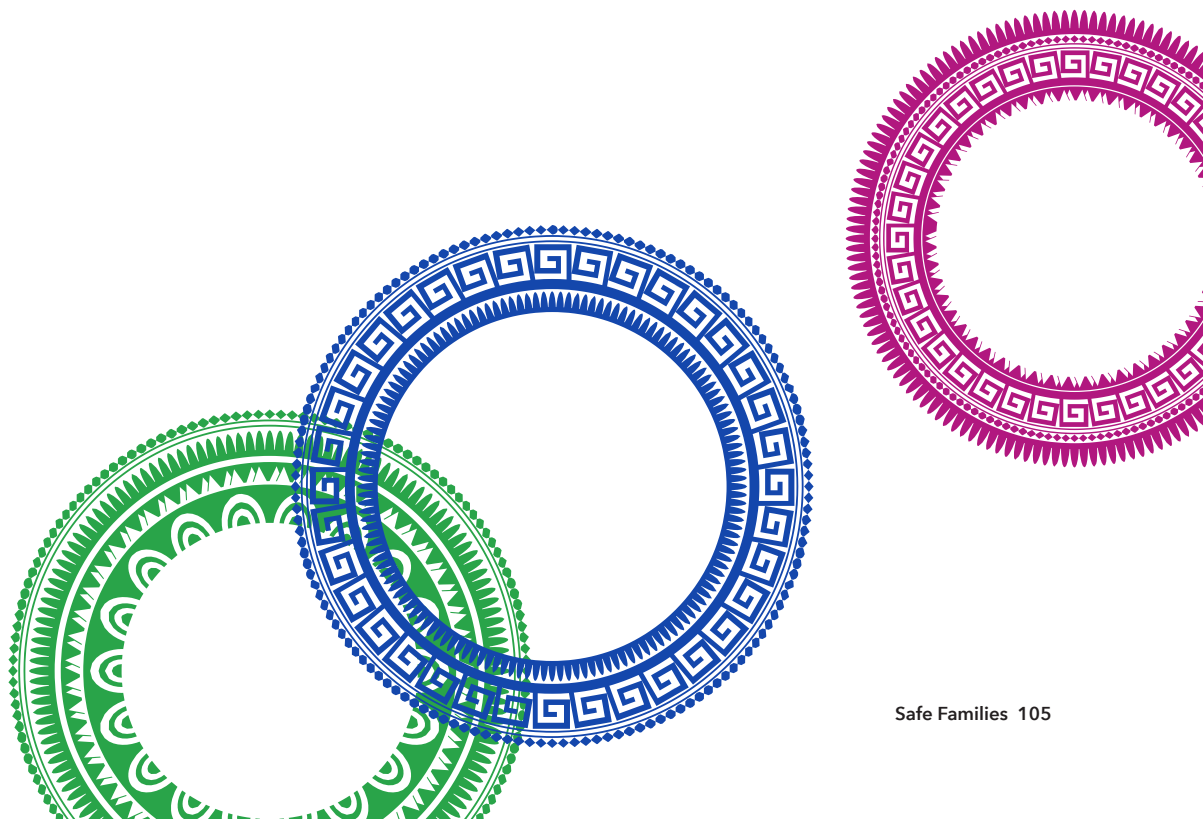
- Flip chart paper and markers

Key messages

This exercise is to help identify **what has already been done in the community** regarding responding to violence against women. For example, is there anywhere that women and their children could go if they need to escape violence? Are there any counselling/ support services? Has anything been done to prevent or to reduce violence against women? This might include programs or activities that have been undertaken by individuals or groups or government organisations or NGOs, churches, etc.

For example, a men's church group might have been thinking about how they can talk to other men about how they 'discipline' their wives, or about their habits of drinking too much alcohol and becoming angry and violent.

The aim of this exercise is to try to **support those groups already doing something about violence against women** and to build on what they are doing or begin doing it again (if it has stopped for some reason). The groups need to think about this very carefully because there are probably a number of things that have already been done but they may not be obvious or they may have been very small activities which went unnoticed. For example, the local nuns may have been supporting women and children who are escaping violence by letting them stay at the convent; they may not promote this work, or receive any money to do this, but they still do it.



Instructions

Step 1

Separate the group into groups of male and female only; separate younger women and older women; younger men and older men.

Step 2

20 mins

Ask each group to talk together about the following questions:

- Who in the community is supporting women who have experienced violence?
- Who in the community is trying to stop violence against women from happening?

