



# **GBV Dialogue Tool**

## **(for literate participants)**

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# CARE GBV Dialogue Tool

## Introduction

This training tool has been developed to help community-based groups in Vietnam whose membership has high degrees of literacy to reflect and discuss about domestic violence and how it affects their group.

Domestic violence is a problem that affects almost all societies in the world. It happens in all kind of families, rich and poor.

This tool is designed for you, the trainer, to be used in your group and together with the members to initiate discussion and stimulate thinking on violence as it affects women in your group. This tool aims to lead to increased knowledge and change of attitudes amongst people to create a ripple effect for others to influence their community members to change their attitudes.

Becoming aware of and thinking about a problem involves **analysing why it happens and linking it to the situation within the community that allows it to happen.**

It involves thinking about the context, and clearly **identifying values and norms** held by individuals and the wider community that perpetuate and tolerate the problem. In the training the activities will focus on analysing some of the issues that are at the root of domestic violence. This includes how the norms and traditions of the community allow it to continue. So the first step is to start a journey with your group or community to look at the way violence is seen in your community, the effects it has on the community and what can be done to prevent it.

### **Understanding Individual Behaviour Change**

Many individuals pass through typical stages as they make changes in how they think or act. However, this process is not linear; people often repeat stages and rarely progress through each in order. To further illustrate the stages of behaviour change, take an example of beating a child.

#### **Stage 1: Pre-contemplation**

The individual is unaware that beating her/his child is a problem. When the child makes a mistake or behaves inappropriately, the individual hits, slaps, or pinches the child.

#### **Stage 2: Contemplation**

The individual begins to question if beating the child is the best method of discipline. This thinking could emerge from:

- Seeing the child badly injured after a beating
- Hearing neighbours talking about other ways of disciplining children
- Hearing from a doctor that her/his child has been injured from beating
- Reading a newspaper article or hearing a radio program that discusses the negative impact of beating children
- Being confronted by a family member when beating the child
- Recognizing that the child is becoming more frightened and withdrawn and does not change the behaviour that the parent wants to correct

### **Stage 3: Preparations for Action**

The individual may begin to talk with her neighbours/health care providers, religious leaders, family, or friends about beating. S/he may also begin to watch how other parents, grandparents, and teachers relate to and discipline children. S/he may begin to think of other ways to discipline the child. The individual decides that s/he will use other methods of discipline with her/his child.

### **Stage 4: Action**

After the child has misbehaved, the individual does not beat the child but instead talks to the child about the behaviour and assigns extra chores as a punishment.

### **Stage 5: Maintenance**

The individual recognizes the benefits of not beating the child. S/he could feel an increase in self-esteem, notice that the child is happier and less frightened, begin enjoying a better relationship with the child, experience positive recognition from neighbours or friends, etc.

It is important to remember that an individual will not be able to make the change completely and immediately on the first attempt and then never beat the child again. Behaviour change is a process, and, as such, takes time. There will be times when the individual lapses in anger or frustration. This does not mean that the individual has failed at making the behaviour change. Reverting to the old behaviour is natural. Learning something new, whether it is a skill or a change in behaviour, takes time, perseverance, practice, and support from others to be successful.

Therefore remember that ***this tool will not change people immediately***, or that you will be able to see changes in the way of thinking in the participants very soon. However give it time and consider it as a tool which is planting a seed of change. It will take time to grow and nurture, but it will begin to make changes, first in ideas, then in action.

## Training approach

The training process is divided into 5 different modules, and each module interconnects with and leads to the next, and is aimed at giving different perspective on domestic violence. Each module has an exercise that will facilitate the introduction of the concept and help deeper understanding.

The tool is most effective when facilitated with 10-20 people max per training. A greater number of people in the group and it will become difficult to direct exercises and elicit meaningful participation.

## Do No Harm<sup>1</sup>

While unintentional, this tool may expose vulnerable individuals for increased levels of violence in their homes, communities, or workplaces as it will increase their knowledge of violence and this may compel them to speak about it. As facilitators, we have an ethical and moral obligation to prevent this unintentional harm through vigilance about the quality of our implementation procedures, monitoring and evaluation plans, and selection, training and supervision of key staff. This idea of “**Do No Harm**” refers to the ethical responsibility that our primary goal as facilitators and trainers is the well-being of the participants. We must measure the risk we present to others when we ask them to talk about violence and the possible re-traumatisation that may occur as a result.

A basic set of **guiding principles** have been included below to help you prevent and mitigate harm that may be caused from implementing this Dialogue Tool on Gender-Based Violence.

1. **Map out existing services** that are available for participants in the community before beginning Dialogue Tool activities (eg. health services; violence hotline; safe address or shelter; legal services or legal knowledge of rights for survivors of violence; etc.). Provide this information to any participant who requests it.
2. **Ensure that the GBV Dialogue Tool exercises are conducted in a private and confidential space.** There should be no one in the room who is not an active participant and has not been invited for a specific purpose (trainer, facilitator, translator, participant).
3. **Informed consent and confidentiality (see Appendix 1):** The form must be read to all participants. They must sign it and if they are illiterate, another witness should also sign it verifying that the participant understands his/her rights as a participant in this process.

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<sup>1</sup> CARE Gender Wiki, *Do No Harm Guidelines for GBV*. Retrieved on 10 October 2013 from <http://gender.care2share.wikispaces.net/Do+no+harm+guidelines+for+GBV>

4. **The facilitator, translator, note-taker and other trainer participants should be of the same sex as the participants.**

5. **Conduct activities in a manner that does not “single” a person out.** If a participant is in denial of violence, the facilitator should be aware of the value of denial in protecting people from trauma that they cannot process. He/she should not attempt to “break denial.”

6. **If a participant recounts and relives a trauma, the facilitator must “bear witness”**, which means the facilitator **MUST** sit and listen for as long as it takes until the story is complete. Simply by respectfully, “bearing witness” the facilitator will enable healing—likewise, interrupting or cutting a story short further traumatizes.

## Facilitation

These guidelines are for you, the trainer and facilitator. Please read them **BEFORE** starting the activities.

Ideally there should be two facilitators, who are involved at different stages – joining in the planning or just brought in to run certain sessions.

Two or more facilitators are useful because co-facilitators give each other support.

Facilitators need good listening skills, understanding of group dynamics, and to be able to encourage mutual respect and understanding between themselves and the group.

This training course is designed to be run in groups composed or not more than 10-20 people. A greater number would make it very difficult for you to be able to run the exercises in the time allocated. You don't want to make the training sessions too long and tire people.

You as a trainer will be using **participatory methods** to facilitate your sessions. As the facilitator, you will guide the group and encourage participants **to take an active role** in their own learning process. Participants are encouraged to bring their experiences into the group and use them to identify issues. This method is more dynamic, it values people's experiences and trainees are much more active in the learning process.

The role of the facilitator is to use her/ his facilitation skills to help participants to learn from their experiences, deepen their understanding of issues of importance to them, and find ways of applying their learning to their personal life. This approach is based on the belief that people can learn more effectively when their own capacity and knowledge is valued, when they are able to analyze their experiences in a safe group environment. Your role as a trainer is to facilitate the learning process rather than teach.

**Note-taking is extremely important.** You should assign a separate note-taker whose sole responsibility is to take notes of the facilitation and participant input and exchange. Notes should be coded (Female #1, Female #2, etc.) and should not include the names or any identifiers of participants.

