

Working with GENDER BASED VIOLENCE SURVIVORS

Reference Training Manual for Frontline Staff



unrwa
الاونروا

united nations relief and works agency
for palestine refugees in the near east

وكالة الأمم المتحدة لإغاثة وتشغيل
اللاجئين الفلسطينيين في الشرق الأدنى



Author: Dr. Jinan Al Usta

Assistants: Dr. Dima Dandashi & Ms. Ghida Anani

The views expressed in this publication are those of the authors, and do not necessarily represent the views of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).

UNRWA provides assistance, protection and advocacy to approximately 4.8 million Palestinian About the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA):

UNRWA provides assistance, protection and advocacy to approximately 4.8 million Palestine refugees registered in the Middle East. The Agency's services include education, health care, relief, infrastructure, camp improvement, community support, microfinance and emergency response, including at times of armed conflict.

Following the Palestinian-Israeli conflict in 1948, UNRWA was established pursuant to the UN General Assembly Resolution No. 302 (Fourth) on December 8th, 1949 to offer direct relief and employment programmes for Palestine refugees. The Agency started its field operations on May 1st, 1950.

In the absence of a resolution to the Palestine refugee problem, the General Assembly repeatedly renews UNRWA's mandate, and the latest renewal extends to June 30th 2014.

Since its establishment, UNRWA has offered its services at times of relative calm in the Middle East as well as during times of conflict.

UNRWA's work reflects the international community's commitment to the human development of Palestine refugees, and their assistance in:

- acquiring knowledge and skills
- living a long and health life
- achieving appropriate standards of living
- enjoying human rights to the greatest extent possible.

© All rights reserved.

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) 2012

Foreword by Margot Ellis, UNRWA Deputy Commissioner General

UNRWA prioritises gender equality and the empowerment of women, and over the course of its existence has achieved much success. UNRWA is now building on this work to address a difficult but important gender issue: Gender Based Violence (GBV). GBV blights the lives of too many Palestine refugees and exists as a major obstacle to many women, girls and boys achieving their full potential. In order to achieve its human development goals, UNRWA must respond to this serious problem.

In recent years, GBV has become a major concern for the UN system as a whole. The world over, GBV has been cited by experts and development practitioners as a major obstacle to justice, peace and to ending poverty. In response to international concern, the United Nations General Assembly adopted, at its 61st session in 2006 Resolution 143 to strengthen efforts to eliminate violence against women. The resolution calls and urges United Nations bodies, entities, funds, and programmes to enhance coordination and intensify efforts to end violence against women. In addition, the UN Secretary-General launched a campaign from 2008 to 2015 called “UNiTE to End Violence against Women” with the purpose of raising public awareness and increasing the political will and resources for preventing and responding to all forms of violence against women and girls the world over. The UN’s position is in line with other international and regional bodies, such as the Arab League and the Arab Women’s Organisation, who have begun to recognise and address the problem of GBV.

UNRWA itself is working to develop a comprehensive, multi-sectoral response to GBV; referral systems for the survivors of GBV are being set up in each of its five fields of operation. These systems differ according to field office capacity, existing national structures and the availability of external service providers. However, all systems will involve UNRWA staff in detecting and responding to cases of GBV. This manual serves as guidance to health, education and social service professionals to assist them in this challenging work. This training manual, and the systems it will help build, forms another lasting legacy of UNRWA’s commitment to achieving gender equity and safeguarding the rights of women, men, girls and boys.

Table of Contents

Introduction	1
Goals	4
Target Audience	5
How to Use the Manual	6
Unit Contents	7
General Guidelines for Trainers	8
Unit One: Definitions of Common Concepts and Terms	12
Unit Two: Gender Based Violence	23
Unit Three: Effects of Gender Based Violence	43
Unit Four: Intervention in Cases of Gender Based Violence	51
Unit Five: Support and Counselling Skills	61
Unit Six: Role of Social Counsellor	69
Unit Seven: Role of Educators	83
Unit Eight: Role of Health Care Providers	93
References	101
Annexes	104

Introduction:

- Gender based violence is a phenomenon common to all communities in various forms. It is passed from one generation to the next due to social and cultural factors that influence social upbringing.
- Although violence affects both males and females, the percentage of women affected by it far exceeds the percentage of men.
- Gender based violence is a phenomenon that exists in the Arab countries in varying degrees. However, its size and its impact in each of these countries is difficult to ascertain for various reasons, including the shortage of studies and research on this topic. The few existing studies only address violence against women.
- A quick overview of the available studies on domestic violence conducted at Palestine refugee camps reveals the following:

1. Size of the problem

- The results of a family survey conducted for a sample of 2,590 families living in a Palestine refugee camp in the Hashemite Kingdom of Jordan revealed that the average incidence of wife beating over a lifetime is 44.7%.
- The results also showed that the percentage of men who admitted beating their wives is higher than the percentage of women who admitted being beaten, at 48.9% compared with 42.5% (Khawaja, 2005).
- A study on domestic violence by Beisan Research and Development Centre in 1995 also indicated that 35% of the respondents included in the study admitted to being subject to repeated psychological violence and verbal abuse, while 21% of the respondents said they were subjected to domestic violence, and about 9% admitted to being subject to severe physical violence.
- The results also indicated that one third of the women in the survey conducted by Beisan Centre during 1998-1999 do not have the right to use the home allowance as they deem appropriate, which is an indicator of the economic violence that has recently started to affect women within the family in Jordan.

2. Sexual Violence

- The above mentioned Beisan Centre study indicated that 7% of the girls in the research sample admitted to being sexually harassed by a brother, and 4% of the respondents said they were raped by the father.
- The results of two national surveys conducted by Beisan in 1998 and 1999 revealed that husbands of 21% and 23% of the women had sexual intercourse with them without their consent in the year preceding the survey.
- 26.2% of the pregnant women frequenting UNRWA health centres in Sidon, Lebanon, to monitor their pregnancy admitted they were forced into sexual intercourse (Hammouri, 2008).

3. Violence During Pregnancy

- Hammouri's study in 2007 revealed that 68% of pregnant women were subject to some kind of physical, sexual or emotional violence during their marriage, and that violence during pregnancy was linked to prior incidents of violence (Hammouri, 2007).
- Another study revealed that 19% of pregnant women frequenting health centres were subject to physical violence during the year preceding the study, and that 11.4% of the pregnant women admitted to being subject to physical violence during pregnancy (Hammouri, 2009).

4. Crimes of Honour

- The records of the Women's Centre for Legal and Social Counselling in occupied Palestine revealed that 31 women were killed in 2003 as a result of "crimes of honour".

5. Violence Perpetrators

- The results of a study on violence in Gaza by the Women's Affairs Centre in 2001 indicated that the husband is the primary person behind about 97% of the incidents of violence, and that 10.5% of the abused women are subject to violence by their in-laws.

6. Factors Affecting Violence

- The aforementioned Gaza study of 2001 found a direct relationship between the husband and wife being related to each other and abuse. The percentage of abused women married to first degree relatives and subject to violence by various family members was 16.5% compared with 12.9% of women married to relatives and 10.3% of women married to other distant relatives. The study also found that violence of various forms is more prevalent among young couples compared with older couples. The average age at marriage with regard to abusive husbands is 22 years while it is 18 years for abused wives, according to the results of the Women's Affairs Centre study in Gaza in 2001.
- There is also an inverse relationship between age and physical violence according to the data of the Youth Survey implemented by the Statistics Department in 2003.
- The percentage of violence decreased with age for both males and females, while the differences between the males and females appeared in the age group 10 – 11 by 4.6% (in favour of males).
- Unemployment, death and imprisonment afflicting a family member also increased violence against women within the family.

7. Attitudes and Opinions on Domestic Violence

- The results of a family survey conducted on a sample of 3,100 families living in 12 Palestine refugee camps in Jordan indicated that 61.8% of women and 60.1% of men approve of wife beating because of flawed domestic work.
- These percentages are also higher among younger men and women (Khawaja, 2004).

- The adverse effects of gender based violence on individuals and societies are well known. It hinders the achievement of a significant series of development goals, as it conflicts with the respect of human rights and the achievement of equality among people. Finally, it hinders attempts to eradicate poverty.
- However, combating this type of violence requires cooperation among local community members and groups, especially among those working on the frontlines of the health, education and social sectors. Frontline workers are in direct contact with families, and women and children in particular, and thus can play an essential role in detecting cases of violence and providing support and guidance to survivors of violence. They can also refer survivors to various specialized service providers.
- This training manual aims to enhance the knowledge and skills of frontline staff to address GBV and contribute to its elimination.
- The manual attempts to present the concepts of gender based violence, the factors affecting it, and its repercussions, objectively and abstractly; as well as draft principles for the skills of detection, guidance and referral for cases of violence. Moreover, it outlines the roles of social counsellors, teachers, and health care providers.
- It is worth noting that most information in this guide is closely tied to violence against women due to the abundance of studies in this area, and the shortage of studies on violence against men.
- The goals of this manual and its target audience will be covered in the next section. Throughout the manual specific practical guidelines will be provided to facilitators to offer a useful road map for using participatory approaches in training.

Goals

This manual is offered as a training tool to enhance the knowledge, skills and attitudes necessary to detect gender based violence and offer services to its survivors. It aims to:

- Increase knowledge on gender based violence and the concepts tied to it.
- Identify the factors leading to gender based violence and its impact on individuals, families and communities.
- Enhance frontline staff's capacity to address GBV through improving their skills of detection, listening, counselling and referring.
- Identify the roles of frontline in the education, social and health fields in supporting survivors of gender based violence.

The guide is based on the premise that everyone is responsible for combating gender based violence and supporting its survivors. Therefore, it offers the necessary information and skills to train frontline workers who are in direct contact with the women, men and children survivors.

Raising questions about violence, listening, and providing support are the first steps of intervention, and the least that can be offered to survivors of violence. Offering assistance, counselling and documentation are crucial responsibilities of health care providers and social counsellors when faced with GBV cases.

The role of teachers is to detect the cases and refer them to specialists. Additionally, their role lies in teaching the principles of gender equality and applying it in society, as well as raising awareness on various peaceful methods of dispute resolution. This is an important and necessary role to prevent violence and combat its spread.

These roles, as explained in this manual, are not fixed or exclusive to a certain profession. There is room for overlap among them. Educators in some positions may find it necessary to play the role of a social worker, for example, and will therefore use the skills listed under the role of the social worker.

Target Audience

This manual primarily targets social counsellors, health care providers and educators.

The training can also guide creators of programmes combating domestic violence and planners and executors of health programmes, managers of GBV programmes and health programmes, local community organizations, religious organizations working in various Arab countries in the areas of human rights and gender based violence, women and child right groups, and peer support groups in the local community targeting women and / or survivors of gender based violence.

How to Use the Manual

- The manual provides theoretical support and practical reference point for frontline staff.
- It is not a quick fix, nor is it set in stone. It is a tool that can be used as professional and practical reference point.
- The trainer is free to select the exercises deemed the most appropriate for the participants.
- It is important that this manual is accompanied by an orientation and / or training workshop that introduces the participants to the manual, its contents, methodology, and areas of use, as this guarantees an effective and appropriate use of resources. Encouraging stakeholders, including organizations and individuals, to participate in the orientation and/or training workshop, is recommended.

Unit Contents

The manual has 8 units, each of which constitutes a session for a workshop, with clear goals, activities, and guidelines for the facilitator. Each unit consists of:

- **Title: Referring to the unit topic**
- **Unit in words: Summary of the discussion in the unit to assist the facilitators in presenting it in their own words to the participants**
- **Duration: Time necessary to accomplish each unit and every activity**
- **Unit goals: This part outlines the goals of the unit as well as the expected outcomes**
- **Essential information: Theoretical support information based on evidence relevant to the unit topic. It is recommended the facilitator reads this before the unit.**
- **Executive steps: The method of unit presentation, which includes:**
 - Unit programme: Addresses the main activities of the unit and the necessary time.
 - Main activities: Each unit has a step by step activity, and for each activity, the duration, materials, purpose and steps are outlined clearly, in addition to methods of assessing it.
 - Materials: List of what the facilitator needs to implement the activity.
 - Opening: Session / unit launching point. The opening can be an activity / exercise to introduce the specific unit / session.
 - Closing: Brief overview of the applied activity, its assessment and its relationship to the unit goals. The closing can be a discussion by the group or a dialogue with open questions. It could also be a short exercise.
- **Unit assessment: Each unit ends with a small exercise to assess the unit as a whole: information and activities.**

General Guidelines for Trainers

Following are some principles to assist trainers in facilitating the sessions. The various activities in the sessions are designed to encourage dialogue, dynamic and critical thinking, sharing ideas and feelings on domestic violence, and gender equality.