TIP

This will be different for each community but prompt participants to think about what the following groups may be doing:

- Women's groups
- Men's groups
- Community leaders
- Churches
- Government bodies
- Police
- Community peace and justice groups
- Disability support groups
- Youth groups

Step 3

10 mins

Ask each group to choose one organisation or group who is doing something to respond to or prevent violence against women. You may need to help the groups come up with an organisation or group. Try to ensure that each group comes up with a different response so there are a number of activities/responses to work with.

Step 4

10 mins

Give each group a piece of flip chart paper and a marker. Ask them to write the name of their group or organisation at the top of the page and write A, B, C, D, E along the left hand side of the page, evenly distributed down the page.

Then write these down next to the A, B, C, D E.

A: What does the organisation or group do to respond to or prevent violence against women?

B: Are they still doing this now or is it something that has happened before and has now stopped happening?

C: Was what they did or are still doing successful – did it have a positive impact?

D: What resources does this organisation or group have? For example human (staff), natural (land) or economic (money)?

E: How could you help them to make what they did or are still doing, more successful (more effective to either respond to or prevent violence against women)?

Step 5

20 mins

Each group to answer each question based on what they know about their organisation or group.

Step 6

20 mins

Ask each person to walk around the room and add anything to other people's work if they know anything more about the organisation or group. Note that what they add should only be about work that has or is being done to address or prevent violence against women.

Step 7

30 mins

Bring the groups back together in a large group and ask each group to present their flip chart work, including what others may have added to their work.

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| Step 8
10 mins | Now decide which of these are more likely to be successful. Hold each one up and ask each person to vote if they think that this activity is likely to be successful. You can only vote once. |
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| Step 9
20 mins | Choose the top 2 activities/groups with the most votes and think about how you would support these activities/groups to strengthen what they are/were doing in regard to responding to or preventing violence against women. |
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| Step 10
20 mins | Back in the small groups come up with a plan as to how you are going to talk to this organisation or group about support for this work. Plan a meeting with them to discuss how you could support them. |
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TIP Planning a Meeting with a Stakeholder

Think about:

- Why are you meeting with this person/s?
- What do you want to achieve?
- How do you think the other person/s will respond?
- Are there any difficult issues that you will need to discuss or raise with them?
- How will you start the meeting? Introducing yourself and briefly stating why you have come to meet with them? Some possible questions to ask them:
- What do you think about the issue? Name what it is.
- Can you think of ways that we can work on this together to improve the situation?
- Do you think that anyone else should be involved?
- What do you think of the idea of doing... [explain your suggestion]?
- Do you think that this would work? Why or why not?
- Would you be willing to help Safe Families support the... ?

Ending the meeting:

- Think to yourself – have we achieved our aim?
- Summarise what you have agreed to do – both the stakeholder and yourself.
- Plan a deadline for when these things will be done.
- Decide whether or not you need to meet again. If you do make another time to meet make sure that you confirm the date, time and location and what would be the purpose of the meeting.
- Thank them for meeting and say good-bye to them.

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| Step 11
10 mins | Ask one group to do a role play of their proposed meeting. Work with them then plan the role play based on the TIP - Planning a Meeting with a Stakeholder . |
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| Step 12
10 mins | Ask the group to perform the role play in front of the larger group. Provide the group with feedback and identify whether or not they followed the tips for planning a meeting |
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Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 3.2

Participation

Purpose: To determine what we need to do to ensure that everyone is able to be involved in community conversations about how to prevent violence against women to the best of their own abilities.

Time

Approximately 2 hours and 30 mins

Materials

- Flip chart paper and markers

Key messages

We need to remember that different groups – adult women, young women, adult men and young men – have different roles and responsibilities in the community.

Different groups may not be able to attend meetings at different times due to family or other commitments.

There might be some places that some people can't go because of their situation, for example they may have a disability that might mean that they would have difficulty physically attending a meeting or because of custom some people may not be able to enter a certain meeting place.

We need to make it possible for people to attend and participate in activities and we need to remember this when we are planning the activities.

Instructions

Step 1

Separate the group into 4 groups: young women; young men; adult women; and adult men.

Step 2

5 mins

Explain that we are going to plan a meeting where we talk about violence against women and its causes.

Step 3

15 mins

Ask each group to think about all the different women or men in the community and write down:

- Who will attend the meeting?