You will find tips and suggestions for a happy training in each of the 6 modules. Please follow them and make them yours. Remember that practice makes perfect, so it will take sometime to develop confidence and feel at ease during the training, but you will get there. The most important thing is that the participants in this training feel they can trust you, the rest will come with practice.

#### **Facilitation tips**

Be respectful and honest of people's ideas, even if they are not the same as yours

Encourage and value all participants' experiences

Don't present yourself as an expert but as someone who is there to learn as well

Have people sit in a circle or in a format where it is easy have an open discussion and see each other

Ask people if they have any doubts and see if you can help them overcome them

Decide together with the group if there are any changes in the programme or in what you will do together

# MODULE 1

## What is a woman?

In this first section you and the participants will explore the concept of gender roles. Here below find the info sheet that will give you background information on important concepts.

In this section, you will explore the belief system in your community that allows domestic violence to continue to occur. You and your group will explore ideas about gender and discuss what it means to be a man or a woman in your community.

**Gender roles** when society imposes on men and women fixed roles according to *Gender* is a set of fixed options of that are used by a society to how a man or a woman should behave. This is different from the sex of a person, which is a reality created by birth.

For example, who can give birth or who can breastfeed is a fixed role imposed by nature, by biology.

Gender roles are **roles imposed by society**. For example that women have to cook and stay at home.

These can be changed. **In most cultures, the gender roles given to women force women into a lower position to men — this is called *gender-based inequity*.** The work of preventing domestic violence is to help community members redefine these gender roles such that they promote equity between women and men.

***The root cause of domestic violence is the inequality of power in intimate relationships based on gender inequity.***

## Gender info Sheet

### What is gender?

Gender describes those characteristics of men and women that are **socially** determined in contrast to those that are **biologically** determined.

*The distinction between sex and gender is made to highlight that everything women and men do, and everything is expected of them, with the exception of their sexually distinct functions (childbearing – breastfeeding and impregnation) CAN change and DOES change OVER TIME and according to changing and different social and cultural factors.*

A working definition of Gender: people are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behavior and attitudes, roles and activities are for them and how they should relate to other people.

This learned behavior is what makes up gender identity and determine gender roles.

The construction of gender roles has deep implications for men and women.

**In WORK** both women and men have roles in the area of production of goods and services from the community to the governmental level. But some roles fall almost entirely on women's shoulders, such as housework and cooking, taking care of the need of children. One of the results is that, the world over, women have longer working days than men.

Another key issue is the way work is valued. For all its importance domestic work is undervalued, and not considered real work, when it takes great effort and time every day. Also when women work in agriculture to produce to sustain their family is taken for granted or not valued.

The world over, women are denied their rights. Half the world's people are subordinate to the other half in many different ways, because of the sex they are born with. j

Many people believe that men have a higher status as a human being compared to women, and as a result, in most communities, women are valued less than the men around them.

Many men are raised to think of women, especially their wives, as somebody under their power. Because of this widespread belief, communities develop traditions where it is acceptable to treat women as somebody they can control and as somebody who must obey. If this doesn't happen, in many communities men feel justified in using physical and psychological violence to control their wives' or partner's behaviour.

**Gender equality**, or equality between to sexes, refers to the equal rights, responsibilities opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed to and control over resources and benefits so that all can participate in, decide on and benefit from development.

<b>Sex</b> With biological characteristics	<b>Gender</b> With social characteristics
<ul style="list-style-type: none"> <li>• Are given at birth by nature</li> </ul> <p><b>Example:</b> Only women can be pregnant and</p>	<ul style="list-style-type: none"> <li>• Are learned</li> </ul> <p><b>Example:</b> Women care for their children</p>
<ul style="list-style-type: none"> <li>• Are the same all over the world</li> </ul> <p><b>Example:</b> Women can give birth</p>	<ul style="list-style-type: none"> <li>• Are different at areas and countries</li> </ul> <p><b>Example:</b> In many countries, men are responsible for caring for their children</p>
<ul style="list-style-type: none"> <li>• Are unchangeable in terms of time and space</li> </ul> <p><b>Example:</b> Men can never give birth</p>	<ul style="list-style-type: none"> <li>• Are changeable over time and space under the impacts of social issues</li> </ul> <p><b>Example:</b> Women in many societies have full rights of inheritance</p>

## Women's Lives Exercise (2 hours)

### Objective

- Deepen participants' reflection on how women experience daily life in your community.

### Preparations

- Read through the guided imagery (next page) so that you are familiar with the story.
- On a large wall, stick up four sheets of flipchart side-by-side.

### Steps

Ice -breaker— (15 min)

Start with a game to get the participants moving and ready to do the following exercise.

## 2. Guided Trip in the Village

Part A – (25 minutes)

Explain to participants that the first part of this exercise will last 5 minutes and will involve closing eyes, relaxing and trying to imagine the story being told.

- a. Speak in a slow and gentle voice.
- b. Ask participants to get comfortable, close their eyes, and concentrate on your words.

- c. Ask the men to imagine that they are female and visualise the story from a woman's perspective.
- d. Ask the participants to breathe in slowly and then breathe out slowly to release tension in their bodies. Repeat these deep breaths three times to help participants relax.
- e. Ask participants to try to visualise in their mind what you are saying.

When the participants are ready, begin the visualisation by reading the following script. Read slowly. Pause briefly between each sentence and question. Where indicated, pause for a few seconds.

**Tip: It is important that you do not rush this exercise. Allow participants time during each pause to imagine what you are saying and connect with some of the associated feelings.**

### Guided trip in the village

Think about the community where you live and imagine that you are a woman living there. Imagine that it is early in the morning and, as usual, you taking care of your family and things around the house. Observe who is around. Is anyone helping you take care of the home? Do you have enough money to buy the food for the family today? What are you thinking about? How do you feel in this house? (Pause)

You walk out of your house and are now in the street, seeing other people. You see another woman washing clothes. What do you think life is like for her?

You see a pregnant woman with three young children beside her. She looks sad and tired. Why do you think she is sad? How much say does she have in what happens to her? (Pause)

You continue to walk down the street. What do you see? Do you see women carrying buckets of water? Do you see women taking care of children? What are the women doing? How many different things do you see women doing that are unpaid? Look around for men. What are they doing? Who are they with? (Pause)

You see an old woman with wrinkled skin and grey hair. She is sitting on the ground begging. How did she get there? What is the story of her life? What do you think she has been through? (Pause)

You see a young girl playing next to the old woman. She is wearing a torn dress and is sitting in the dirt. What will her life be like? What can she hope for in the future? (Pause)

Now imagine that you travel forward in time. Imagine that your community has been working to prevent violence against women for some years, and the work has been well received. Women's rights are now being respected and their needs are being taken seriously. There have been positive changes for women in the community (Pause).

*(...continued on next page)*

### Guided trip in the village (continued...)

Remember the young girl in the torn dress who was playing next to the old woman. Imagine that you see her again, now grown-up. What is her life like as an adult? Is it similar to the women you saw earlier or is her life different? Have things improved? (Pause)

Look around in the community, what do you see? How are women treated differently as a result of the success of your work? How have women's lives changed? Take a few moments to imagine this. Think of the woman who was washing clothes, remember the young woman with the bruised face, think of the old woman begging. How will their lives have changed? Are they treated with respect? Do they have a say in their families? Are they able to make decisions for themselves? (Pause to allow participants to imagine this in detail).