1. Training Course Preparation

When preparing for the training workshop, the trainer must be aware of:

- The cultural and social reality of every community in which the training is conducted, adapting the training to the local community traditions and ideas in addition to finding examples from real life experiences.
- The target group: who are we training? Profiles of the participants.
- Preparing the materials necessary for each activity.
- Preparing the location: It is best for participants to sit in a circle (this enhances participation among the groups and reduces focus on the trainer) or in a “U” shape (increases interaction between the trainer and the participants, and accommodates a larger number of participants).

2. During Implementation

- Agree on training session rules: Commitment to time, mutual listening, and no interruptions.
- Actual inclusion of everyone through dialogue and discussion.
- Encourage ideas in spite of their differences. Respect and accept the opinions of the participants and focus on the idea that differences in opinion enrich thought. Every person has opinions formed as a result of their personal and professional life, and they must be respected and appreciated.
- Facilitate the exchange of expertise, knowledge and skills of every participant. Ask participants to link the topics to their experience, give examples from their daily and professional life, and manage the discussion based on the experiences of the participants.
- Encourage feedback and constructive thinking. It is important to encourage allowing multiple opportunities for reflection, expressing ideas on the units and exercises, and assessing the experience of the participants.
- Take into consideration the various phases the group is going through and follow the moods and feelings of the participants. If the trainer feels decreased energy among the participants, exercises that revive the group should be used.
- Use various techniques, styles and activities (role playing, brainstorming, case studies...) because each participant has a different learning style. Diversity keeps everyone focused and enhances learning.
- Prepare a conducive environment for safe and effective expression: emphasise that different ideas enrich the training and strengthen their capacity to address resistance later. Prevent participants from making negative or sarcastic comments and watch out for participants who try to control the discussion. There are “different” opinions, not “wrong” ones.
- Ideal learning takes place when each participant feels listened to, understood and appreciated. It is important to listen to discussions and encourage them, and focus at the same time on the

main topics and the heart of the issue.

- Recognize the limits of information and expertise. It is difficult to be experts in all topics. There may be questions to which we have no answers, or some participants may propose more correct ideas. It is best to recognize this and refer the question to specialists or look for answers later to share with the group.
- It is also possible to think and discuss potential answers with the group.
- Avoid bilateral arguments and encourage lively group discussions.
- Ask open questions and encourage the participants to reach solutions to the problems or issues on their own.
- Process group interventions and summarize the main points.
- Be a role model or counsellor for the participants, provide assistance and support, practice effective and encouraging communication skills, and obtain useful ideas from participant conclusions.
- Enhance learning by utilizing and building on the training sessions. The sessions were designed so that one can build on the other, and the trainer must find a link between the topics and issues to achieve progress.
- Enjoy flexibility and allow time for participants to ask questions and intervene. The facilitator must be flexible and willing to adapt to changing circumstances in the method of sharing information on gender based violence, women's rights and the needs of people in their local community.
- Maintain an environment that allows participants to work fruitfully and cooperate.
- Stress that violence and all types of abuse are unacceptable and unjustified.

3. Identify Techniques Used in Training

The following training techniques are used in this manual:

a. Brainstorming

- This is an active training technique that aims to attain the greatest number of ideas, opinions and words on a certain topic or concept. The facilitator asks for the opinion of the participants on a certain topic, then writes everything mentioned without reacting to, approving, or rejecting any word or opinion expressed.
- The facilitator then discusses with the group the opinions expressed by classifying them and arranging them according to the goal of the activity and the content to be addressed.

b. Case study

- A real life or semi-real case study to be analyzed by the participants.
- The case is circulated among the participants along with the time allotted for reading the case and responding to questions on it. The answers are then discussed within small groups or the larger group.
- This technique is used in the training that targets behavioural and attitude change.

c. Group work

- The principle is dividing the large group into smaller working groups with members ranging from 4 to 8 persons, working on one specific topic that is common to all groups, or each group

may address a specific area.

- The facilitator starts by giving a brief overview of the topic, the goals of the group work, the work methodology, and the time allotted. It is important to assign a task for each group.
- The facilitator then confirms that the instructions are clear to the participants.
- The participants are divided, either voluntarily or by the facilitator, according to the topic and target group. The group work then begins. After the group work concludes everyone returns to the main group, and each reporter presents the results of the group's work, which is later discussed.
- The facilitator / trainer concludes the group work by summarizing it.

d. Role play

- This is a technique that requires acting out certain roles with characteristics and phases written in a script or according to a specific case outlined by the facilitator. The script outlining the case to be played out is circulated and a discussed.
- When the facilitator feels that the group has started to engage in the situation to be acted out in a role play, the group is asked to start.
- The facilitator stops the role play when he/she feels that the participants have started to repeat themselves or they have diverged from the exercise goal.
- The role is then discussed first by asking the role players to express their feelings while playing the role, followed by the difficulties they faced while playing their role. (It is best to direct the questions at the participants using their role play names and not their real names).
- The observers are then asked to comment on the role with a focus on the dialogue and the verbal and non-verbal expression.
- The facilitator concludes by restating the problem that was played out to discuss it in view of the role play results.

4. Dealing with special cases

a. Dealing with difficult cases within the group:

- The facilitator may find herself / himself in a "difficult" situation when discussing sensitive topics like gender based violence. The facilitator may be forced to deal with participants who sometimes have extreme views on gender and equality, and who challenge what is being discussed. For example, a participant may say:
 - "If a woman is raped, she brought this on herself. Look at what some women are wearing in this city, like we are in the West. The blame should not fall on the man who raped her".
 - "My neighbour beats his wife but he loves her. He does it because he is usually very tense... we cannot consider this behaviour abusive".
- When dealing with these cases it is best not to react strongly and to attempt to control the reactions of the participants. The focus must be on respecting the freedom of expression for everyone.
- After the participant makes an extremist statement, the facilitator can address this by following these four steps:

- **STEP 1:**

Asking for a clarification. “I appreciate you sharing your opinion. Can you tell us why you think that?”

- **STEP 2:**

Asking for an alternative opinion: “Thank you. At least someone is of this opinion. Perhaps there are other opinions. What do the rest of you think? Who has a different opinion?”

- **STEP 3:**

If no one offers an alternative opinion, the facilitator must. “I know many people who do not share this opinion at all. Most men and women I know believe that the only person who should be blamed is the rapist. It is the responsibility of every individual to respect the right of the other to say no”.

Or “I know many people who do not share this opinion at all. If this man feels tense, perhaps they can cooperate to alleviate this tension and find peaceful methods for processing negative emotions...”

- **STEP 4:**

Facts supporting a different opinion are offered. “The facts are clear. The law stipulates that every individual has the right to reject sexual activity. Regardless of what women wear or do, they have the right not to be raped. The rapist is the only person to be blamed in rape”.

- It is noteworthy that even after the facilitator follows the four steps to address the extremist statement or opinion, it is unlikely the participant will change his or her mind publicly. However, the facilitator offers an alternative opinion that the participant will likely take into consideration, and potentially might adopt at a later stage.

b. Addressing opinions and ideas that are out of place

- Participants often present important ideas that require discussion; however, they might be outside the context of the training session. It is advised to use the “parking lot” in this case, which is a large paper with the word “parking lot” written on top.
- On this paper all the important questions and comments presented during the training session are posted, for discussion at a later time, as discussing them when they are raised will waste training time or change its course.
- When concluding a training session, the facilitator reads the board and answers or discusses its contents.

Definitions of Common Concepts and Terms

Unit One

"Words wreak havoc when they find a name for what had up to then been lived namelessly"

Jean Paul Sartre

THE UNIT IN WORDS

This unit aims to find a common ground for the main terms and concepts used in the area of combating gender based violence. It specifies meanings for the terms used in the area of gender based violence, and presents to the participants a group of concepts that will be used in the training sessions or may be used later in their practical life.

DURATION: 90 minutes

UNIT GOALS:

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

- Define the terms and concepts commonly used in combating gender based violence
- Identify the differences among the terms and where each is used correctly.

BASIC INFORMATION:

1. Importance of common definitions, concepts and terms

Agreeing on unified definitions, concepts and terms for the words or expressions frequently used among gender based violence workers is essential, as reaching a common and mutual ground to combat gender based violence helps to:

- Improve communication among the staff in this field and reduce chances of misunderstanding or ambiguity.
- Unify efforts and create concentrated work plans in a clear framework.
- Monitor and follow-up the problem of gender based violence, then note developments and conduct comparison studies.
- Conduct research, for example, identify the causes and factors that assist and encourage abusive behaviour and its influence on individuals, families and the community.
- Ability to follow-up efforts, assess interventions and study their effectiveness.

2. Define the basic terms and common concepts used in the area of combating gender based violence

a. Sex and gender

Sex

The term has two meanings:

- The act of sexual activity
- The biological characteristics of males and females specified by sexual markers and cells, which are restricted to natural differences, such as reproductive functions

Gender

Term used to express social roles and relationships and the values set by society for women and men (WHO, 2002)

For clarification during discussion:

The term “gender” is usually used interchangeably with “sex”. However, gender indicates the social characteristics that are given to the individual’s sex, i.e., the specific social identities, circumstances, roles, responsibilities and relationships related to men and women.

These circumstances are entrenched in cultures, and that is why they differ. However, individuals acquire them through social upbringing. Many factors come into play when defining these social characteristics, such as age (the difference between the concepts of the boy/girl, adolescent and man/woman), national origin (the difference between the concept of the Arab man and the foreign man), culture (the difference between the concept of the Lebanese woman and the Moroccan woman, for example), and the social characteristics (the difference between the concepts of women in the city and the rural areas). Therefore, they are subject to change over time (image of women and men has changed over different generations) because they change in response to the changes in the social, political and cultural environment. Sex on the other hand is fixed and not subject to change.

People are born male or female (sex) and learn later how to be boys and girls, then they become men and women (gender).

Giving birth is a function performed by women on the basis of sex but raising children is a role assigned to women on the basis of gender.

b. Gender Equity and Equality

Gender Equity

Equity in distributing resources and responsibilities among women and men. This concept recognizes the differences in needs and points of strength between women and men, and that these differences must be identified and addressed to rectify the disparity in balance between the genders (WHO, 1998 – C).

Gender Equality

Absence of discrimination in opportunities on the basis of gender in terms of allocation of resources and opportunities, or access to or securing services (WHO, 1998).

For clarification through discussions:

There is often ambiguity between the expressions “equity” and “equality”. Equality means the absence of discrimination, a situation where people, whatever their gender are given the same opportunities to succeed. However, the application of equality does not necessarily lead to equity: removing formal barriers to women does not mean that men and women are on an equal footing because women are already disadvantaged. For example, political work opportunities may be

available to everyone; however, the stereotypes on the role of men and women may lead to the preference of men over women in participation in political work.

c. Authority, Violence, Abuse and Exploitation

Authority

The ability to make decisions and implement them

Violence

The premeditated use of force or the threat of its use against the self, another person, a group of persons, or society as a whole, which may lead to serious injuries, death, harm, or growth problems. The definition is tied to premeditation upon the commission of the act, which differentiates it from injury or accidents. However, it is necessarily tied to causing harm (WHO, 2002).

Abuse

Abuse, whether physical, sexual, emotional or economic, or a combination of these, which may cause death, or which causes or may cause serious physical or psychological harm, or significant harm to a person's property (Protection to Persons in the Care Movement, 2008).

Exploitation

Taking advantage of a person in an unjust and harsh manner. This includes a social relationship where some persons are mistreated or treated unfairly, (Lateau et al., 2008), usually for personal reasons.