TIP

Prompt the groups to think about different groups of people such as:

- Young women and young men
- Adult women and adult men
- Older women and older men
- Single mothers
- Widowed women
- Women with disabilities
- Men with disabilities
- Church leaders
- Community leaders

Step 4 15 mins	Bring the large group back together and ask everyone to share all the groups that they want to attend the meeting.
Step 5 15 mins	Separate the participants into as many groups as the list of groups attending at the meeting.
Step 6 30 mins	Ask each group to think about the group that they have been given and answer the following questions: <ul style="list-style-type: none"> • When do you think the meeting should be held so that they can attend? • Where do you think the meeting should be held so that they can attend? • What can be done to make sure that they feel comfortable speaking at the meeting?
Step 7 10 mins	Bring the large group back together. We now need to agree on how we will plan the activity. You need to represent the group that you were assigned.
Step 8 20 mins	Ask the groups the following question: <ul style="list-style-type: none"> • When can your group attend the meeting? Then ask the group to decide what time we should plan the meeting so that everyone can attend.
Step 9 20 mins	Ask the groups the following question: <ul style="list-style-type: none"> • Where should the meeting be held? Then ask the group to decide where should we hold that meeting so that everyone attend.
Step 10 20 mins	Ask the groups the following question: <ul style="list-style-type: none"> • What should we do during the meeting so that everyone feels comfortable to talk? Then ask the group to decide what should happen during the meeting so that everyone can talk and share their ideas.
Step 11 10 mins	Now ask the group: <ul style="list-style-type: none"> • What else do we need to do to make sure that everyone can participate?

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 3.3

Problem tree

Purpose: To understand what needs to change to prevent violence against women.

Time

Approximately 2 hours and 30 mins

Materials

- Flip chart paper and markers
- Flip Chart from Activity 3.1 Mapping Community Responses to VAW

Key messages

The Problem Tree highlights the: problem (trunk), cause (roots) and impacts (branches).

If we want to change something, we need to change the root causes not just the triggers.

Think about a healthy tree and how it must get sufficient nutrients (nourishing substances) from its roots to grow. But if the fruit begins turning bad, this shows us that something is wrong. The nutrients are insufficient or totally poisoned. What we can first see are the visible signs above the ground – the fruits, leaves, branches and trunk of the tree begin to get sick and this indicates there might be a problem at the root level. This is the same for life: problems that we see, such as violence against women, are the visible results of other problems that already exist (such as women not being seen as equal to men in the community).

For facilitators to know: The ecological framework of violence against women

The model can best be visualized as four interconnecting circles. The innermost circle represents the biological and personal history that affects an individual's behaviour in his/her relationships. The second circle represents the immediate context in which gender-based violence takes place– frequently the family or other intimate or acquaintance relationship. The third circle represents the institutions and social structures, both formal and informal, in which relationships are embedded– neighbourhood, workplace, social networks, and peer groups. The fourth, outermost circle is the economic and social environment, including cultural norms.

A wide range of studies suggest that several factors at each of these levels, while not the sole cause, may increase the likelihood of gender-based violence

- At the **individual level** these factors include the perpetrator being abused as a child or witnessing marital violence in the home, having an absent or

rejecting father, and frequent use of alcohol.

- At the **level of the family** and relationship, cross-cultural studies have cited male control of wealth and decision-making within the family and marital conflict as strong predictors of abuse.
- At the **community level** women's isolation and lack of social support, together with male peer groups that condone and legitimize men's violence, predict higher rates of violence.
- At the **societal level** studies around the world have found that violence against women is most common where gender roles are rigidly defined and enforced and where the concept of masculinity is 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.



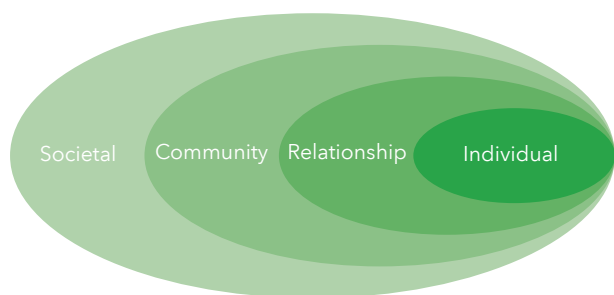
An ecological approach to gender-based violence argues that no one factor alone “causes” violence but rather that a number of factors combine to raise the likelihood that a particular man in a particular setting may act violently toward a woman.

In the ecological framework, social and cultural norms—such as those that assert men’s inherent superiority over women—combine with individual-level factors—such as whether a man was abused himself as a child—to determine the likelihood of gender-based violence. The more risk factors present, the higher the likelihood of violence.