### Part B – Discussion - 45 minutes

1. On a large wall, stick up 4 flip chart papers, side by side.
2. Title the first one "HERE" and the last one "THERE". Do not write anything on the two flip charts paper in the middle.
3. Ask the participants about the images they saw when they imagined the present day reality for women? Ask them to share feelings and circumstances of the women they imagined. Ask probing questions to bring out what women's lives are like in their community. Ask, "What does it mean to be a woman in your community?"
4. Spend time discussing what the participants imagined and how it relates to the reality in which they live. Explore the following questions with participants: Why are women poor? Why do women suffer so much violence? Do you see opportunities for women? Who has most of the power in your community? Are women valued?
5. Record key words from participants' contributions on the first flipchart entitled 'Here' (e.g., poverty, violence, lack of choice, etc.). Explain that the flipchart titles 'Here' represents what they imagined and know about women's current reality.
6. Next, ask participants to share how they imagined the future, once the community had started talking about women's rights and breaking the silence around domestic violence. How did they see women's experiences and feelings change?
7. Record keywords from their responses on the last flipchart entitled 'There.' Explain that the flipchart entitled 'There' represents their future hopes for women (equity, respect, power to make decisions, etc.).
8. After both the present reality and future hopes are recorded on the flipcharts, ask participants to spend a few minutes thinking about the journey from 'Here' to

'There'. Ask: "How do we get from our present reality to realising our future hopes?"

### Part C – the Bridge – from 'Here' to 'There' (45 minutes)

1. Draw a line from the flipchart entitled 'Here', across the two middle flipcharts, to the flipchart entitled 'There'. Explain that this is the bridge that needs to be built to get from 'Here' to 'There'.
2. As a group, ask participants to brainstorm what is needed to build the bridge? How could we construct the bridge from 'Here' to 'There'? The bridge could include change the way women are viewed and valued or changes in the way resources are allocated in the community. It could involve activism and personal qualities of people who bring about the change, such as commitment, having a clear vision for the future, being focused on a goal, perseverance, and resourcefulness. Record participants' responses on the two sheets in the middle, above and below the line representing the bridge.
3. Discuss how the journey from 'Here' to 'There' requires the commitment and participation of everyone, particularly the people in this workshop. Discuss the importance of their participation within the community and how they are needed to build the bridge
4. Discuss the metaphor of all of you involved in the collective activity of building the bridge. Discuss what values could form the pillars the 'bridge' is built on. How long will it take to build the bridge in your community? What will be needed to build it? Who will be the key builders? How will you ensure it is built of solid materials and that it will be adequately maintained?
5. Ask participants to take a few minutes and write in their notebooks how they will personally get involved in building the bridge from 'Here' to 'There'.
6. Ask participants to get in pairs and share with their partners their thoughts. After ten minutes, ask the pairs to come back in the main group.
7. Ask each participant to briefly share their thoughts with the group.

## MODULE 2

### Domestic Violence Overview

This module will give the participants a basic understanding of how domestic violence is conceptualized, it will give a description of how violence against women is a world problem and how there are different kinds of violence that characterize it: physical, emotional and sexual and economic. The module will then start exploring what happens in Vietnam and the explanation of domestic violence prevention and control. It will also explain the mechanisms for protection of women that the government provided for in the law.

Domestic violence is any act, or threat of an act, that causes physical, sexual, psychological or economic harm in an intimate relationship.

- Physical violence includes beating, hitting, slapping, burning or choking a person.
- Sexual violence includes forced sex (rape), refusal to practice safe sex or forcing a person to do sexual acts against his/her will.
- Psychological violence includes threatening, intimidating, shouting, isolating or humiliating a person.
- Economic violence includes not allowing a person to work, taking all her earnings or not allowing her to participate in financial decision-making.

Domestic violence happens between people who are in an intimate relationship (i.e., marriage or cohabiting in the same house).

**Domestic violence is about power and control over another person.** It is about absence of equality and the low status of a woman in her relationship.

In this way, domestic violence can be understood as a *context of a woman's life, not just an event.*

### DOMESTIC VIOLENCE INFO SHEET

#### What is domestic violence?

Domestic violence (DV) is physical, psychological, sexual, or economic abuse between intimate partners. Domestic Violence is a worldwide problem that affects almost all societies and all people, rich and poor.

#### Why does it happen?

DV happens because society values women less than men. As a result, the abusers (usually the husbands) feel that they are entitled to impose their will on women by whatever means necessary, including violence. DV continues to happen because, as a community, we remain silent.

## Who does it happen to?

Although both women and men can experience domestic violence, it happens much more frequently to women. It may be happening to your mother, sister, daughter, friend, colleague, or neighbor. Domestic violence happens in all kinds of homes – rich or poor.

Domestic violence is the responsibility of the person who is behaving violently or abusively. It is not the responsibility or fault of the person who is being abused. No one can force or provoke another person to be violent.

## Types of domestic violence

There are many types of domestic violence. Many of the types are not physical or cannot be noticed easily. This does not mean that they are less damaging or serious. All types of domestic violence are unacceptable and are harmful to women. Below are a few of the most common types:

Physical	Psychological	Sexual	Economic
<ul style="list-style-type: none"><li>• pushing</li><li>• hitting</li><li>• slapping</li><li>• grabbing</li><li>• beating</li><li>• hair pulling</li><li>• kicking</li><li>• punching</li><li>• choking</li><li>• burning</li><li>• twisting arms</li><li>• use of a weapon</li><li>• banging head on the floor or wall</li></ul>	<ul style="list-style-type: none"><li>• shouting</li><li>• swearing</li><li>• insults</li><li>• threatening violence</li><li>• humiliating</li><li>• embarrassing</li><li>• criticizing</li><li>• threatening to hurt the children</li><li>• locking her out of the house</li><li>• extreme jealousy</li><li>• threatening to leave</li><li>• constant questioning</li></ul>	<p>forcing sex/marital rape</p> <ul style="list-style-type: none"><li>• unwanted touching</li><li>• grabbing sexual parts of her body</li><li>• making her do sexual things against her will</li><li>• coercion</li><li>• unfaithfulness</li><li>• inserting objects into her private parts</li><li>• refusal to have protected sex</li></ul>	<ul style="list-style-type: none"><li>• withholding family finances</li><li>• stopping her from getting or keeping a job</li><li>• making her ask for money or an allowance</li><li>• demanding her earnings</li><li>• spending family finances independently without her consent</li><li>• preventing her from owning property</li><li>• not allowing her to have money</li></ul>

Women experiencing violence may show some of the following characteristics or behaviors:

- Lack of self-confidence
- Reducing or ending her participation in activities
- Not wanting to see friends
- Visible physical injuries
- Making excuses for physical injuries
- Sadness and loss of energy
  
- Increased health problems
- Heightened anxiety and fear
- Loss of appetite or inability to sleep

## **What are the consequences of domestic violence?**

Domestic violence hurts us all. Women in abusive relationships cannot fully participate in community life. Their ability to share their energy, ideas, skills, talents, and opinions with their families, communities, places of worship, and in the political process is lost when their bodies and minds are consumed by domestic violence.

*For an abused woman*, violence results in health problems, sadness, isolation, and a loss of income and self-confidence.