For clarification during discussions

The words abuse and violence are often used interchangeably; however, the use of abuse is usually to indicate the greater concept of mistreatment (including violence, neglect, exploitation...)

d. Incidence and Patten of Violence

Violence incidence

Act or group of violent acts or abuse committed by an individual or group. The expression may include a number of types of physical, sexual, emotional, economic, social and cultural violence, and may include repeated acts of violence over a period of minutes, hours or days.

Pattern of violence

The method in which the pattern is distributed over time in terms of frequency, severity or forms. It usually entails a number of incidents of violence.

e. Perpetrator, victim and survivor

Perpetrator

- A person, group or institution that commits violence or supports its commission, or assists other forms of abuse against others, in support of or against free will.
- Other words used to give the same meaning: abuser, executioner, criminal.

Victim

- The person directly affected by violence (Domestic Violence Law, 1997). However, the term “direct victim” is applied to the direct recipient of violence, while the “indirect victim” is the person affected by violence without receiving it, such as those affected by watching violence on television or children witnessing violence between their parents.
- Other words used in place of victim: survivor, abused and violence recipient, to indicate various phases which the person subject to violence may go through.

Survivor

- The person who reacts actively and effectively towards the violence he /she is subject to (Wilby et al., 2004).
- Other words used instead of survivor: victim, abused and recipient of violence to indicate the various phases in which the person subject to violence may go through.
- As for the secondary survivor, he /she is the person affected by the experience of violence committed against a survivor. The secondary survivor may be a family member or someone close to the survivor.

For clarification during discussion

The prevalent trend in social work literature globally, and in the recommendations of principles of dealing with the abused, is the use of “survivor” when referring to recipients of violence, regardless of the recipient’s reaction.

The word “victim” implies pity and surrender, while the word “survivor” implies strength and persistence. Therefore, the word “survivor” has positive connotations that help recipients increase self-confidence on one hand and remind caregivers not to deal with recipients condescendingly on the other.

f. Masculinity, femininity and gender upbringing**Masculinity**

The features of men or the ideal characteristics and behaviours which they must exhibit in a certain social framework, and what it means “to be a man” in various cultural frameworks around the world. These characteristics and features may change from one place to another and with the passing of time.

Femininity

The features of women or the ideal characteristics and behaviours which they must exhibit in a certain social framework, and what it means “to be a woman” in various cultural frameworks around the world. These characteristics and features may change from one place to another and with the passing of time.

Gender Socialisation

- Socialisation is how we (and wider society) teach our male and female children to become men and women.

- It is based on socially prevalent definitions on what it is to be a man or woman, for example that men are strong, powerful, lustful, successful, and with privileges over women, where as women should be obedient and make sacrifices for their family.

g. Gender Based Violence and Violence Against Women

Violence against Women

- Any act of violence directed at women because they are women, which leads or may lead to physical, sexual or psychological harm or pain.
- This includes the threat to commit such acts and arbitrary deprivation, whether in public or private life (Universal Declaration on the Elimination of Violence Against Women, 1993).

Gender Based Violence

- Any act of gender based violence which leads to, or may lead to, physical, sexual or psychological harm, against a person on the basis of gender or social role in a society or culture, including threats, beatings, violence related to dowry, non-marital violence, rape, sexual violence related to exploitation, sexual harassment and intimidation in the workplace or school, trafficking in women, sexual exploitation and forced prostitution.
- In many cases, the person does not have the choice to refuse or resort to other options without severe economic, physical, psychological or social repercussions (USAID, 2006, UN, 1993).

For clarification during discussion

The terms “gender based violence” and “violence against women” are often used interchangeably. The adoption of “gender based violence” aims to reflect the fact that violence against women arises from power hierarchies based on gender, and may be committed against boys and men.

Although women are usually the survivors of violence, while men are the perpetrators, the term “gender based violence” recognizes that it is possible for males to be survivors and for women to be perpetrators of violence. It also recognizes that both men and women have a potentially effective role in eliminating violence.

h. Forms and types of gender based violence

Forms of gender based violence

The Universal Declaration on the Elimination of Violence against Women (1993) listed some forms of violence, as follows:

- Physical, sexual and psychological violence that takes place within the family including rape, harmful beatings, sexual assault against the family’s children, male and female, non-marital violence, violence tied to exploitation, and other traditional practices that are harmful to women.
- Physical, sexual and psychological violence that takes place within the sphere of society including rape, sexual assault, sexual harassment (in the workplace, educational institutions, or any other place), trafficking in women and forced prostitution.
- Physical, sexual and psychological violence perpetrated by the state or condoned by it,

wherever it may take place. For example, preventing women from voting, participating in public work, or driving a car.

Types of gender based violence

- The type of violence indicates the means used to impose order or impose a certain concept of who is in control. The violence includes sexual, psychological, physical and economic violence perpetrated by the family or society, or perpetrated and / or condoned by the state (United Nations, 1994). As for the types of gender based violence, some examples include: physical violence, sexual violence, psychological violence, economic violence, verbal violence, etc.

For clarification during discussion

The words “forms” and “types” of gender based violence (or abuse) are often used interchangeably, even in social work literature. It is best to use “form” to indicate the framework in which the violence takes place, and “type” to indicate the means used to impose power. For more clarification, please refer to Appendix 1.

i. Rape, sexual harassment, sexual abuse, sexual exploitation, sexual assault within the family, and coerced early marriage.

Rape

The process of imposing sexual acts on another against their will, through the use of violence, force, the threat of harm or other forms of coercion, or when the victim is unable refuse due to the effects of drugs or alcohol.

Sexual harassment

Sexual harassment is any act or form of communication that has sexual connotations and that takes place without the consent of the other person. It includes any act, behaviour, activity or verbal communication, conscious and deliberate, through various audio, visual, symbolic or physical means, with the aim of sexual arousal or fulfilling a sexual need. The perpetrator’s strategy is to weaken the will of the recipient and force the recipient to accept his/her advances through the use of threat, intimidation or deception.

Sexual abuse

Sexual acts with the exception of rape or attempted rape, without the consent of one of the parties. This includes acts against minors. Examples of sexual abuse: coerced removal of clothes; coercion to participate in sexual activities, such as coerced kissing; coerced touching; or forcing a person to watch sexual behaviour.

Sexual exploitation

This includes coercion and manipulation by a person in a position of power who uses this power to conduct sexual activities with a less powerful person. Exploitation may entail providing assistance in return for sexual activity. Examples include a professor asking for sex in return for a passing grade or accepting a student in class.

Sexual assault within the family, “incest”

Sexual assault within the family, where the perpetrator is the brother, uncle, father etc. The perpetrator sometimes uses beatings, threats, coercion, intimidation or courtship of the survivor.

Forced early marriage

The parents or others arrange the marriage of a minor, and impose this marriage through coercion. The coercion takes place through family and societal pressure or by ordering the minor to marry in return for a dowry or for other reasons. Forced marriage is considered a form of gender based violence, as the minor is not allowed to express an opinion, or is too young to offer informed and wilful consent.

j. Domestic violence, family violence and home violence**Domestic violence**

- Deliberate abuse among people within the nuclear family, or performing the function of the family, and attempting to gain power and control over the survivor.
- Examples are violence between the husband and wife, intimate partners, parents and children, brothers, or mothers-in-law and daughters-in-law. Domestic violence may include physical, psychological, sexual or economic abuse.
- Domestic violence can take forms such as prohibiting the husband or wife from access to food, water, shelter, clothing, or health care, forced miscarriage, abuse of the wife for not performing according to the husband’s expectations (e.g. delays in food preparation), or the beating of the wife by the mother-in-law due to the wife’s lower status in the family.

Family violence

- Deliberate abuse among husband and wife, parents, partners, children, brothers, and in other relationships where the others are not part of the nuclear family but extended family or performing a family function in order to gain power and control over the victim (UN Programme – Family Law Courts, 2004).

Home Violence

- A term with multiple meanings
- Most common use is violence by the husband, father, brother or intimate partner.
- In spite of this, the term is sometimes used to describe violence within the home, which may impact home workers and pets, and may include psychological, sexual and physical violence, as opposed to one incident within the family (Alliance Against Home Violence, 2005)

k. Consultation and Counselling**Consultation**

- The exchange of opinions and consultation on an important topic in order to assist a person, organization, group or communities in building their capacities to accomplish specific goals.

Counselling

- An art and science aimed at producing an opinion, where two or more persons help each other to attain certain results.
- Among them there is a counsellor who has undergone training and obtained education qualifying him / her to be an accredited assistant. The other party is the party seeking assistance.
- The goal of this art is to offer counselling / assistance to resolve issues and problems of various circumstances.

Executive Steps:**1. UNIT PROGRAM:**

5 minutes	Present and discuss goals
10 minutes	Importance of common definitions, concepts and terms (brainstorming technique)
60 minutes	Dialogue supporting exercises
15 minutes	Slide show

The aim of this session is for the participants to gain an understanding of the basic gender concepts. It is noteworthy that there are many concepts tied to gender based violence, and it may not be possible to cover them in all the time available. The facilitator should select the most important concepts for the group based on their previous knowledge and practical background.

2. UNIT ACTIVITIES:**Definition of Terms Used in Combating Gender Based Violence****Activity 1****Activity Opening**

- Duration: 10 minutes
- Materials: Flip chart, markers
- Goals: Paving the way for the participants before starting the activity
- Steps:
 - Each participant is asked to give a term and select a colleague to give another term thought to carry the same meaning. For example, president, director, leader.
 - Record all terms on the flip chart
 - The terms may be discussed after the entire activity is concluded.

Activity Implementation

- Duration: 45 minutes
- Materials: Flip chart, markers, empty jar or basket, A5 paper.

- Goals:
 - Assist the participants in deciding their positions and beliefs on the concepts and terms of gender based violence.
 - Enhance the knowledge of participants on the various terms used in the area of combating gender based violence.
- Steps:
- Before starting the activity, paper clippings are prepared with the following terms (each line on a separate piece of paper):
 - Sex – gender
 - Gender equity – gender equality
 - Power – violence – abuse
 - Gender based violence – violence against women
 - Sexual harassment – rape
 - Types of violence – forms of violence
 - Home violence – family violence
- The participants are divided into 7 groups. Each group is asked to pick a paper from the jar, each paper will have two or three basic terms listed above.
- The participants in each group are asked to discuss the terms on the paper, and to agree on a brief definition for each, in addition to the similarities and differences between the terms. The definitions and similarities and differences will be written on the flipcharts. 10 minutes are allocated for the group discussion.
- Each group is asked to discuss the main terms and concepts.
- Each group is asked to offer its own definition to the remaining groups. 5 minutes are allocated for each group.
- The concepts are discussed, or presented in the form of Power Point slides. The participants are reminded that the terms are defined at this point and will be expanded in future sessions. (15 minutes).

Activity Assessment

- Duration: 5 minutes
- Materials: Flipcharts, markers
- Goals: Engage the participants in activity assessment
- Steps:
 - The facilitator draws three faces on the flipchart: Smiley (very good), no expression (fine), sad (bad).
 - The participants are asked to put an “x” under the face they find appropriate as an assessment of the activity.

Sex or Gender

Activity 2

Activity Opening

- Duration: 10 minutes
- Goals: Pave the way for the participants before starting the activity

- Steps:
 - The participants are asked to split into two groups by gender
 - Each group is asked to state some characteristics and facts they consider restricted to them alone
 - These are recorded for discussion after the conclusion of the activity

Activity Implementation

- Duration: 15 minutes
- Materials :
 - Papers cut into squares, markers
- Steps:

Each paper will have on it a statement addressing either sex or gender:

- According to UN statistics, women do 67% of the work around the world, and in spite of this are paid only 10% of global income.
- A study of 224 different cultures found that men in 5 of these cultures cook, and women in 67 of them perform all home construction work.
- Women give birth to children, not men.
- Little girls are nice and boys are cruel.
- In one case, when a child who was raised as a girl found out that he was a boy, his grades improved significantly in school
- Among Indians working in agriculture, women are paid 40-60% of the wages of men.
- In ancient Egypt, men stayed home and knit, while women handled the family's business. Women inherited property, not men.
- Most construction workers in Britain are men.
- The man's voice matures at puberty, while the woman's voice does not mature with puberty.
- Each participant is asked to read one sentence out loud and indicate its reference to "sex" or "gender"
- Discussion

Activity Assessment

- Duration: 5 minutes
- Materials: none
- Goals: Engage participants in activity assessment
- Steps:
 - Participants are asked to assess the activity by rating it from 1 to 5, so that 1 indicates a "bad activity", 2 indicates "ok", 3 "good", 4 "very good" and 5 "excellent".