- Facilitators should be aware of the distinction between causes and contributing factors and articulate this to participants (i.e. low economic status, alcohol, narcotics all contribute to gender-based violence but themselves are not causes)

It is important to remember that psychological explanations for gender-based violence (i. e. witnessing marital violence as a child, having an absent or rejecting father, or being abused as a child) often fail to appreciate the role of wider inequalities in the relations between women and men, and the need to transform these. It is not simply the case that if one sees or experiences violence as a child, one will in turn abuse others. Studies emphasise that girls are three to six times more likely to experience sexual abuse than boys, yet the vast majority of sexual abuse is perpetrated by male, not female adults.

The framework emphasises the need to implement prevention strategies across all these levels. It explores how gender inequalities at every level of society have a profound influence on violence against women. It outlines the need for extensive and sustained action across multiple settings, in order to change the cultural conditions that allow violence against women to flourish.



Society

- Societal norms giving men control over women’s behaviour.
- Acceptance of violence as a way to resolve conflict
- Ideas of masculinity (the way of being a man) that is linked to dominance, honour and aggression
- Strict gender roles

Community

- Poverty, low socioeconomic status, unemployment
- Associating with others who think violence is okay
- Isolation of women and family

Relationship

- Marital/relationship conflict
- Male control of money and decision-making in the family

Individual Perpetrator

- Witnessed marital violence as a child
- Absent or rejecting father
- Being abused as a child
- Alcohol and or drug use



Instructions

Step 1 Separate the group into groups of young men, young women, adult men and adult women.

Step 2 Give each group one piece of flip chart paper.

30 mins

Ask each group to write the most important issues that they think need to change to reduce violence against women in their community.

TIP

This could be things that were identified during Activity 3.1 'Mapping Community Responses to VAW' or other triggers or issues relating to violence against women in the community.

Step 3 Give each person three stickers.

5 mins

Ask each person to put a sticker next to the three most important issues that their group wrote down.

Step 4 Ask each group to count the number of stickers against each issue.

10 mins

- The issue with the most number of stickers is Problem #1.
- The issue with the second most number of stickers is Problem #2.
- The issue with the third most number of stickers is Problem #3. Each group will now have 3 Problems.

Step 5 Now, draw a tree on another flip chart paper and include a horizontal line to show where the ground (the earth) is.

10 mins

TIP

Explain that a **Problem Tree** is a tool that is used to discover what are the root (or underlying) causes of an issue and the effects they then have. In this instance we are looking at the root causes of violence against women in the community, as well as the effect that violence has on the community.

Step 6 Ask each group to draw their own problem tree.

15 mins

Ask each group to write Problem #1 on the trunk of the tree.

TIP

Write the actual issue, ie: Women are beaten by their husbands

Step 7

15 mins

Ask participants: What is the role of the roots of a tree?

For example: to support the tree, keep it standing up, bring water into the tree so that it can grow.

Give each group a stack of pieces of paper (sticky note paper).

Now ask the groups what causes this problem?

- Who needs to change?
- What specific things about their behaviour needs to change?

Ask the groups to write each answer on a small piece of paper and stick it directly under the 'earth line' in the picture.

TIP

Remind participants about triggers and contributing factors and ask them to focus on the root cause of the problem.

Step 8

15 mins

Ask participants to think about the impacts of this problem.

- How does the problem impact women/young women?
- How does the problem impact men/young men?

Write these on the small pieces of paper and place them above the tree. These are now the branches.

Step 9

60 mins

Complete Steps 6-9 again with Problem #2 and Problem #3. Each group will have 3 Problem Trees.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 3.4

Drafting actions plans

Purpose: For young women, young men, adult women and adult men to draft action plans to reduce violence against women in the community

Time

If possible break this activity into three separate days with each session focused on a different problem: approximately 3 hours and 30 mins per day

Materials

- Flip chart papers and markers
- Flip charts from Activity 3.1 – Mapping Community Responses to VAW
- Flip charts from Activity 3.2 – Participation
- Flip charts from Activity 3.3 – Problem Tree

Key message

An **Action Plan** is a process to help us think about problems, what we want to do about them and how we will do this. An Action Plan helps us decide what steps to take and who we can ask for help, so that we can achieve our goals. It will become a document that states what we want to achieve for our community and our plans to get there.

Instructions

Step 1

5 mins

Separate the group into groups of young women, young men, adult women and adult men.

Give each group their flip chart paper from Activity 3.1 – Mapping Community Responses to VAW, Activity 3.2 – Participation and Activity 3.3 – Problem Tree.