*In families*, domestic violence creates an unpredictable and frightening environment. Children learn to fear their fathers and worry about their mothers. Children growing up in violent homes learn that violence and aggression are acceptable ways of expressing emotions or resolving conflicts. These children are more likely to leave home and commit acts of violence in their own homes as adults.

*Our community* also pays a high price for domestic violence. Businesses lose money due to 'sick days' and the ill health of female employees who are being abused. Substantial financial and human resources must be used for domestic violence intervention including law enforcement, health services, court and legal proceedings, and social services.

## **What can you do to prevent domestic violence?**

Becoming informed about domestic violence is an important first step in addressing the problem. Learn as much as you can about the issue, and share your knowledge with others. When more people understand and refuse to accept domestic violence it becomes more and more difficult for the violence to continue happening.

If you know a woman who is experiencing domestic violence, reach out to her. Let her know you are there for her and that you are ready to give her non-judgmental emotional support. Remember, she must make her own decisions about her life; do not try to force her to do anything. Guide her to services in the community that could help her.

## **Some search results show that domestic violence is quite serious in Vietnam.**

According to the National Study on Domestic Violence against Women in Viet Nam conducted by the GSO in 2010, overall, 32 per cent of ever-married women reported having experienced physical violence in their life and 6 per cent had experienced physical violence in the past 12 months.

It is more difficult for women to disclose experiences of sexual violence compared with experiences of physical violence. Nevertheless, 10 per cent of ever-married women reported in interviews that they experienced sexual violence in their lifetime and 4 per cent in the past 12 months.

Emotional and economic abuses, though not less significant than physical or sexual violence, are more difficult to measure in a survey. The results show that 54 per cent of women

report lifetime emotional abuse and 25 per cent current emotional abuse, perpetrated by husbands.

About 15 per cent of women subjected to physical or sexual violence by husbands reported that their health was “poor” or “very poor” compared with 9 per cent of women who had never experienced such violence. Women who had experienced partner violence also were more likely to have recent problems with walking and carrying out daily activities, pain and memory loss, abortions and miscarriages. Significantly abused women were three times more likely to report emotional distress and suicidal thoughts than women who had not experienced partner violence.

## Laws

The Government of Viet Nam adopted the Law on Domestic Violence Prevention and Control in 2007. It provides **protection** from violence within the family to its members and covers a wide range of acts of domestic violence.

## What is Domestic Violence Exercise (1 hour 50 minutes)

### Objectives

- Clarify what is meant by the term ‘domestic violence’.
- Examine different types of domestic violence.
- Strengthen participants’ understanding of domestic violence.

### Preparations

- Read through the **Domestic Violence Info Sheet** on page 14 to 17 and make copies for participants if possible.
- Prepare index cards or pieces of paper (about 80) for Part D.

### Steps

Part A — Group Discussion (15 min)

1. Ask participants to think about the term ‘domestic violence’. What does it mean to them?

2. After two or three minutes, ask participants to share their ideas. Record their contributions on a flipchart.

Part B — Small Group Definitions (30 min)

1. Divide participants into four small groups. Give each group a flipchart and a marker pen and ask them to discuss their ideas and create a simple definition of ‘domestic violence’.

2. After about twenty minutes, ask the groups to come back and present their definitions to the other participants.

3. When each group presents, do not worry too much about which group's definition is 'right'. Instead, highlight common ideas and key concepts about domestic violence. For example, domestic violence:

- Happens between intimate partners
- Causes pain that can be emotional as well as physical
- Violates the person's dignity
- Is about power and control and not just poor management of anger

#### Part C — Large Group Definition (20 min)

From the common ideas and key concepts discussed, guide the group in creating one working definition of domestic violence that they can use. The definition can be a list of the key concepts, one of the definitions already presented, or a formal definition created as a group. Write the agreed definition on a large piece of paper and hang it in the room where everyone can see it.

#### Part D – Four categories of domestic violence (45 minutes)

1. Introduce the idea that acts of violence can be divided into four categories:
  - a. Physical (hurts the body)
  - b. Emotional (hurts feelings)
  - c. Sexual (controls sexuality)
  - d. Economic (controls access to money, property, or resources)
2. Ensure that the participants understand the four categories by elaborating and giving examples.
3. Divide participants into four small groups and assign one category of domestic violence to each group (physical, emotional, sexual or economic).
4. Give each group a stack of index cards (or a stack of papers 15cm x10cm) and ask them to take 15 minutes to brainstorm all the different acts of violence within that category. Using markers, participants should write each act on a different index card.
5. When the participants are finished, ask each group to present their ideas to the other participants. Remove any duplicates.
6. Ask them to hang their cards on the wall under the matching category heading.

7. After each group presents, invite the other participants to ask questions or add any acts that were left out.
8. After a group discussion on each of the four types of violence, ask participants to look around the room at all the different kinds of violence perpetrated against women and connect with what that means to them.

## MODULE 3

### How does domestic violence affect society? Social and human cost of violence

Domestic violence not only impacts women on an individual basis, but it affects the entire community they are part of. It has a social and human cost. In this module you will explore with your group the price we pay in society because of domestic violence, how it affects families, children, and the future generations.

Domestic violence affects the entire community. Because of the violence or its threat, women **cannot make free** choices about issues that have a deep effect on their lives. A woman's inability to fully participate in the economic development of her family and the community, keeps her locked in a cycle of poverty exclusion of women from communal and social decision making processes makes the entire community poorer.

Domestic violence affects the entire community. Because of the violence or its threat, women cannot make free and informed choices about issues that have a deep

effect on their lives. Domestic violence undermines a woman's health, placing a burden on her as well as the community's resources. A woman's inability to fully participate in the economic development of her family and the community keeps her locked in a cycle of poverty and has long-term consequences for her family. The exclusion of women from communal and social decision making processes impoverishes the entire community.

In this exercise you will discuss with your group what violence signifies for the community.

#### Tuan and Ha: A story About Domestic Violence

Ha lived with her husband, Tuan, and her three children in a small house near the market. When they got married, from the beginning, Tuan expected Ha to work hard and so did her mother-in-law.

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

Tuan would often take the money that Ha had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Ha. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbours that he was the boss in his house. Many of their neighbours were afraid of Tuan and ignored Ha. She was too ashamed to talk with her friends or neighbours about Tuan. Although they would often see her with bruises on her face, they just kept quiet. Ha decided to go and look for help one time when he had beaten her very badly, so she went first to the hospital to get treated and then to the police.

## Consequences for the community exercise (2 Hours and 35 minutes)

### Objectives

- Explore how domestic violence affects everyone in the community.
- Deepen understanding of the impact of domestic violence on the community.

### Steps

#### Part A — Brainstorming Consequences for the Community (30 min)

1. Ask the group to read Ha's story.
2. Ask the participants:
  - What are the short-term consequences for the children?
  - What are the long-term consequences for them?
  - What do children learn about relationships from watching their parents?
  - How does it affect how they feel about their mother?
  - How does it affect how they feel about their father?
  - How does it affect children's relationships with others?
  - How does it affect how children feel in their home?
  - "What are the consequences of domestic violence for the community?" Write on flipchart the points that emerge from the discussion. Ask open-ended questions, such as:
    - How does the violence experienced by Ha affect the community?
    - How was Ha's contribution and participation to community life affected? What impact did it have on community resources such as health services, reconciliation groups or the police?
    - What kind of help do you think she received from the different services?
    - Do you think that Ha's lack of control of her money affected her business?
3. Emphasise that domestic violence affects everyone in the community.