Unit Assessment:

- Duration: 5 minutes
- Materials: Flipcharts, small coloured cards.
- Goals:
 - Engaging the participants in the session's assessment.

022

Unit One: Definitions of Common Concepts and Terms

- Steps: Encourage each participant to answer the following questions:
 1. What did you think of this session?
 2. What did you learn during this session?
 3. What did you learn that is useful to your work?
 4. What are the things you liked about this session?
 5. What are the things that you did not like about this session?

Gender Based Violence

Unit Two

“Men seek women who no longer exist while women seek men who do not yet exist”.

THE UNIT IN WORDS

This unit explains the factors leading to gender based violence and their relationship to gender discrimination. Violence is a means of communication among individuals, and its cycle affects individuals in all stages of their life and in all their movements when dealing with various groups within the community. The unit also highlights the characteristics of persons who choose violence as a means of communicating with others.

DURATION: 90 – 120 minutes

UNIT GOALS:

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

- Identify phenomena and types of gender based violence
- Understand the factors affecting gender based violence
- Understand the characteristics of violence perpetrators
- Understand the cycle of gender based violence within the family framework
- Clarify misconceptions and facts on gender based violence

BASIC INFORMATION:

1. Phenomena and types of gender based violence:

Gender based violence is entrenched in various levels of our social environment and affects everyone, albeit in varying degrees (women are more afflicted than men) in various frameworks. Gender based violence exists horizontally:

- Among family members multiple types of violence are used (psychological / physical / sexual / economic) in their various cycles of communication, taking on forms of domestic violence / family violence / violence against women / violence against children / marital violence / bilateral violence or violence within the framework of dating (acquaintance phase or within a transient relationship) / violence related to dowry.
- Among community members we see types of violence such as sexual discrimination / entrenching gender stereotypes / violence in the work place / inheritance favouritism / concept of family honour related to the behaviour of women.
- There is political violence within state practices: within election laws / restricted senior positions / wars and conflicts, or legal violence: marriage / divorce / polygamy / nationality law / absence of laws criminalizing domestic violence.

2. Gender based violence exists perpendicularly, affecting individuals in their various phases of life, according to the following table:

Type of violence in relation to phases of life	PHASE
Option of abortion according to the sex of the baby (usually the killing of female fetuses) Carrying the family name and ensuing responsibilities (male)	Before birth
Female reproductive organ mutilation; incest; sexual harassment; sexual exploitation of children for commercial purposes; abuse in school and its surroundings; varying access to food, medical care and education (females). Denial of the option to cry, express fear, pain or emotions; sexual exploitation, abuse and physical violence; violence and abuse in school and its surroundings; sister protection responsibility, financial support responsibility (males)	Childhood
Incest; sexual exploitation for commercial purposes; violence and abuse in school and its surroundings and at work; early marriage; coerced sexual practice for economic purposes; rape as a weapon of war; crimes of honour (females) Denial of the option to cry express fear, pain or emotions; sexual exploitation; abuse and physical violence; sister protection responsibility and defending the family honour; financial support responsibility (males)	Adolescence
Abuse of women by intimate partners; marital rape; exploitation of dowry; murder; killing of the partner; psychological abuse; sexual abuse at the work place; sexual harassment; rape; crimes of honour; abuse of women with special needs; abuse of widows and divorcees; abuse of elderly, beatings during pregnancy; forced pregnancy and miscarriage (females) Denial of the option to express emotions and admitting weakness; responsibility of protecting the family and financial provision; family continuity; defending family honour; engaging in imposed disputes and fights; military conscription (males)	Adulthood

3. Therefore, gender based violence has many diverse manifestations that can be summarized in the following table.

This table was taken from UNHCR's Report on "Sexual Violence and Gender Based Violence against Refugees, Repatriates and Internally Displaced Persons".

However, this list is not comprehensive. It may be used as a practical tool to identify the various types of gender based violence.

Gender based violence has five categories:

- a. Sexual violence
- b. Physical violence
- c. Psychological / moral violence
- d. Harmful traditional practices
- e. Social and economic violence

a. Physical violence

Act	Description / examples	May be perpetrated by
Sexual assault	Beating, punching, kicking, burning, mutilation, killing with weapons or without them. These acts are usually committed with other forms of gender based violence.	Husband, intimate partner, family member, friend, acquaintance, stranger, any person in a position of power, parties to a conflict
Trafficking, slavery	Sale and / or trafficking of persons for the purpose of forcing them to conduct sexual activities for slavery or compulsory services, servitude, or slave-like acts, or for organ removal	Any person in a position of power or control

b. Moral / psychological violence

Act	Description / examples	May be perpetrated by
Abuse / insults	Non-sexual verbal abuse that insults the person, forcing the victim/ survivor to engage in insulting acts, publicly or privately, or threats	Any person in a position of power or control, this act is usually perpetrated by husbands, intimate partners or family members in a position of power
Confinement	Separating a person from friends/ family, restricting movement, denying freedom, restricting/ obstructing the right to move freely	Any person in a position of power or control, this act is usually perpetrated by husbands, intimate partners, or family members in a position of power

c. Sexual violence

Act	Description / examples	May be perpetrated by
Rape	Entering any part of the victim's body with a sexual organ or object, by force, the threat of force, coercion, hateful environment exploitation or against a person unable to give consent	Any person in a position of power, influence and control, including the husband, intimate partner or caregiver
Sexual abuse of children, violation of privacy, incest	Every act in which the child is used to attain sexual satisfaction. Every sexual relationship / sexual interaction with a child	Someone the child trusts, including the parents, siblings, member of the larger family, friend or stranger, teacher, elderly person, leader or any other caregiver, and any person with power, influence and authority over the child
Forced sodomy / anal rape	Forced / coerced anal penetration, usually between a male and another male, or a male and a female	Any person in a position of power, influence and authority

Attempted rape or attempted forced sodomy / anal rape	Attempted coerced / forced intercourse, without penetration	Any person in a position of power, influence and authority
Sexual abuse	Physical penetration or attempted physical penetration of a sexual nature, including inappropriate touching by force, through unequal terms, or coercion	Any person in a position of power, influence and authority, family members / local community, colleagues at work, including supervisors, strangers
Sexual exploitation	Any exploitation of a position of weakness, variance in power, or confidence, for sexual purposes. This includes financial, political or social benefit of the sexual exploitation of another person. Sexual exploitation is one of the goals of trafficking in persons. Other kinds include making offers in a sexual manner, forcing nakedness and / or stripping, forced marriage, forced pregnancy, engaging in pornographic materials or prostitution, sexual exploitation to obtain benefits, services or assistance, or sexual servitude	Any person in a position of power, influence and authority, including humanitarian aid workers, soldiers / officers at checkpoints, teachers, smugglers and trafficking rings
Forced prostitution (referred to also as sexual exploitation)	Forced / mandatory sexual trade in return for financial resources, services and assistance. This commerce usually affects very weak women or girls who cannot provide the basic humanitarian needs for themselves and / or their children	Any person in a position of privilege, with money or in control of financial resources and services, considered to be influential, humanitarian aid workers
Sexual harassment	Any unwelcome sexual offer that is usually repeated and not mutual, unwanted sexual interest, request of sexual access or request of sexual services, sexual insinuation, other oral or sexual behaviours of a sexual nature, presentation of pornographic materials when the presentation violates the terms of work or creates a hostile, insulting or provocative work environment	Employers, supervisors or colleagues, any person in a position of power, authority and control
Sexual violence as a weapon of war and torture	Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterility or any other form of contraception, forced pregnancy, forced birth, forced upbringing of children, and other crimes. As for sexual violence as a form of torture, it is any act or threat of a sexual nature through which severe physical or mental harm or pain may be caused, in order to obtain information or confessions from a victim or punish the victim or a third party, and intimidating the victim or third party, or to partially or completely destroy a national, ethnic or religious group	This act is usually committed, or approved by, or ordered by military personnel, police officers, armed groups or parties in conflict

d. Harmful traditional practices

Act	Description / examples	May be perpetrated by
Female genital mutilation	Female genital mutilation for non-medical reasons, usually at an early age. Mutilation ranges from partial to total, and includes the removal of genital organs, stitching for cultural or other non-treatment reasons, usually practiced several times throughout the lifetime, (after birth or if the girl/woman is the victim of sexual assault)	Traditional doctors with the support, consent and assistance of the families and religious groups, entire local communities and some countries
Early marriage	Arranged marriage below the legal age (intercourse in such relationships is considered rape of a minor since the girls do not enjoy legal capacity to approve this marriage)	Parents, local community, country
Forced marriage	Arranged marriage against the will of the victim/survivor, in most cases a dowry is paid to the family, rejection has violent and / or abusive consequences	Parents, family members
Crimes of honour and mutilation	Mutilation or murder of a woman or girl as punishment for acts considered inappropriate for her gender and that brings shame to her family or local community (for example, pouring acid on the face of a young woman as punishment for bringing shame to her family by attempting to marry someone not chosen by the family) or in order to maintain family honour (for example, to atone for a sin committed by a male member of the family)	Parents, husband, family members, local community members
Killing the infants and / or negligence	Murder, denial of food, and / or negligence of female children because they are considered less valuable than male children in society	Parents, family members
Denying girls or women education	Taking the girls out of school, preventing or hindering access of girls and women to technical, professional or basic academic knowledge	Parents, family members, local community, some countries

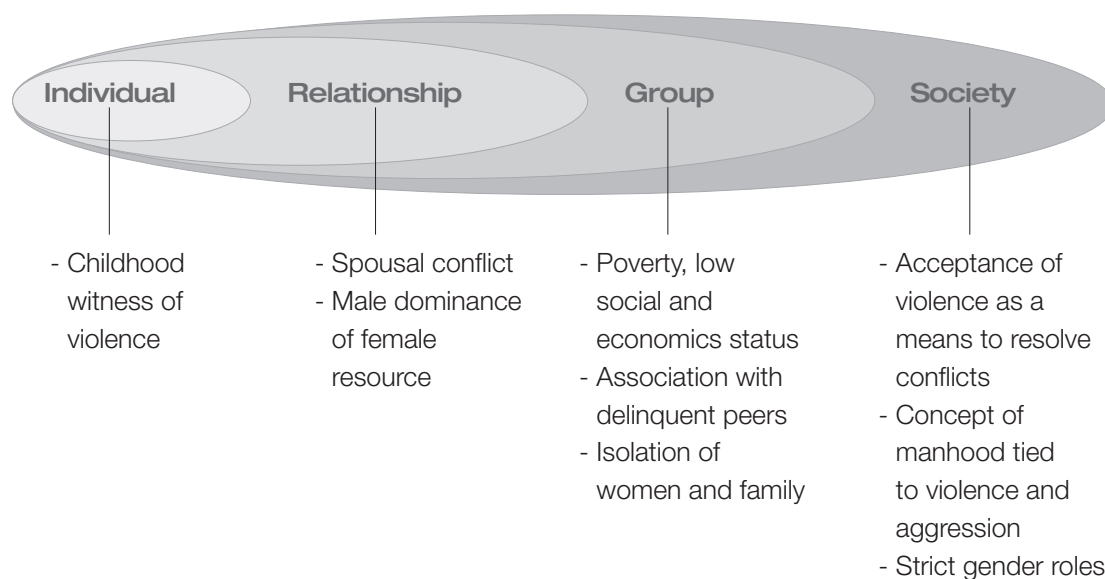
e. Social and economic violence

Act	Description / examples	May be perpetrated by
Discrimination and / or denial of opportunities and services	Exclusion, denial of access to education, medical assistance or paid employment, denial of property rights	Family members, society, institutions and organizations, government entities
Sexual preference based social exclusion / ostracism	Denial of access to services, social benefits, practice of civil, social, economic, cultural and political rights and their enjoyment, imposing criminal penalties, discriminatory practices or physical and psychological harm, acceptance of discriminatory practices, public or private animosity directed at homosexuals, transsexuals, or cross-dressers	Family members, community, institutions and organizations, government entities
Obstructive legislative practices	Denial of access to practice and enjoyment of civil, social, economic, cultural and political rights, specifically denying them to women	Family, local community, institutions, state

4. Factors affecting gender based violence

- Gender based violence is a complex and multi-faceted problem, entrenched in social, economic, political and cultural frameworks. Traditional practices aggravate it.
- Violence is often a means used to force the person back into the stereotypical social role specified. For example, economic factors (in addition to other factors) prompted women to work, and therefore changed their reproductive role to a more productive role in society, and effected change in the social role of males. However, traditional attitudes did not respond quickly to changes in these roles, leading to gender based violence.
- Studies have referred to many factors tied to gender based violence, which either increase the possibilities of violence or assist in entrenching discrimination between men and women and prompt individuals to become either survivors or perpetrators.
- It is important to stress that these factors are not causes or justifications for violence. However, their identification assists in identifying violence. The environmental model gives a clear idea on these multiple factors at the levels of the individual, relationship, group and community.