TIP

Explain that the work that you did in Activity 3.1, Activity 3.2 and Activity 3.3 will all help with this activity.

Step 2

5 mins

Now we are going create a draft action plan. Explain what an Action Plan is.

Step 3

10 mins

Give each group pieces of flip chart paper.

Ask them to write Problem #1 from Activity 3.1 at the top of the paper.

Step 4

30 mins

Ask the groups to think about the main problem. Ask each group to answer the following questions:

- What is happening now?
- Why it is a problem?
- Who is involved in the problem?

This is now the **problem statement**.



Step 5

20 mins

Ask each group to answer the following questions:

- What do we want to see instead of the problem?
- What will be happening when the problem isn't there anymore?
- What or who will be changed?

This is now the **goal**.

Step 6

20 mins

Ask each group to answer the following questions:

- What do we need to do to achieve this goal?
- What needs to happen, what needs to change, what do we need to create?
- What steps do we need to take to achieve the goal?

These will become **action items**.

Step 7

20 mins

Ask each group to answer the following questions:

- What people, skills, structures, organisations and/or resources are currently available in your community that can help us work on the action items?

These are the **supports and inputs** that are needed to achieve your action items.

Step 8

20 mins

Ask each group to answer the following questions:

- Can you identify any gaps that need to be filled in order to achieve the goal?
 - What else needs to be done to support the changes required?
 - Who else needs to be involved to support the changes required? These are the **gaps** that need to be filled.
-

Step 9

5 hours

Each group should repeat steps 5 to 9 for Problem #2 and Problem #3. This is a long process. You might want to do this over three sessions, focusing on one problem at each session.

Step 10

30 mins

Once all the groups have Action Plans for their 3 problems. Ask the groups to talk about the following questions:

- Is there anything that should be added or taken out of the plans?
 - Can people, groups or organisations in your community fill any of the gaps?
 - Who else can you ask for help?
 - What is the name of the person/organisation?
 - Who in the community can ask them for help?
-

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions.

Make sure that you reinforce the **key messages** for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**

Activity 3.5

Adoption of community action plan

Purpose: To finalise a community action plan to reduce violence against women in the community.

Time

Approximately 3 hours

Materials

- Flip chart paper and markers
- Draft Action Plans

Instructions

Step 1

20 mins

Ask each of the groups – young women; young men; adult women; and adult men – to present their priority plan (their number one problem) to the group.

Step 2

45 mins

Next everyone needs to work together as a group to combine the 4 plans into the one Community Action Plan to Prevent Violence Against Women.

When each group completed the Activity 3.3 – Problem Tree; what they identified as Problem Number 1 should now be the priority issues in the **Community Action Plan**.

TIP

Between all 4 groups you should have four priority areas – unless some of these four priority areas were the same and then you will have less than four.

Step 3

15 mins

Place the plans so that they are visible to everyone.

- Are there any things that are the same on each plan? Remove anything that is the same as others.
- Are there things that can be combined together?

TIP

You need to make sure that everyone is involved in the decision-making. If one group or person is dominating, make sure that you ask what other people think before agreeing to make the change/s.

Step 4

40 mins

Separate the group into the four groups – young women; young men; adult women; and adult men.

Ask the groups to talk about:

- Are you happy with the Community Action Plan?
- Is there anything that you would like to change?

Step 5

40 mins

Allow each group an opportunity to share any proposed changes that they want to make to the Community Action Plan.

The whole group needs to agree on the **Community Action Plan**. Remember to ensure that no one group dominates the decision-making.

Summary

Review and summarise the key ideas that have been shared during the activity and ask if anyone has any questions. Make sure that you reinforce the key messages for this activity.

Action

Ask everyone to reflect individually or in pairs about the activity and think about the following question: **What will you do differently after today?**



Other good sources of information and activities to address violence against women

Helpful resources

For designing and developing EAW projects:

How to design projects to end violence against women and girls, UN Women
<http://asiapacific.unwomen.org/en/digital-library/publications/2015/07/how-to-design-projects-to-end-violence-against-women-and-girls>

Handbook for Coordinating GBV Interventions
www.unicef.org/protection/files/GBV_Handbook_Long_Version.pdf

UN Trust Fund to end violence against women
<http://www.unwomen.org/en/trust-funds/un-trust-fund-to-end-violence-against-women>

Pacific Women Shaping Pacific Development (Pacific Women) – general VAW information
<http://www.pacificwomen.org/focus-areas/ending-violence-against-women/>

