

Module 12: Gender based violence

Duration: 3 days

1. Gender and working with survivors
 - (a) gender and culture
 - (b) Communication with survivors
2. Domestic violence
 - (a) domestic violence revision
 - (b) risk appraisal and providing options
3. Sexual violence
 - (a) responding to victims and parents / guardians
 - (b) key sexual offences
 - (c) collecting evidence in SV cases
 - (d) assisting court and court-related processes
 - (e) how to protect SV victims
 - (f) counselling victims of SV
 - (g) providing holistic support in the community
 - (h) referral pathways and other support mechanisms
 - (i) continued care for victims of SV
 - (j) sexual violence in domestic situations

DAY 1

1. Gender and working with survivors

(a) Gender and culture icebreaker (Sonkita)

- Distinction between gender and sex
- Exploring the idea of socially defined gender roles
- Recognising gender stereotypes
- Gender awareness exercises to be administered for this introductory session which should be completely interactive. The exercises should explore what it means to be male or female in the context of the participant's culture and challenge them to think of gender as something capable of evolving. Examples of such exercises are found in the annexure below.

(b) Communicating with survivors (IRC)

- Assistance to victims should be guided by
 - Empathy
 - Respect
 - Confidentiality
 - Knowledge

- Responsibility

2. Domestic violence revision (Lotta/ Daniel?)

- Asking them for cases they've done – and discussion/ critique
- ask them to bring contact lists – hand in at beginning of 3 days. Then feed back on how they need to improve on them. And need to discuss how to use it.
- role play on handling a dv case?
- Case study – to include role play – and ask what they would do. Written as an exam – give out each other. Read out what person wrote – analyse what missing. Without names. Then made another assignment to go back and rewrite with same story.
- go through Daniel's guidance
- Lessons learned/ points from gender supervision

(a) Law on domestic violence revision – asking them.

- the offence of domestic violence
- determining a domestic relationship
- act/s amounting to domestic violence – with particular emphasis on how relates to spousal maintenance and rape
- lawful ways of handling: prosecution; civil orders; separation – temporary or permanent; agreement; other support necessary

(b) Risk appraisal and providing options

- How to determine which paralegal attends to DV victims
- First steps on receiving complaint
- Statement taking
- How to conduct a risk appraisal, why, and what to do with the information. Confidentiality
- services available in the community
- financial advice (revise family finance)
- Balancing limited services and resources
- Identifying appropriate immediate action with victims
- Identifying support required with victim
- Best course of action for the particular case: criminal action? civil litigation? Separation? (short or long term) Financial situation? Other support available in community? Settlement?
- Support for prosecutions
- key things to remember in the event of settlement

- Ongoing follow-up

DAY 2

3. Sexual violence

(a) Responding to victims and parents / guardians (IRC)

- Dealing with and/or anticipating trauma responses
- Relational issues, including supportive listening
- Counselling and other types of support
- Forms and contexts of sexual violence
- Factors increasing risk of sexual violence
- Consequences of sexual violence
- preventing further abuse or violence
- Special vulnerable victims: children, aged, disabled, ill
- Stigmatisation
- Making protection plans (LT)

(b) Key sexual offences (Sonkita?)

- Rape: rape- s. 48, offences against the person act 1861,
- Other sexual assault: unlawful carnal knowledge- s.6, prevention of cruelty to children's act 1926 (CAP 31), abusing a girl under 13- s. 6 CAP 31, abusing a girl between 13 and 14- s. 7 CAP 31, indecent assault- s. 52, OAPA 1861,
- Forced marriage
- attempted offences

(c) Collecting evidence in sv cases (Dr Cole? – can we think first critically with Simeon about what role practically paralegals can have in this)

- Why collect evidence in sexual violence cases?
- Timeframe for collecting evidence
- What to look for

DAY 3

(d) Assisting court and court-related processes (who?)

- Creating a relationship and building trust with the police

- Helping to prepare case file: ensuring relevant documents are correct and included; exhibits are properly kept and labelled;
- Fact finding
- Legal research of possible issues
- Preparing clients for court- what to expect
- Assistance in case preparation
- Contacting witnesses
- Negotiating for dates and adjournments
- Accompanying victims and monitoring proceedings
- how to prevent further abuse or reprisals

(e) Counselling victims of SV (IRC)

- Trauma healing
- Psychosocial counselling
- continuous care and support

(f) Providing holistic support in the community (IRC)

- Community education
- Identifying community-based support mechanisms
- Coordinating community-based support mechanisms
- Monitoring community-based support mechanisms
- Addressing challenges of community-based support mechanisms