Figure 1-1: Environmental model of factors tied to violence within the family



a. Factors at the individual level:

Includes biological and social factors of individuals that increase chances of becoming a victim or perpetrator:

- **Biological factors:**

- Sex: females are more susceptible to violence than males
- Age: children are more susceptible to violence than adults
- Special needs are a factor that increase chances of being subject to violence

- **Psychological, behavioral and social factors:**

- Being subject to mistreatment, violence or negligence in childhood
- Low educational level
- Weak communication skills
- Behavioural problems or mental disturbances
- Addiction to alcohol and drugs
- Traditional positions on gender roles: hostility towards the other sex
- History of violence in the family
- Economic difficulties / poverty
- Unemployment
- Social exclusion – for example, internally or externally displaced refugees
- Daily pressures of life

b. Factors at the relationship level

The factors that affect the individual's relationship with the persons within their closest social circle (i.e. family members, peers, partner etc) include:

- Family dysfunction

- Rigidity in family role distribution, there may also be a conflict in the roles
- Violence among family generations, bad practices of fathers and mothers
- Ties with persons who support, accept or practice gender based violence
- Disputes over power and authority within the intimate relationships
- Weak communication among the individuals
- Male privilege: male dominance in relationships and families, preference for males
- Economic pressure
- Considering family honour as more important than the health and security of the individual
- Role model in the family implies violent behaviour or authoritarianism
- Rigid or conflicting family roles or rules

c. Factors at the level of the group

Any community where there are relationships, such as school, place of work, neighbourhood.

These include:

- Social and institutional acceptance of gender based violence or “tolerance of violence”
- Gender positions and criteria that support / tolerate gender based violence
- Social upbringing in terms of gender roles which enhance uneven power between men and women, or “social stereotyping”
- A culture that blames the victim, lack of a supportive environment for the victim subject to violence
- Absence of support from police and judicial system to survivors
- Decreased sense of security in public places
- Lack of education within schools and places of work on gender based violence
- Weak local social penalties in place for gender based violence
- Poverty and lack of equal economic opportunities
- High rate of unemployment
- Population density
- Lack of pressure and advocacy by the local community to work on violence issues and combating it
- Social isolation

d. Factors at the level of society

These factors lead to weakening barriers against violence or creating differences and inequality in gender, and they include::

- Poverty
- Lack of economic or social equity
- Historic and social patterns that allow and justify gender violence
- Lack of information and enhancement of human and women rights
- Historic and societal patterns that glorify discrimination and violence against minorities, migrant workers and homosexuals.
- Traditional gender criteria that support male dominance and sexual merit
- Tying masculinity to violence and control, a cultural concept of “male honour and female loyalty”

- Religious and cultural beliefs
- Economic and social policies that create gaps among groups of individuals or maintain economic differences, which increase tensions
- Negative stereotypes of women in the media
- Weak laws and / or policies related to protection from gender based violence
- Lack of legal rights for the survivors
- High rates of civil unrest, wars, military tendencies, or repeat emergencies
- Refugee camps
- Weak services supporting survivors and mechanisms of reporting and complaint

5. Characteristics of violence perpetrators:

Perpetrators could be any person, male or female, in the world. The abuser is often attractive, popular in his / her social life, dynamic in his / her practical life, and may seem of a weak personality, hesitant in expressing his / her opinion and expressing herself / himself. This is why it is difficult to identify violent persons. However, studies have found characteristics that are common to perpetrators of violence:

- Jealousy (questioning and mistrust of the partner, accusing the other of adultery)
- Weak or lack of self-confidence and low self-esteem, in spite of showing otherwise
- Blaming the other person and exonerating the self
- Inability to bear denial or not getting what he / she wants
- Not accepting the differences of the other person (in opinion or behaviour...)
- Rigid view of male and female roles
- Belief that the other person must fulfil all his / her needs
- Always seeks to prove herself / himself: talks about herself / himself and his / her accomplishments often
- Finds difficulty in expressing his / her emotions and reactions
- Underestimates or denies violence he / she commits against others
- Witnessed marital violence in his / her childhood and has previous experience in his / her childhood of violence.

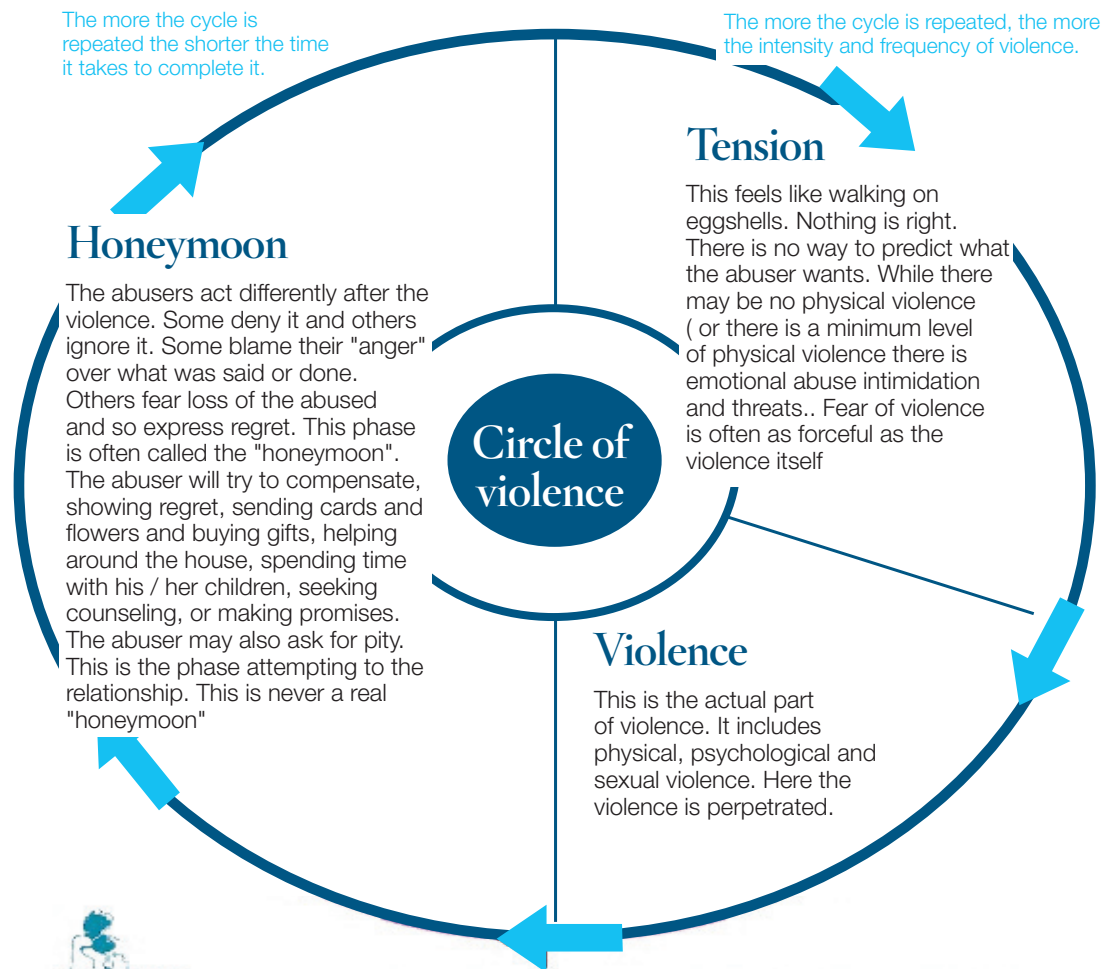
6. Cycle of violence

The relationship between two persons passes through a four phase cycle:

- It starts with a honeymoon phase which is usually a phase of acquaintance, with each person showing his / her best to the other to impress. This phase usually entails simple incidents such as simple oral and physical abuse that is ignored and justified.
- However, it creates tension in the air between the two. With the repeat of these incidents and increased tension, one of the two parties may distance herself / himself in escape, which may be explained by the other party as running away from the relationship or a mutiny against authority, and therefore there is an increase in the use of violence as an attempt to reinstate the relationship, thus leading to an incident of violence followed by a justification phase. The perpetrator of the abuse becomes apologetic and loving, pledging not to resort to violence again, recalling the honeymoon phase, i.e. the phase of calm and hope of a happy relationship.
- Nevertheless the acts are repeated and the tension returns along with incidents of violence, in their various forms. The honeymoon phase gradually fades away and blame, accusations and

distance prevail, which in turn increase the severity of the violence.

- Violence is considered a means of communication between two persons, used by one party to maintain the relationship between them by attempting to put the other in a stereotypical frame familiar to him / her as a result of socialisation.
- The man usually resorts to this method: our communities on one hand enhance the paternal authority and grant the men power over family members, and therefore, the "right" to punish them. On the other, it has taught men, from an early age, to use violence as a means for expressing anxiety, anger and other negative feelings.



Unit's Execution Steps:

1. UNIT PROGRAM

5 minutes	Presentation and discussion of goals
10 minutes	Power point presentation of main points
70 minutes	Dialogue supporting exercises

2. UNIT ACTIVITIES

What do I do? What is my worth?

Activity 1

Activity Opening

- Duration: 5 minutes
- Materials: None
- Goals: Lay the groundwork for the participants before starting the activity
- Steps:
 - Ask the participants to say the first word that comes to mind when hearing the words social standing.

Activity Implementation

- Duration: 20 minutes
- Goals:
 - Introduce the participants to gender based violence
 - Shed light on interaction according to preconceived notions and the effect of this on people
- Materials: playing cards, tape
- Steps:
 - Collect a number of playing cards
 - Make sure everyone understands what the highest and lowest cards are. For example, to many people, the cards are arranged from highest to lowest as follows: ace, king, queen, jack, 10, 9, 8, etc. Some may consider the ace of lowest value (number 1). Agree on the sequencing of the cards to avoid ambiguity or remove the ace completely.
 - Shuffle the cards, keep them face down and ask each person to select one card. Make sure the participants do not look at the cards they chose, and to keep them out of sight until each person picks a card.
 - Stick the card on the forehead of each person so that each person is able to see the cards of everyone except theirs.
 - Ask the group not to reveal the cards of the others.
 - Explain that when you clap your hands, the participants must greet each other according to their status on the cards. For example, the king is treated with respect, while persons with the number 2 are ignored.
 - Encourage the participants to reveal their reactions to the situation through facial expressions and gestures, instead of words.

- After a few minutes, ask the participants to return to their seats still carrying their cards on their foreheads.
- Ask each participant to guess his / her card and explain the reasons.
- Ask the participants to express their feelings on the interaction with regard to the haphazard selection of status.
- Discuss how the game reflects real life in our families and local communities
- Ask the participants who represent the highest and lowest cards in their society. Is this on the basis of their classification of other individuals or issues, for example, gender, age, wealth and job? Ask the participants: “Who usually carries the card with the highest standing in the family? Is it men or women?”

Some important points that can be used to close the discussion of the above activity. The focus should be:

- Society tends to place women at a lower standing than men
- Gender based violence is usually perpetrated by the person who is considered higher status, against the person of lower status, thus it is usually by men against women
- Gender based violence is usually accepted by those who see themselves of a lower value
- Gender based violence entails shedding light on the injustice resulting from the lower status granted to women, and working to change society perception and behaviour which maintains this lower status. It also entails eliminating the stereotypes and reducing preconceived notions
- Gender based violence is usually the result of the belief that women are of a different and lower value, rather than the result of alcohol or poverty.
- Reference to their feelings when being treated on the basis of haphazard appointment, similar to the feelings of the perpetrator and survivor.