Pacific Women's information on Solomon Islands VAW planning
<http://www.pacificwomen.org/resources/solomon-islands-country-plan-summary/>

For training activities:

Multisectoral Responses to GBV, UN Women
<http://www.endvawnow.org/uploads/browser/files/Interagency%20Multisector%20Response%20to%20GBV.pdf>

"Naf nao!" A male advocates' guide to stopping violence against women in the Solomon Islands, Live and Learn Environmental Education, Solomon Islands 2013
<http://www.livelearn.org/resources>

Useful resources for addressing violence against women and preventing violence against women and promoting gender equality:

UN Women Essential Services Package for GBV 2015
<http://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>

Ecological Model of preventing violence against women, End Violence Against Women Now.
<http://www.endvawnow.org/en/articles/310-operating-within-the-ecological-model-.html>

Inter-Agency Standing Committee (IASC) Guidelines for GBV 2015
http://gbvguidelines.org/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf

Gender Toolkit Care
<http://gendertoolkit.care.org/default.aspx>

The Lookout – resources for GBV workers
www.thelookout.org.au

Various resources for ending violence against women
<http://www.un.org/en/women/endviolence/resources.shtml>

Violence Against Women statistics and information from UN Women
<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

A Framework to Underpin Action to Prevent Violence Against Women, UN Women 2015
http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2015/prevention_framework_unwomen_nov2015.pdf?v=1&d=20151124T225223

Fijian Women's Crisis Centre
<http://fijiwomen.com/>

Domestic Violence Resource Centre Victoria – resources for responding to and preventing violence against women.
www.dvrcv.org.au

Our Watch – resources for preventing violence against women
<http://www.ourwatch.org.au/>

For information on legislation, human rights and the Sustainable Development Goals (2016-2030)

Regional Rights Resources Team (Pacific)
www.youtube.com/RRRTpacific

End Violence Now
endviolencenow.org/en/articles/304-adopting-a-human-rights-based-approach.html

Universal Declaration of Human Rights
www.un.org/en/document/udhr/index.shtml

Human Rights Based Approach Programming - www.unfpa.org/resources/human-rights-based-approach-programming

[Dwww.youtube.com/RRRTpacific](http://www.youtube.com/RRRTpacific)

Simple Version of the SDGs - <https://www.youtube.com/watch?v=Wpuv5CEX54k>

UN Women and the SDGs
<http://www.unwomen.org/en/news/in-focus/women-and-the-sdgs>

<https://sustainabledevelopment.un.org/>

YouTube clips for training

<https://www.youtube.com/watch?v=M-6slhQ0YBQ&feature=youtu.be> (Our Watch - Let's change the story)

<https://www.youtube.com/watch?v=KTvSfeCRxe8> (Jackson Katz - gender violence prevention)

<https://www.youtube.com/watch?v=8f2YCF18g78> (Iamnobodi - positive bystanders))

https://www.youtube.com/watch?v=DP_MuGJIAjA (Love Control - controlling behaviours)

<https://www.youtube.com/watch?v=QUTO4fWukmA> (healthy teen relationships)

<https://www.youtube.com/watch?v=wPwck0EQkgs> (what is a healthy relationship)

<https://www.youtube.com/watch?v=0o4jYVpysRw> (respectful relationships)

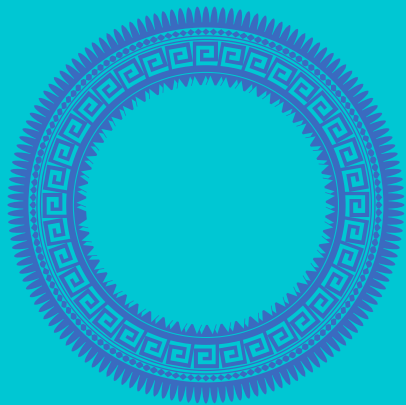
https://www.youtube.com/watch?v=5v_ioq8S_g0 (respectful relationships - young people)

<https://www.youtube.com/watch?v=tB7Pkcue9Rk> (changing violence against women)

<https://www.youtube.com/watch?v=z8vZxDa2KPM> (effects of violence against women on children)

<https://www.youtube.com/watch?v=m5yCOSHeYn4> (20 things you should say more often)





“Every time I go out from the workshop, I always share with people around me, I feel that I need to share the knowledge I’m gaining here and young people like me need to be aware of these issues.

I know that there are many cases which were reported but were dropped because often victims are blamed. It is wrong to blame victims.”

(Female, Temotu, July 2015)