(g) Referral pathways and other support mechanisms (IRC – think we should be specific here not theoretical)

- (a) Identifying pathways and relevant support mechanisms
- (b) Creating a relationship with support mechanisms
- (c) Coordination of response activities
- (d) Monitoring pathways and support mechanisms
- (e) Addressing challenges

(h) Continued care for victims of SV (IRC)

- (f) Medical and psychosocial care
- (g) Identifying socio-economic opportunities for empowerment
- (h) Closure

(i) Sexual violence in domestic situations (IRC)

Scale up of Justice Services, Sierra Leone, Open Society Justice Initiative (2011)

- Understanding the power dynamics in domestic settings
- Eliciting information from victim
- Identifying incidents of sexual violence
- History of sexual violence
- Dealing with a known perpetrator
- Protection of victim- preventing retaliation
- Exploring different forms of assistance
- Engaging public authorities

Annexure

Sample exercises

Exercise 1- what does it mean to be male or female?

Ask participants to think about the first words that come to mind when they hear the words ‘man’ and ‘woman.’ Write down responses from the group in two columns on flipchart paper: ‘MAN’ and ‘WOMAN.’

Make sure that, at a minimum, some words describing biological traits (such as ‘penis’ for man and ‘breast’ or ‘menstruation’ for woman) come up on the list. Biological components are bolded in the list above.

When the lists are complete, ask participants if any of the roles can be reversed. Can any of the ‘man’ words also describe women? Can any of the ‘woman’ words also describe men? What are the things that women or men can do exclusively? Can woman be a police officer? A husband? A parent? Powerful? Free? Strong? Humorous? Generous? Bread-winner? Noble? Unfaithful? Can women drink? Can a woman have a penis? If women are capable of being a police officer (for example), why aren’t there more women who are police officers? Can a man cook? Do shopping? Be gentle? Submissive? Beautiful? Have breasts? Gossip? Be warm, kind-hearted? Menstruate? Be sexy? Be a wife? Can a man be fair? Be passive? Tolerant? Obedient?

If men are capable of cooking and shopping, why don’t more men do the cooking and shopping for their households? Why do some men who have jobs as cooks not do the cooking for their families? Explain that these lists illustrate the difference between sex and gender. Refer to the World Health Organization’s (WHO) working definitions for sex and gender: Sex refers to the biological characteristics that define humans as female or male. Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in

time.

Exercise 2- Role play

Divide participants into pairs of one man and one woman. Explain that each pair is to conduct a role play in which a couple is negotiating condom use. However, the man should play the role of the woman in the scenario, and the woman should play the role of the man.

First pair: Woman (man playing the woman) does not want to use condoms because she feels it reduces sexual pleasure. The man (woman playing the man) must argue why and how condoms can be pleasurable.

Second pair: Man (woman playing the man) is upset because his partner (man playing the woman) was supposed to buy condoms but did not do so.

Third pair: Woman (man playing the woman) insists partner (woman playing the man) should wear a condom because she suspects he has other girlfriends.

Fourth pair: Man (woman playing the man) does not want to admit to his partner (man playing the woman) that he does not know how to use a condom.

Fifth pair: A man (woman playing the man) is startled when his partner (man playing the woman) wants to start using condoms, because the pair has had sex without condoms on several previous occasions.

Facilitate a group discussion, asking

- Was it difficult to take on the role of the opposite sex? What did you learn by trying to speak from a different perspective?
- Did you agree with the men's portrayal of women, and the women's portrayal of men? What do you think was accurate or inaccurate?
- Did anyone in the group challenge traditional gender roles, or speak in a way that is not usual for a particular sex?
- How was pleasure used as a justification for condom use?

Exercise 3- Taking sides or sitting on the fence? Agree, Disagree, Don't know

Designate two corners of the room as 'Agree' and 'Disagree' respectively, and a place in between as 'Don't know.' Read out one of the following statements and ask participants to respond by moving

closest to the sign that corresponds with their opinion. (The statements below are examples. You can choose a few or add more depending on how much time is available, or insert others that are more appropriate to your context.)

1. A man needs other women, even if things with his wife are fine.
2. I would never have a gay friend.
3. It is OK for a man to hit his wife if she won't have sex with him.
4. I would be outraged if my wife/husband wanted to use a condom.
5. Pregnant girls should be expelled from school.
6. There are times when a woman deserves to be beaten.
7. Women who carry condoms on them are "easy."
8. Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.
9. It is a woman's responsibility to avoid getting pregnant.
10. A man should have the final word about decisions in his home.
11. If a man cannot sexually satisfy his wife, she should seek it elsewhere.