Activity Assessment

- Duration: 5 minutes
- Materials: None
- Steps:
 - Ask the participants to assess the activity through laughter, as follows:
 - Laugh out loud (very good)
 - Laugh low (good)
 - Smile (ok)
 - Frown (bad)

Behaviors Used to Control the Other

Activity 2 or Case Study

To lead the group during the following exercise, the facilitator needs to prepare well and be aware of the types and styles followed in the practice of gender based violence. (Review the UNHCR table on “Sexual Violence and Gender Based Violence against Refugees, Returnees and Internally Displaced Persons, referred to earlier).

Activity Opening

- Duration: 10 minutes
- Materials: None
- Goals: lay the groundwork for the participants before starting the activity
- Steps:
 - Ask each participant to list a role of theirs in the family, and continue the sentence with: “and I am entitled to...” and select a type of behaviour the participant considers a right taken for granted due to the position in the family, for example:
 - "I am a father and I have the right to..."
 - "I am a husband and I have the right to..."

Activity Implementation: Behavioral Practices Used to Control the Other

- Duration: 50 minutes
- Goals:
 - Give a clear picture that helps give in-depth and sufficient knowledge of the topic, and increases the ability of the participants to talk about gender based violence
 - Identify behaviours expressing gender based violence and the various styles used to practice it.
- Materials: Paper, glue, scissors
- Pre-activity preparation:
 - Identify the wheel of authority and control
 - Cut out eight pieces of paper according to the authority and control wheel (make the pieces large enough)
 - Draw a large version of the authority and control wheel, cut out the eight pieces and give a title for each: emotional abuse, verbal abuse, sexual abuse, child exploitation, threat, intimidation, economic exploitation and using the male privilege.
 - Cut out a white circle of the same size to place the eight pieces on and title it “authority and control”.
- Steps:
 - Divide the group into eight small groups and give each group a part of the authority and control wheel with a title
 - Give each group five minutes to discuss the type of abuse written on their paper
 - Ask the participants to write examples from their own experience reflecting the type of abuse written on the paper
 - Ask one or two volunteers from each group to explain how this behaviour constitutes abuse
 - The wheel will be complete at the end of this process, and the groups will have discussed all types of abuse.
 - Write descriptions of physical abuse on the outer edge of the wheel as a conclusion.

Some examples of behaviour that can be given during the exercise to enrich the discussion:**a. Underestimation, denial and blame**

- Directing children towards lying about abuse and / or underestimation of abuse

- Denying abuse and describing it as “discipline”
- Accusing the other of causing the assault
- Saying that revealing assault incidents is like undermining the sanctity of marriage and that God will punish that
- Saying that revealing assault will lead to family dysfunction

b. Child exploitation

- Telling children they are abused so that they do not become too Western (foreigners), so that they are disciplined and they grow up to be real men.
- Telling children that beating them is in their interest and that they will realize this when they grow up.
- The father threatens to get custody from court and prevent the mother from seeing the children, or to take them by force
- The symptoms or behaviour of children is used as an excuse to beat the wife or accuse her of being a bad mother
- The father encourages the children to disrespect and insult the mother
- The husband says he must abuse the mother to prevent her from abusing the children

c. Using male superiority / dominance

- Husband's dominance and inflexibility.
- Accusing the wife when expressing her opinions and aspirations of being rude, conceited or “Western”.
- Accusing the wife when expressing her opinions of challenging authority
- Considering abuse of children, verbally / physically, as the father's “right”
- Encouraging the wife to fear her husband
- Repeating examples and sayings of the need for women to obey men
- Blame

d. Using economic abuse

- Preventing the wife from disposing of her money
- Taking the wife's salary, when Islam allowed her to keep it for herself
- Non-payment of alimony
- Taking the wife's jewellery and selling it
- Demanding a financial income exceeding the conditions of the husband's work

e. Use of coercion and threats

- Coercing her to drop charges that protect her and guarantee her rights
- Threatening to leave her without alimony
- Threatening to spread rumours that she is an adulteress
- Threatening suicide

f. Use of terrorization or intimidation

- Breaking kitchenware or home objects
- Hiding important documents she / he owns, or destroying them
- Displaying weapons to terrorize her / him

Activity Implementation: Case Study

- Materials: Copies of Hanan's case, flip chart, markers.
- Goals:
 - Review types of violence
 - Introducing participants to various effects of violence
- Steps:
 - Distribute case study copies among the participants
 - Divide the participants into small working groups
 - Select a catalyst from each group
 - Select a reporter from each group
 - Read the case within the group
 - Answer questions
 - Present the group's work to the participants
 - Open discussions after presentation of group work

Hanan's Case Study

Hanan was born in 1974. Her mother died when she was one year old, and her father remarried a woman who beat her and treated her and her siblings badly. She spent the winter without taking a bath, and in the summer she bathed in cold water. She does not remember taking a hot water bath until after she was married. Her father used to take them to their mother's relatives' homes every once in a while to bathe them. The teachers in school bathed her in the bathroom, and bought her and her siblings clothes because her stepmother refused to buy her clothes so that she would not have to do much laundry. A lack of proper hygiene caused her to suffer repeatedly from head lice. Additionally, the stepmother did not let them eat the food that Hanan prepared.

Hanan studied until the seventh grade, and she did not finish that year because her stepmother decided to marry her to someone she knew. He lived in Damascus and was an alcoholic, in addition to being careless. Her dowry was 25,000 Syrian Lira. The stepmother took this money and sent her to her husband's house with only the clothes on her back. As she was leaving the house on her wedding day, she told her "Forget that you have a father and a home here". Hanan had four children. Most days, her husband was not conscious from alcohol abuse, and because of their bad financial situation she moved with him to a farm that they supervised in return for being allowed to live there. She worked day and night, above and beyond her ability, so that her family was not evicted, while her husband usually slept and refused to work. He also beat her and kicked her out of the house late at night. She remained patient for her children's sake. Due to the shortage of money, especially since her husband took it from her to support his drinking habit, she worked at other farms to provide for her children and so that they do not feel the injustice she felt as a child.

After a while, her husband sold a house to his brother and so she decided to learn a useful trade with the money. She convinced her husband and joined a famous institute to study to become a beautician. When she received her certificate, she rushed to find a good job. Her husband took

part of her income to support his drinking, and when she was ready she asked her brother for assistance in divorce without any financial return and in finding a home. She now lives with her four children.

Questions:

From the case study and your own information and readings:

- What are the types of abuse / violence reflected in this case?
- Is this an example of gender based violence? Is the violence practiced by the stepmother gender based violence?
- What are the factors behind gender based violence in this case?

Activity Assessment:

- Duration: 5 minutes
- Materials: None
- Goals: Engaging the participants in activity assessment
- Steps:

Ask the participants to assess the activity through applause, as follows:

- Clapping four times (very good)
- Clapping twice (good)
- Clapping once (fine)
- Not clapping (bad)

False Beliefs

Activity 3

Activity Opening

- Duration: 10 minutes
- Materials: None
- Goals: Lay the groundwork for the participants before starting the activity
- Steps:
 - Ask the participants to stand in the centre of the room
 - Inform the participants that certain characteristics will be stated. If they apply to them they should sit on the floor, and if they do not, they should remain standing.
 - Read some characteristics out loud: Anyone with long black hair, or anyone wearing blue ... make sure that the characteristics do not apply to those still standing.

Activity Implementation

- Duration: 30 minutes
- Materials:
 - Smiley face with the word “agree” written on it and an angry face with the word “do not agree” written on it, coloured cards and masking tape. Table of misconceptions.
- Goals:
 - Introduce the participants to prevalent misconceptions on gender based violence.

- Steps:
 - Stick the smiley face with the word “agree” on one side of the room, and the angry face with “do not agree” on the other side.
 - Explain to the participants that some statements will be read out loud, and they should show their position in terms of the statement they hear by standing beside one of the two faces.
 - They cannot stand in the middle, they must choose a side.
 - Select some of the statements in the false beliefs table (ten for example) which are prevalent in the social environment of the participants.
 - Read each statement twice to make sure all the participants hear it.
 - After the participants take a stand, ask those on one side of the room why they chose it.
 - Urge the participants to answer, and prod them with more questions.
 - Repeat the process with the group on the other side of the room.
- When implementing the activity, remain a neutral facilitator, do not express positions or imply answers. Record notes for discussion, clarification and correction at the end of the activity.
- Explain to the participants that even though we know gender based violence and the importance of addressing it, some cases may remain difficult to address. We must remember to view ourselves as the result of our own culture.
- Ask the group members if they have any additional questions or comments. Encourage them to remember / state some examples that reflect similar false beliefs.

Activity Assessment

- Duration: 5 minutes
- Materials: Smiley face papers, angry face papers, tape.
- Goals: Engage participants in activity assessment
- Steps:

Ask the participants to assess the activity using the same style of the activity (keep the smiley and angry faces in place), as follows:

- Standing by the smiley face (very good)
- Standing in the room in a place close to the smiley face (good)
- Standing in the room in a place close to the angry face (fine)
- Standing by the angry face (bad)

Violence in all its forms is unjustified! To address misconceptions, it is important to remember the following facts:

- There is justification for violence, not causes. Justification is usually based on gender criteria.
- Violence is not a disease, it is a crime. It is a decision taken by the individual, whether committed inside or outside the family.
- Violence is a problem that belongs to a social system, and is addressed within the framework of respecting local and global values
- Violence is also an individual responsibility
- Silence, shame, fear and social criteria are all factors that make gender based violence a phenomenon that is difficult to measure. However, it is not rare.

- The survivor may suffer from duality (the desire to stay – the desire to leave). Survivors may choose to leave the relationship and / or they may choose to stay to see if the relationship can change. The decision is not dependent only on the individual; it is subject to the general context that the survivor lives.
- Violence is not the result of losing one's temper; it is an attempt to tighten control over a partner.
- Violent men are not ill, they are men responsible for their actions and they choose violent behaviour in an attempt to achieve a certain goal through a pattern they learned. They can change with the appropriate intervention.

Table of false beliefs centered around the problem of gender based violence:

(A sample of ten beliefs can be read out loud and discussed during the activity)

Facts	False Beliefs
Violence is a mistake that is unrelated to culture	Violence is an aspect of culture
No one asks to be violated. Men should assume responsibility for their behaviour.	Some women ask men or pay them to rape them, or abuse them through their violent acts
Women have the right to have their rights protected regardless of the way they dress.	Women who dress provocatively subject themselves to trouble and should not complain if they are sexually abused.
Many women and girls are raped by people close to them, their friends, partners, fathers, friends, colleagues.	Rapists are psychologically ill, uncultured and uneducated.
Violence by males is the result of the deterioration and disfiguration of humanity.	Violent behaviour is the mark of manhood.
Most men are not violent, and even violent ones can change.	All men are violent by nature.
Violence is inexcusable and cannot be justified.	Violence in some cultures is an expression of the man's love.
Workers in the sex industry are more subject to rape and other forms of violence than other women.	Workers in the area of commercial sex cannot be raped.
When women say "no", they mean it and they must be respected.	Women say "no" when they mean "yes".
Gender based violence may be reported more often in low social and economic groups due to the lack of alternatives. Therefore, they resort more to public services. These services report incidents when private services do not.	Survivors of gender based violence are of a low social and economic status and are a minority.
Most studies show that the assault may take place among all racial, social, economic, geographic, educational level and sectarian groups.	
Studies have shown that survivors are negatively affected by abuse. Some survivors who are severely beaten leave while others remain in the relationship. Usually, survivors do their best to think of a way to stop the abuse.	Survivors must enjoy violence or else they would take their children and leave.