#### Part B — Preparing Mock Public Speeches (40 min)

Divide the participants into three groups.

1. Ask them to imagine that they have to talk in front of to the community. Ask participants to work in their groups to develop a short speech (5 min) that explains to their audience that domestic violence is a problem and that it affects the entire community.
2. The audience will be critical of what is being said, so each group has to work hard to convince their audience that domestic violence really does affect the community and why something needs to be done about it.

Part C — Presenting and Discussing Speeches (40 minutes)

1. Ask each group to present their speech. A volunteer may present the speech, but everyone has to answer questions from the 'audience' of participants. Join in and ask questions that may help the thinking process. Be willing to help the speaker if she is struggling.
2. Record on a flipchart the main points of the arguments produced by the different groups.
3. Discuss the issues that came up in the presentations.
4. If time allows invite one group to present their speech again incorporating the feedback provided by the audience.

## MODULE 4

### Where do women go when they are hurt? What is the monetary cost of violence?

You will first lead your group to understand where women go for help when they experience violence in their relationship. It is important to know this as it will help in the future to advocate for changes in the system and strengthening of government agencies and structures that should be there to help women.

Domestic violence affects women's health, making her life more difficult and placing a burden on the community's resources. A woman's inability to fully participate in the economic development of her family and the community makes her and the community poorer.

After that you will guide women through a reflection of the monetary cost that DV has on families and on the community. The reflection will analyse the direct costs to women such as the medical treatments, cost of accessing the justice system or the indirect cost of violence, such as loss of income.

### Help seeking behaviour mapping and cost analysis exercise (1 Hour and 50 minutes)

When women experience domestic violence they may look for help or they may not. The majority of women in Vietnam do not look for help. If they do, they are likely to go and look close to their home, they turn to friends, family and neighbours. Studies have shown that the women tend to turn to people they think can help them, support them and give them advice. A very small proportion of women turn to police and courts. Also if women go and use these services, are they there? What should be made available? A mapping of the available services would lead to clear identification of which specific services need to be considered in the future.

In this exercise you will help women trace their support in their community and have them discuss the availability of services.

#### Objectives

- Explore where women go for help with your group.

#### Preparations

Make copies of **Appendices 2 to 5, Help Seeking Behaviour maps** for each group and familiarise yourself with them.

- 4 flip charts and marker for each group.

- Make copies of **Appendix 6 (the Cost of Violence Sheet)**.

## Steps

### Part A (45 minutes)

1. Divide participants in groups with 4-5 people each and give them the copies of the different help seeking behaviour maps.
2. Give groups 30 minutes to examine and discuss the charts one by one.
3. Ask them to analyse the following:
  - What are the similarities to help seeking behaviour of a woman in your community? Why would she choose this path?
  - What are the differences?
  - Why do these not work for women in your community? (unavailable, ineffective, etc.)
4. Have the participants mapped out a flow chart of events for each map they have agreed upon. The participants document each event in the story, from the incident of domestic violence, to its eventual resolution.
5. Each group presents a flow chart and discusses:
  - Are there similarities? What are they?
  - If women do not go to any service, why do they think it is so?
  - Would they go? Where would they go first? And after?

### Part B – 45 minutes

1. Distribute **Appendix 6**. Explain that for each item the person will have to **estimate the cost**. For the loss of wage column they have to estimate the amount earned by that woman for a day and multiply it for the amount of days she has missed work. If the woman does not work the estimate is that of a person doing unskilled work, in Vietnam it is about VND50,000 per day.
2. Following the flowchart, ask the following:
  - For each event, what types of costs were incurred for the survivor? (For example how much did it cost to go to the hospital and come back, how much was the fee, how long did you have to wait and what value is that time loss, etc.)
  - In a group discussion start by Giving the example of a woman that has been beaten and goes to the doctor, then to the hospital which is in the provincial town nearby, has to buy medicines and had to stay overnight. Discuss with all the group:
  - For each type of cost, how much money was lost?

- What is the total cost of violence from this one incident?

Part C – 20 Minutes

Have a group discussion of the different costs of violence.

## MODULE 5

### How do we help domestic violence in our community?

#### Community advocacy plan

In this session you and the group will explore what people can do together to advocate changes. You will guide them through difference scenarios and will offer possible ideas that the group can decide to adopt. The group can also opt for different options and develop their own idea for advocacy.

Domestic violence *is not a woman's problem but a concern of the whole community*. Since gender inequity is the root cause of violence and gender is a result of the community's beliefs about women and men, everyone needs to participate in changing this core value system that undervalues women.

This is the final step of this tool and it presumes that your group is now inspired to do something in the community that can bring attention to domestic violence. In this exercise you will guide the group to think of ways to do so and also to act as a cohesive group.

#### Community Action Exercise (2 hours)

##### Objectives

- Inspire participants to begin thinking about what the community can do to prevent violence.
- Assist the participants to develop a preliminary Action Plan for their community or workplace.

##### Preparations

- Cut about sixty pieces of paper (20 cm x 10 cm) from flipchart.
- Cut and keep ready enough tape to stick up each piece of paper.
- Make copies of the **Action Plan Sheet (Appendix 7)**.
- **Activities Sheet (Appendix 8)**.

##### Part A — Identifying Ways to Take Action (45 min)

1. In this activity, you will think about what the community can do to prevent domestic violence.
2. Give each participant three pieces of paper and a marker pen.

3. Ask them to think about things that the community can do to prevent domestic violence.
4. Ask them to choose three of their ideas and write one on each piece of paper. Ask them to use no more than four words to describe each idea. Encourage them to be specific. For example, if they say 'sensitise', they have to specify how and to whom.
5. When they are finished writing, ask them to read out their ideas to the main group in order of priority (most urgent first) and stick them on a bare wall.
6. As other participants to read their ideas, group papers with similar ideas by sticking them next to each other on the wall. When everyone has read their ideas, you should have several different groups.

#### Part B — Discussing Ways to Take Action (30 min)

1. Ask the participants to spend a few minutes looking at the clusters of ideas on the wall. As they are thinking about other participants' ideas, invite them to add more suggestions to the appropriate clusters.
  - Discuss the ideas the participants have suggested.
  - Are they realistic?
  - Are they feasible?
  - Are there sufficient resources?
  - Is it within their capacities?
  - How could they be implemented?
  - Who would implement them?
  - Which cluster is the biggest? Does that reflect the priorities of the group?
2. Emphasise that there are many things a community can do to prevent domestic violence. This work requires individuals to get involved and support each other. Leave the ideas up on the wall so that the participants can refer to them later.

#### Part C — Developing Action Plans (1 hour)

1. Spend time explaining and clarifying suggested activities sheet (30 min).
2. Hand out the Action Plan sheets and carefully review each section to explain what information should be filled-in and where. Allow participants an opportunity to ask clarifying questions (15 min).
3. Ask the participants to get in groups to fill-in the sheets. Ask them to carefully discuss the activities they are planning. They should pay particular attention to whether their plan is realistic and if there are sufficient resources to implement it (45 min).

#### Part D — Discussing Action Plans (30 min)

1. Ask each group (who will work together) to present their plan. Discuss each presentation and ask the other participants to comment and offer critical feedback. Assure each group (if appropriate) that you will work individually with them to help them finalise the plan after the session.