The survivor may feel responsible for being severely beaten, but the source of the violence is its perpetrator. The survivor's behaviour is often used as an excuse, but the victim does not cause or prevent the pattern of assault.	The survivors perhaps provoke a severe beating.
The legal system does not always take domestic violence seriously. It is also difficult for the abused to make the decision to report the abuse. In reality, reporting abuse may increase the risk to the survivor's life.	The survivor can resolve the problem by detaining the abuser and putting him / her in prison.
The use of drugs and alcohol by the abuser or the victim may be tied to violence. Alcohol or drugs may be used as an excuse or a coping strategy, but they are not the source of violent behaviour. The need to exploit authority and control may lead to choosing violent behaviour. Readiness to assume responsibility for the assault constitutes a decisive and necessary step towards rehabilitation of the abuser.	Abusers are incapable of controlling their actions and often do not know what they are doing. Abusing drugs and alcohol is the cause of violent behaviour.
Abuse may increase in frequency and intensity during pregnancy.	Pregnancy protects women from being severely beaten.
Physical abuse may be the prominent form of abuse, but emotional and sexual abuse may be just as destructive.	If she is not beaten, it is not abuse.
Tension and misery as a result of abuse in the family affects children whether they are present during the abuse or not.	Children are not affected by abuse unless they experience or observe it.
Although females are the more common survivors of gender based violence, men can also be survivors.	The male partner cannot be a survivor of gender based violence.
The smaller partner may be violent towards the larger partner. Size does not prevent a person from being subject to psychological abuse.	The abuser is always bigger and stronger while the survivor is smaller and weaker.
The legal system does not always take domestic violence seriously. It is also difficult for the abused to make the decision to report the abuse. In reality, reporting abuse may increase the risk to the survivor's life.	The survivor can resolve the problem by reporting the abuser to the judiciary.
Violence may occur in families of all cultures, nationalities, religions, social classes and ethnic groups. Migrant and refugee women may be subject to violence more than American or European women. Fear and the sense of insult and injury are human emotions and feelings. Everyone may experience the effects of violence in the same way.	Domestic violence does not occur in American or European families.
Home violence is wrong, regardless of the relationships among them.	Abuse is a family matter.
It is difficult to leave the abuser. Women may fear being killed or injured by the abuser if they leave.	It is easy for a woman victim to leave her abuser.
Women who are abused but want to stay with those abusers can receive assistance.	Women who leave their abusive husbands are the only ones who receive help.
Violence is an acquired behaviour used by abusers to resolve conflicts. Women are not responsible for the violence assault behaviour.	Violence is the woman's fault.
Home violence affects women of all classes, cultures, races, ages and professions.	Home violence only happens in poor families.

Causes of home violence: Behaviour chosen by the individual Practiced away from sight Behaviour chosen to control the survivors. Behaviour acquired from families and society.	Causes of home violence: Genes Illness Alcohol or drug abuse Psychological pressure from work or living in a foreign country Anger Lack of control Survivor behaviour
---	---

Unit Assessment:

- Duration: 5 minutes
- Materials: Flip chart, small coloured post its
- Goals: Engage the participants in session assessment.
- Steps: Encourage each participant to answer the following questions:
 - What did you think of this session?
 - What did you learn during this session?
 - What did you learn that is relevant to your work?
 - What are the things you liked about this session?
 - What are the things you did not like about this session?

Effects of Gender Based Violence

Unit Three

UNIT IN WORDS

Gender based violence has numerous severe effects that go beyond the individual's health and happiness, to his / her environment. Referring to the environmental model, this unit overviews the effect on the family, group, society and state as a result of gender based violence. It also explores the characteristics of survivors, which are usually the result of the violence against the individual.

DURATION: 90 – 120 minutes

UNIT GOALS:

By the end of this Unit, the participants will be able to:

- Identify the effects of violence on the individual
- Identify the effects of violence on the family
- Identify the effects of violence on society and the state
- Identify the features of the “survivor”

BASIC INFORMATION:

1. Effects of violence on the individual

Violence causes health and psychological problems, in addition to a disruption of personal and intimate relationships.

It also affects the individual's participation in society and productive contribution to it. Abusive relationships in the individual's life reduce the ability to contribute effectively to society, reduce the ability to give, to produce ideas, to develop skills and talents, because the individual is mentally and physically preoccupied with family problems and because the perpetrator of violence often restricts the freedom, movements and actions of the survivor.

a. Health effects

Most internationally published studies on the impact of violence on health used women as a sample in the study; therefore, it is not certain that violence has the same effect on men. However, it is certain that violence has negative effects on the recipient and the perpetrator, regardless of gender.

Studies have shown a direct relationship between violence and health. The health effects become worse with the severity and frequency of violence, and the abused access health services far more frequently than those who are not abused.

The various health effects of violence can be summarized as follows:

- **Lethal effects:**
 - Murder
 - Suicide

- Maternal mortality rate
- Ties to AIDS

- **Non-lethal effects:**

- **Effects on relationships**

- Loss of confidence, difficulty in maintaining intimate relations
 - Criticism and antagonism towards others
 - Tendency to generalize (like saying “all people are abusive”)
 - Seclusion and running away from friends and family
 - Tendency towards exploitation and manipulation of others

- **Physical health**

- Harm: bruises, cuts, burns etc
 - Disruption of organ functions
 - Reduced immunity
 - Obesity
 - Bad personal hygiene

- **Psychological health**

- Post traumatic stress disorder (PTSD)
 - Depression, anxiety, panic attacks, paranoia
 - Desire to die and thoughts of suicide
 - Abuse of painkillers and sedatives
 - Eating disorders
 - Volatile emotions and feelings
 - Lack of self confidence, difficulty in decision making
 - Sleep disorders, forgetfulness
 - Inability to do things that were previously easy

- **Reproductive health**

- Unwanted pregnancy
 - Miscarriage
 - Sexually transmitted diseases
 - Gynaecological problems

- **Chronic conditions**

- Chronic pain syndrome
 - Joint and muscle pains
 - Nervous colon syndrome
 - Digestive system disorders
 - Difficulty in controlling some chronic diseases, such as diabetes, high blood pressure, asthma etc

Improper health behaviours

- Drug and alcohol abuse
- Dangerous sexual behaviour
- Lack of physical movement
- Gluttony

b. Economic effects

Violence has several economic effects on the individual that can be divided into direct and indirect. Direct costs are the result of the direct effect of violence and include medical and non-medical costs.

- Direct medical costs include treatment expenses, emergency room visits, external consultations, laboratory tests and x-rays, medicine and use of transport. These expenses can be very great since the survivor may need medical care frequently.
- Non-medical expenses include legal fees, such as court expenses, legal consultations, preservation of safety procedures and judicial police.

The non-direct costs of violence relate both to the survivor and to his/her children.

- Costs related to the survivor include loss of income, inability to benefit from available opportunities, survivor's low productivity at work due to increased absence from work or lack of focus, and health insurance.
- Expenses related to children may include schools and health care, which are usually serious as a result of the negative effect of violence on academic achievement and child health.
- In addition, violence has economic effects that cannot be estimated, such as lower chances of obtaining work or progressing in it, lower quality of life, and pain and suffering resulting from incidents of violence.

2. Effects of violence on the family

Violence creates an unstable and unsafe environment. Children are the most affected within the family whether they are directly subjected to violence or they are witnesses of violence in the home. Children who witness violence between their parents feel anger towards the perpetrator of violence (usually the father) and blame the recipient (usually the mother) because they believe that they are the cause of the violence (adopting the policy of blaming the victim adopted by the perpetrator). They also feel weak (because they are unable to intervene and stop the violence) or feel guilty because they are the cause of the violence or its perpetration. Therefore, these children suffer greater degrees of:

- Psychological effects: anxiety, tension, depression, seclusion, insecurity, self-inflicted harm, sleep disorder, low self-esteem, thoughts of suicide or death, and others.
- Health effects: Unjustified pains and aches in different parts of the body, growth problems and heart disease later in life, in addition to physical effects such as bruises when the child is subject to violence, etc.
- Educational effects: Difficulty in learning, inability to focus, deterioration in school performance or failure, running away from school, difficulty in performing functions that were previously easy, etc.
- Behavioural effects: Delinquency, anti-social behaviour, aggressiveness and emotionality, lying,

addiction, bullying, eating disorders, extreme attachment to some people, selfishness, strong reactions to simple matters and changes, etc.

3. Effects of violence on the group and on society

a. Social Effects

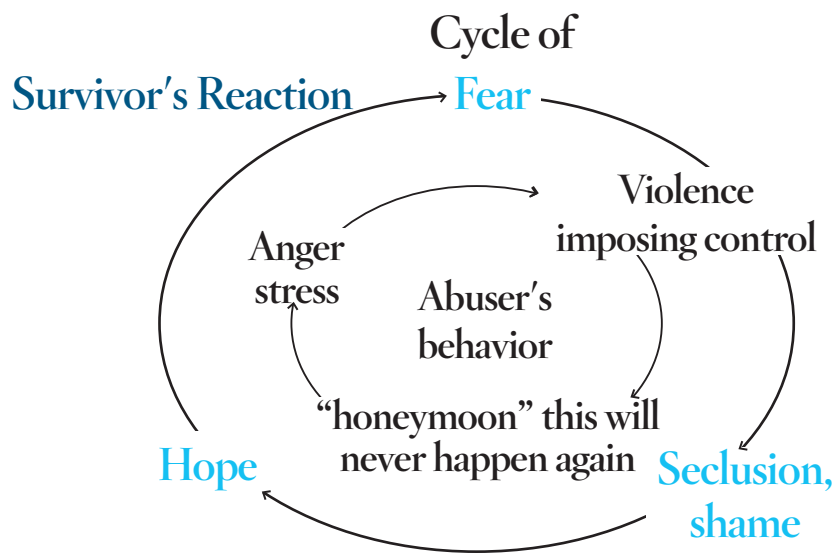
- “Violence breeds violence” and therefore creates a violent environment. Violent behaviour is learnt from parents and therefore moves down through generations. Violence creates an air of tension and anxiety that leads to more violence, so that the saying “violence is contagious” is true. The result of this cycle is frequently a society that is lenient and tolerant of violence and that considers it a natural phenomenon.
- Gender based violence also helps in entrenching and enhancing discrimination in gender roles and gender inequality, and therefore hinders growth and social progress.
- Violence also leads to more conflict and revenge wars
- It also increases rates of crime, drug addiction, and prostitution, as a result of the effect of violence on teenagers and children.

b. Economic effects

- Home violence and rape rank higher than car accidents, cancer, war and malaria in global estimates of risk factors leading to increased illness, disability and death (WHO, 2002). The losses resulting from home violence are estimated between 5 and 16% of healthy life years expected for women between 15 and 44 years (WHO, 2002), which necessarily means a loss in productivity.
- A number of international and Arab studies have indicated that the economic burden resulting from gender based violence is grave due to its health and social effects and its legal and criminal burdens.
- However, estimating the loss resulting from this violence is difficult due to: lack of specific studies and statistics, difficulty in estimating the financial value attached to human life, and the financial value attached to the various and unclear effects, as well as the indirect costs due to decreased productivity and deteriorating quality of life.

4. Survivor Characteristics:

- Survivors could be any person, male or female, in the world.
- Women are the most subject to abuse (as discussed above).
- It seems that women aged between 12 and 30 are the most subject to abuse.
- The probability increases for young women and girls or women suffering from mental illness or special physical needs, or migrant or refugee women. However, any person may be subject to violence.
- The studies that attempt to explore the characteristics that increase the person’s willingness to be subject to violence are multiple, as are the characteristics of survivors, but it is difficult to determine if these characteristics are the result of being subject to violence.
- Referring back to the cycle of violence, we find that each phase of this cycle produces reactions in the recipient of violence that may be entrenched and embedded in his / her character with the continuation and perpetuation of violence. Therefore, it could become a characteristic.



The reflections and effects on the survivor of the cycle of violence can be summarized as follows:

- Moodiness and emotional instability
- Loss of emotional control
- Inadequate feelings and behaviour in terms of life situations, strong reactions to simple changes
- Loss, difficulty in making decisions
- Doubt and mistrust
- Inability to focus
- Low self-esteem
- Attempts to justify the behaviour of the abuser
- Entrenched belief that the abuser will change
- Feelings of guilt, self-blame
- Seclusion
- Denial of problem severity and belief that matters are under control
- Surrender and recognition that society approves and supports violence, either due to childhood upbringing or as a result of previous attempts to receive assistance that were largely ignored.