After this exercise is done, CARE project officer or Gender Advisor should step in to advise the different groups of the feasibility of such plans and help them actuate them if possible.

# Appendices

# Appendix 1: Informed Consent Form<sup>2</sup>

## To be read aloud by facilitator or trainer

**Introduction:** My name is \_\_\_\_\_ and I am working for \_\_\_\_\_. We are inviting you to participate in investigating how violence affects women in your community-based group. We will provide you with information on violence. Feel free to stop us at any time to ask questions or if you don't understand any of the words or concepts we use.

**Purpose:** Violence affects many women in the world and in Vietnam. We want to examine how this happens at a household and family level. We want to learn how violence affects those in your community and how the community responds to violence when it occurs.

**Voluntary Participation:** Your participation in this examination of violence can stop at any time you wish. If the discussion has already finished, you can request that the information you shared be edited or not included in our report.

**Procedure:** You are being invited to take part in this examination of violence because we feel that your experience as a woman can contribute much to our understanding of violence. We will discuss as a group the differences between gender and sex, what is domestic violence, how does domestic violence affect families and society, what services do women access when they are subjected to violence and what is the cost of violence, and finally, how do we help reduce domestic violence in our community. These exercises will take place over \_\_\_\_\_ hours/days/months.

**Risks:** Sometimes the discussion will be on sensitive and personal issues regarding violence and it may make you uncomfortable. Discussion about violence might bring up strong emotions of anger, sadness and helplessness. You do not have to answer any question or take part in any discussion or exercise, if you don't wish to do so. You do not have to give any reason for not participating or not responding to any question. After the discussion, if you wish to discuss the emotions you are feeling as a result of this examination of violence, please let the facilitator or trainer know.

**Benefits:** There may be some benefit to you in the form of learning additional information on violence, why it happens and resources available for survivors of violence. Your participation is also likely to benefit our research in trying to understand how violence affects women in your community-based group.

**Confidentiality:** We will be taking notes during the workshop to write a final report on how violence affects your community-based group. This report will be shared with other stakeholders in the field

of violence prevention. Any information, personal stories, or identifiers of who you are will be numerically coded to protect your identity. Only project staff will have access to the coding and know

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<sup>2</sup> World Health Organization, Research Ethics Review Committee. Informed Consent Form Template for Qualitative Studies.

who you are. We are also requesting that the information shared in this group not be shared outside this group and that the confidentiality of group members be maintained. We cannot stop or prevent participants from sharing confidential information; however, we trust that the group will serve to protect each other's personal safety by keeping shared information private.

**Sharing Results:** The knowledge that we receive from this research will be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results. Following the sharing we will publish the results so that other interested people may learn from the research.

**Who to contact:** If you have any additional questions, concerns, or complaints, please contact the following person:

**[Provide name, mobile and email of potential contacts]**

**Facilitator**

**Facilitator supervisor**

**CARE Project Manager**

**CARE Program Manager, Health and Social Sector**

**CARE Deputy Country Director of Programmes**

.....

**I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.**

**Print Name & Signature of Participant** \_\_\_\_\_

**Date (day/month/year)** \_\_\_\_\_

**If illiterate<sup>3</sup>**

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print Name & Signature of witness** \_\_\_\_\_

**Thumbprint of participant**

**Date (day/month/year)** \_\_\_\_\_

<sup>3</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumbprint as well.

**Statement by the researcher/person taking consent**

I have accurately read out the information sheet to the potential participant. I confirm the participant was given an opportunity to ask questions, and all questions asked have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given voluntarily.

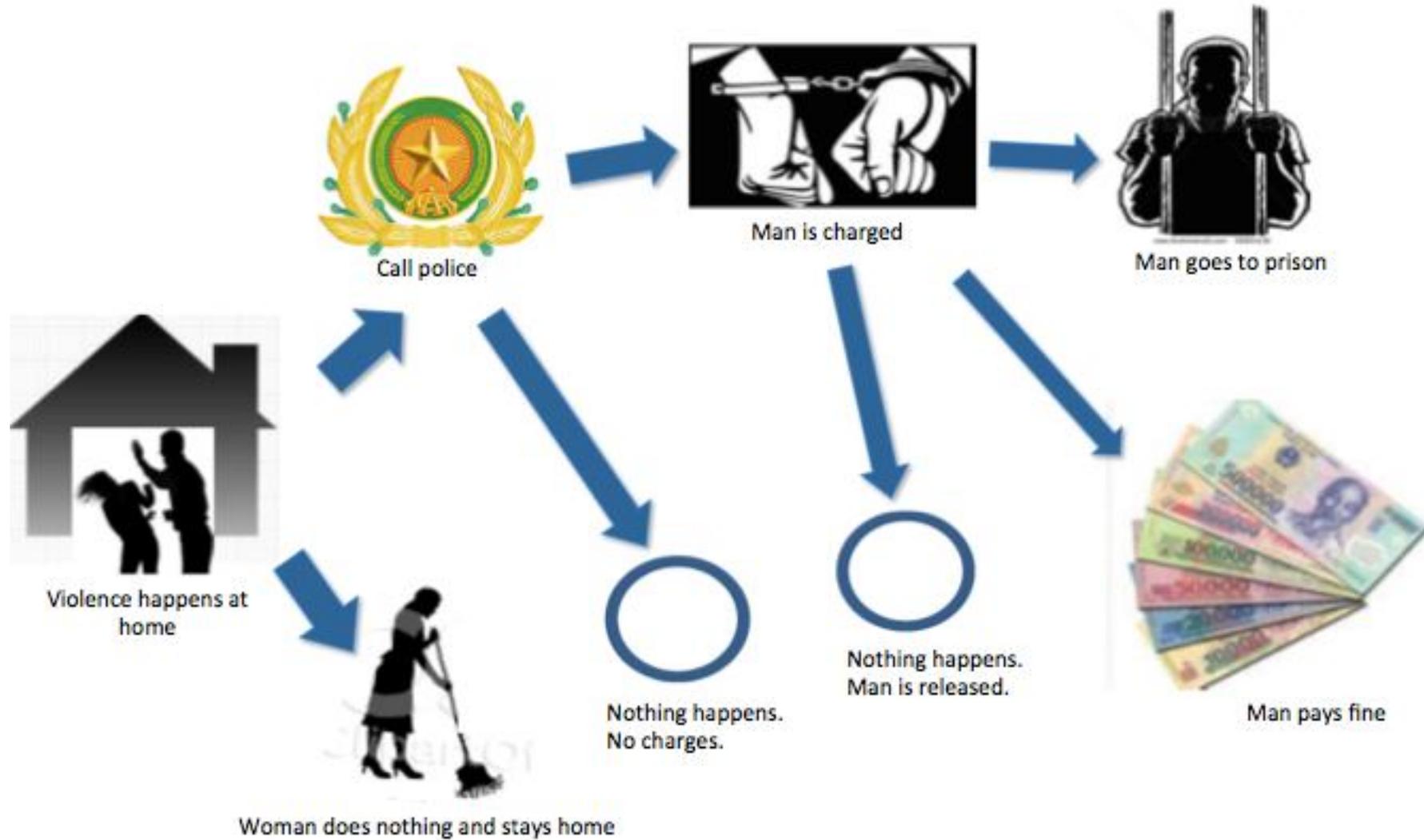
Print Name & Signature of Researcher

\_\_\_\_\_

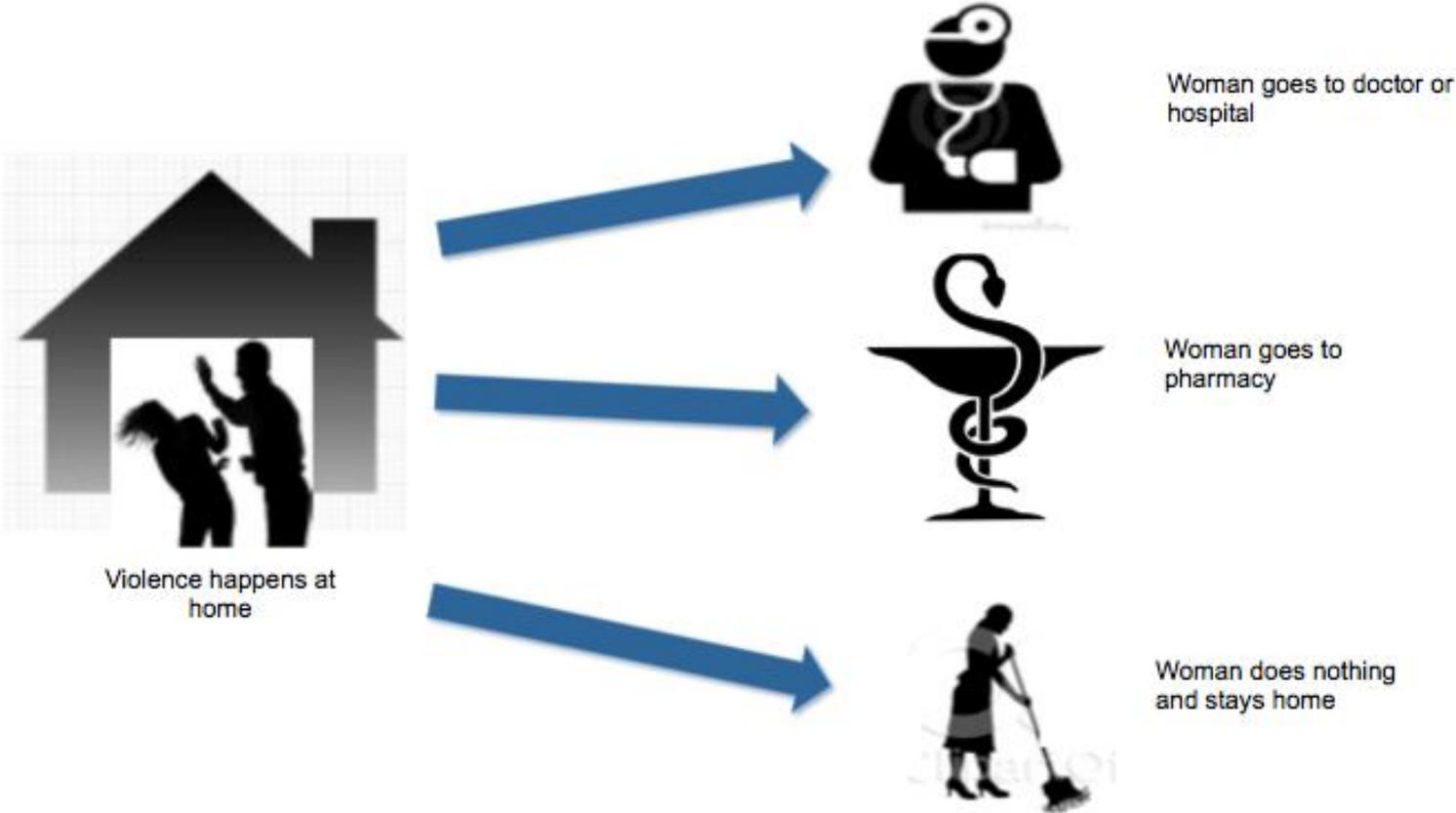
Date (day/month/year)

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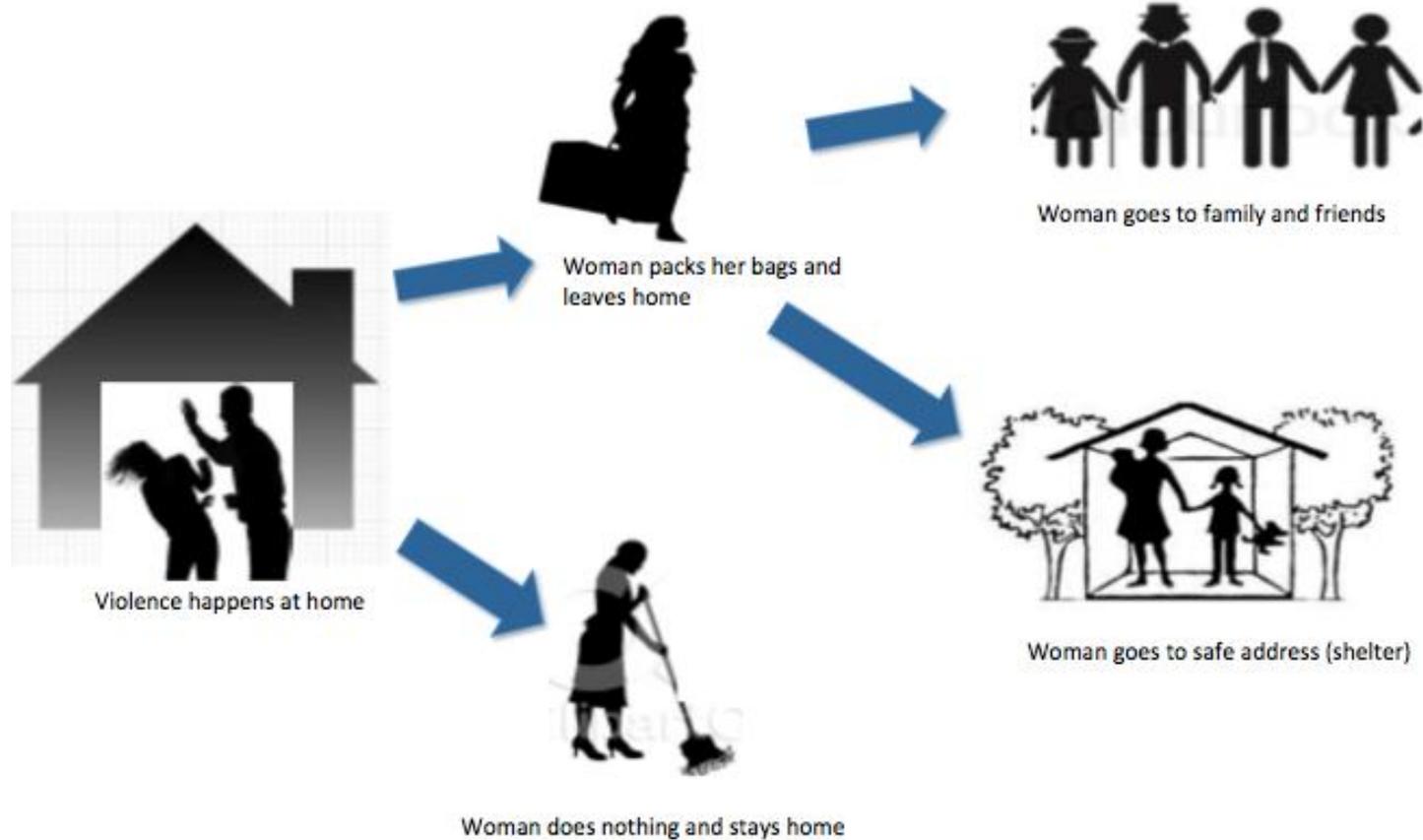
## Appendix 2: Help-seeking Behaviour Mapping – Entry Point in Judiciary System



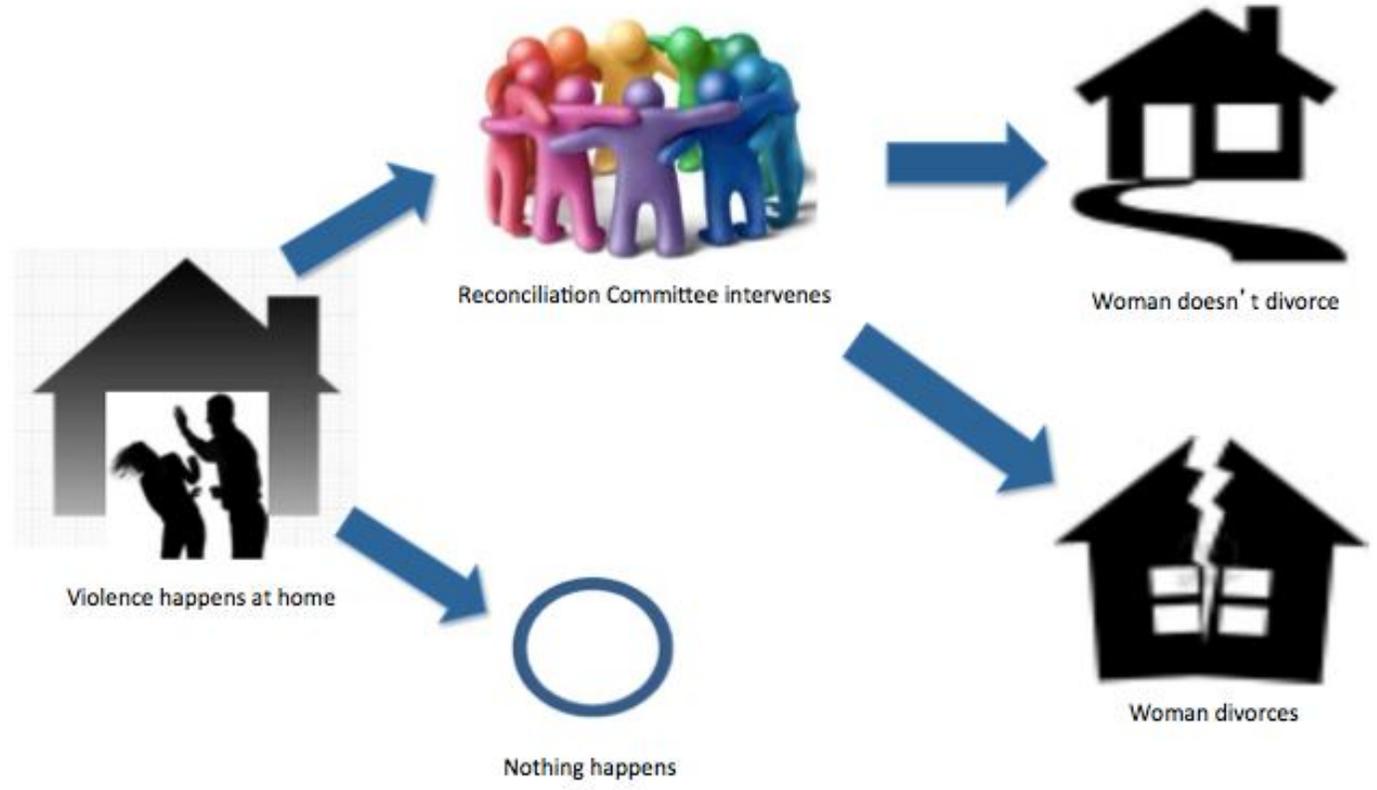
# Appendix 3: Help-Seeking Behaviour Mapping – Entry point in Health System



## Appendix 4: Explanation for Help-Seeking Behaviour Mapping – Entry Point for Shelter or Safe Address



# Appendix 5: Help-Seeking Behaviour Mapping – Entry point for legal services



# Appendix 6

## Monetary Cost of Violence Sheet

ITEM	DIRECT COST	TRANSPORT	FOOD	OTHER	LOSS OF WAGE (In days)	TOTAL
Health system Doctor Hospital Tests Medicine						
Criminal justice Police Prosecution						
Civil Justice System Divorce Legal counsel						
Shelter Rental housing Hotel						



## **Action Plan Guidelines**

The following notes will guide you in completing the Action Plan.

### **Column 2 — Activity**

Write the title of each activity.

### **Column 3 — Activity Objective**

Write a brief objective for each activity.

### **Column 4 — Brief Description**

Write a brief description of each activity. Identify the group that the activity aims to reach and where it will be conducted. Include any other details that will help you plan.

### **Column 5 — Time frame**

Indicate when and how often each activity will be conducted (e.g., every Monday afternoon for six weeks from the beginning of August) or provide an estimated date of completion for longer activities.

### **Column 6 — Resources Required**

List resources that will be needed for each activity, such as transport, estimated cost of the activity, stationary, staff support needs, etc.

### **Column 7 — Outcomes**

Briefly state the expected outcomes or indicators that will help you track the success of each activity (e.g., 50 potential volunteers identified, development of relationships with 20 local leaders etc.)

### **Column 8 — Implementers**

Identify who is primarily responsible for implementing each activity.

### **Column 9 — Notes**

Leave this blank, you can list any problems encountered, future developments or any other issue not covered by the other sections

## **Appendix 8**

### **Activities Suggestion List**

- Start a woman's club where women can share experiences, learn about rights and feel supported.
- In a group find information on where women can go, where they can get legal help in your village.
- Start a drama club with the intention of creating a drama/sketch and perform it in the community to bring attention to domestic violence.
- Organise open dialogues in the community to discuss domestic violence.
- Put up posters in the community and facilitate discussions.
- Organise games/meeting/discussion groups with people within your community.
- Each person in the group talks about 10 of colleagues, friends, neighbours or local leaders.
- Be a local resource person who provides information and support to women experiencing violence.
- Organise small presentations in the neighbouring village.
- Establish Domestic Violence Watch Groups of community members that documents and intervenes when violence occurs.
- Create a safe house in the community where women in crisis can get help.
- Start mentoring groups where young couples are paired with older ones and taught about conflict resolution and communication skills.
- Help women experiencing violence make safety plans which include what to do, where to go and prepare clothes, money and important documents in case of a crisis.
- Accompany women experiencing violence to seek services.
- Lobby local leaders at their regular meetings to put the issue of domestic violence on their agenda.
- Start a men's group where men can talk about issues important to them.
- Give 'health talks' about domestic violence in the waiting room of health centres.
- Be leaders and resource persons at your workplace to introduce the issue of domestic violence.
- Form groups (of youth, teachers, leaders, women etc.) and go through this training process.
- Conduct door-to-door visits in the community to sensitise people about domestic violence.