Unit Executive Steps:

1. UNIT PROGRAM

5 minutes	Presentation of unit goals
10 minutes	Slide presentation of basic points
75 minutes	Case study

2. UNIT ACTIVITIES

Identifying effects of violence – case study

Activity 1

Activity Opening

- Duration: 10 minutes
- Materials: None
- Goals: Lay the groundwork for the participants before starting the activity
- Steps:
 - Activity preparation: Ask the participants to volunteer and share a story from their daily life related to gender based violence, along with the effect on the survivor. No names should be revealed, or information that will reveal the subject of the study, to maintain full confidentiality.
 - The discussion is not opened after hearing the story. The activity is initiated, stating that work will be conducted on some cases similar to the stories mentioned.

Activity Implementation

- Duration: 60 minutes
- Materials: Copies of the case below (or documents related to other individual testimonies and case studies), flip chart, markers.
- Goals:
 - Review types of violence
 - Introduce participants to various effects of violence
- Steps:
 - Distribute copies of the case among the participants
 - Divide participants into small working groups
 - Select a catalyst within each group
 - Select a reporter within each group
 - Read the case within the group
 - Answer questions
 - Present the working group's work to the participants
 - Open discussions after working group presentations

Case of Salma and Samia

In September 2003, Mr. Kareem came home somewhat drunk. When he came into the kitchen he did not find his wife and daughter. He found a note saying, "We are next door at the neighbour Fatima's house. She had a baby boy".

Kareem went out to the neighbourhood, stood outside the neighbour's home and starting calling his wife, telling her to come home with his daughter, and threatening that he would drag her back to the house by the hair and divorce her if they do not return in five minutes.

As soon as mother Salma and daughter Samia came home, Kareem locked the door and asked Salma how she dared to go to the neighbour's home without asking him, just leaving a written note. He shouted, "What am I? Am I a ghost?" When she answered that the neighbour asked for her help and that the food is ready in the fridge, and that it only needs to be heated, he beat her, accusing her of disobeying him and challenging his authority in front of the neighbours. He accused her of being loose, "You're going around from house to house, and you can't have a baby boy. What use are you? Who else would take you in?"

Samia hesitated to intervene to protect her mother, and cried silently in the corner of the room. After a few minutes, the beating stopped and Kareem sat watching TV while Salma went to the kitchen to prepare the food and do the laundry. Her daughter went to her and told her, "Next time, prepare everything before you have to answer him, so that you do not go through this again". The mother replied, "You are right, I shouldn't have answered him". After an hour and a half of work, and in spite of her extreme exhaustion, Salma could not sleep. She took several sleeping pills, she did not count how many, and did not wake up in the morning.

Samia tried to iron her clothes before going to school, and burned the sleeve. She could not continue the ironing. She did not play with her friends, and one of her friends tried to comment on her clothes, so she yelled at her, called her names, and struck her. The teacher called her and explained to her that "girls do not behave this way". He asked her why her clothes were like this, and she answered that her mother and father were away celebrating their anniversary.

In class, she was distracted, and did not hear that the teacher was asking her questions. The teacher asked her about her preoccupation, and she answered that her favourite grandmother was sick. On her way home, the janitor approached her and told her she is turning into a striking woman, and that she looked miserable. She smiled and agreed to meet him the next day.

Salma woke up and hurried to tidy the house, prepare the clothes and cook the food. She did not know what to cook, so she prepared three meals. She called her mother and found her crying because her brother, in a fit of anger, had broken the plates and cups. She tried to console her, "It's ok, maybe he's angry because of work, all men are like this, short tempered". When her mother asked about her, she said, "Everything is OK". After she hung up, Salma stood in her place for five minutes, trying to remember what she promised her sister, but she could not. She saw a crease in a sleeve, so she ironed the clothes once again.

She called the clinic to take an appointment with the midwife to treat her period problems, and was surprised when she was told "Don't make an appointment and then not show up like every time". Her brother came to visit and saw the bruises on her face and body. He said, "Pack your things and come with me, I will divorce you from him today". She answered, "It's OK, it's not that bad. He was right; I should have finished everything before I went out. This is the case in all marriages, every day is different. If I leave, where would I go? Who would take me and my daughter? Leave me; he will definitely come to his senses. Soon, I will have a baby boy and everything will be better after that".

When her daughter came home and told her she got the highest grade on the math test, Salma smiled and said, “We’ll see what good your education will be in the future”.

Questions

From the case, and your own information and readings:

- What are the types of violence / abuse reflected in the case?
- Is this an example of gender based violence?
- What are the factors behind gender based violence in this case?
- What are some general characteristics of the “abused woman”? And the “abuser”?
- What are the effects of abuse on the woman? On the family?
- What are the options / solutions available to the woman?
- What do you imagine the end of the story will be?

Activity Assessment

- Duration: 15 minutes
- Materials: none
- Goal: Engage the participants in the activity assessment
- Steps:
 - Open questions may be used to assess this activity, to allow the participants to express their feelings after working on a violence case on one hand and in order to evaluate on the other. The open question may come in this form: What did you feel while working on this activity, and what is your assessment of it?

Note to facilitator:

- The case in the exercise may be used, or pieces of video may be used
- The catalyst directs the participants to look for effects of violence with a focus on health, economic and psychological effects.

Unit Assessment:

- Duration: 5 minutes
- Materials: flip chart, small coloured post its
- Goal: Engage the participants in the session assessment
- Steps: Each participant is encouraged to answer the following questions
 - What did you think of this session?
 - What are the issues you learned about in this session?
 - Are the issues you learned useful for your work?
 - What did you like about this session?
 - What did you not like about this session?

Intervention in Cases of Gender Based Violence

Unit Four

The goal is not disclosure, it is assistance

THE UNIT IN WORDS:

This is the first unit of a series focused on intervention in gender based violence cases. This unit addresses the methods that can be used to delve into the issue of gender based violence or prepare for it: how to detect cases, what are the best ways to ask about violence, and conducting interviews to obtain information that helps with intervention. As confidentiality is extremely important to survivors, discussions on the importance of respecting it and how to maintain it are essential.

DURATION: 135 minutes

UNIT GOALS:

At the end of this Unit, the participants will be able to:

- Understand the various ways of detecting gender based violence cases
- Identify indicators of violence in various areas
- Understand obstacles to effective detection
- Conduct interviews and collect information skilfully
- Understand methods of maintaining confidentiality

BASIC INFORMATION:

1. Methods of detecting cases of violence

a. Why do we ask?

Detecting cases of violence follows two basic methodologies. It is possible to wait for the person to take the initiative and confess to being abused, which is called a statement or a confession. On the other hand, care providers can take the initiative and ask about violence, this is called a question. As gender based violence is widespread and can affect any person, asking questions about it is considered essential.

Questions are preferred to confessions because:

- Questions about violence are considered interference. It sends the message that violence is not normal, and that the abused is not alone in this situation and is not alone in addressing it
- Questions about violence grant permission to talk about violence. It is an invitation for disclosure.
- The question about violence can be viewed as evidence of care and interest, which helps improve the relationship with the care provider
- The question breaks the barrier of silence and addresses gender based violence as a problem and not as a taboo or a private issue

- The question about violence conveys the message that violence is the problem negatively affecting the individual and that requires treatment.

b. Types of questions about violence

Questions about violence may be prompted by suspicions based on several indicators (to be discussed later). It could be done in a routine manner, so that the question about violence is asked regardless of violence indicators (a routine or investigative question).

- The questioner or work place / centre may choose the method deemed appropriate to the question. Every method has its advantages. Asking when there are indicators gives freedom to the questioner to ask the question at the time deemed appropriate, and when the questioner is ready to listen and deal with the requirements of the answers. This style also reduces possibilities of a confrontation and negative reactions to the question.
- The routine question is more a recognition that violence is a general problem that needs to be addressed, taking into consideration that violence is widespread, and it is possible there are persons being subject to it without being aware of their situation. Thus, the question has an awareness dimension and grants the opportunity to offer support and information to someone in danger.
- This style is also considered less threatening to people. Posing the question to one person and not others implies there are symptoms of violence showing on them which makes them feel embarrassed and may prompt them to seclude themselves to avoid revealing their secret. Additionally, the routine question provides information that helps conduct studies and research, in addition to helping with monitoring and assessment of procedures applied to combat it.

2. Violence Indicators

People react and deal differently with violence because of differences in their personality, their life experiences, the relationship between the perpetrator and the recipient, and the environment in which they live. Therefore, it is difficult to create a stereotype of survivors, recipients or perpetrators. However, there are reactions and effects that are usually tied to abusive relationships, although we should remember that they may not apply to all cases.

a. Some signs or indicators of abuse:

- Fear of the abuser may range from terror to feelings of discomfort or anxiety.
- Overreacting to things or events that do not usually cause anxiety, such as fear of making a phone call from home, or being late in returning home.
- Clear injuries or a history of “accidents” that are difficult to explain
- Postponing making decisions without returning to the partner, even simple ones, such as spending a small amount of money, buying something the baby needs, setting a date and time for the next doctor’s visit, inviting friends over for a visit.
- A history of drug abuse causes suspicion of abuse. Drugs can be used as a means to self-medicate or communicate with the abuser.
- High levels of tension in life without a clear idea about the source of the stress.
- Repeated separation and reconciliation with the perpetrator.

- Behaviours that indicate violence: lack of emotions, crying easily, increasing difficulty in adapting day after day, defensive or aggressive attitudes, hesitating to talk when the perpetrator is around, underestimating the events...
- Tendency towards suicide or feeling that there is no way to escape from the abuser except through murder or suicide.

b. There are also signs that point to the perpetrator:

- Extreme jealousy or irrational desires of possession
- Attempting to control the time spent with the service provider
- Talking on behalf of the other person and insisting on remaining close to and accompanying the person
- Trying hard to show attention

3. Obstacles to effective investigation

a. Obstacles to questions:

There are some factors that constitute an obstacle to asking questions, including:

- Lack of knowledge on how to deal with the issue
- Lack of time
- Weak skills and lack of appropriate training
- Fear of abusing the person
- Belief that violence is a personal family affair
- Discomfort when getting close to the abused person and fear of the inability to control the interview or the relationship
- Emotional avoidance: Raising personal memories related to abuse
- Fear for personal safety as a result of the perpetrator
- Feelings of frustration due to inability to give solutions

b. Obstacles to confessions:

There are some external factors and other personal factors that constitute a basic obstacle to confessions of violence, including:

- **External reasons:**
 - Anxiety with regard to a stigma of shame tied to the term “violence”
 - Threats from the abuser of more abuse if discovered
 - Disappointment after earlier attempts to talk about the violence with others (family, clergy, lawyers) that were not fruitful
 - Society ignoring and tolerating violence
 - Threats arising from the political position, such as fear resulting from immigration or citizenship papers in a foreign country
 - Lack of questions from others
 - Fear for confidentiality
 - Society’s acceptance and approval of gender based violence and stereotypes
 - Lack of any offers of assistance

- **Internal reasons:**

- Belief that violence is normal
- Belief that people deserve the violence they are subject to
- Fear of consequences of telling anyone
- Not knowing they are in an abusive relationship
- Fear of losing the children
- Fear of not being believed, especially if there are no physical injuries.
- Difficulty in finding words that describe the experience
- Waiting for verification that the questioner is trustworthy
- Not knowing the questioner's ability to help
- Lack of confidence in others
- Fear of losing the financial support of the abuser, especially if he / she is the only provider for the survivor
- Feelings of shame and humiliation
- Lack of self confidence
- Using denial as a means of coping with the situation (to be discussed in the following unit)

4. The Interview

a. Preparing for the interview:

- Placing brochures, booklets and posters on gender based violence in the waiting room
- Attempting to conduct the interview with the person alone (politely ask the accompanying person to wait in the waiting room)
- Calling in interpreters other than the family members when there is a language barrier
- Providing sufficient time
- When do you not ask?
 - When it is difficult to interview the person alone and provide an appropriate environment for conducting the interview
 - Fear that assessing the situation will be unsafe for you or the person involved
 - Lack of an appropriate interpreter

b. Interview opening: the questions

There are several ways to start conducting an interview, including:

- Starting with open questions, i.e. questions that may be answered differently. This helps give an idea about the relationship with the person, and gives direction on how to proceed with the interview. If the person gives an answer that indicates or implies abuse, specific questions may then be asked to explain what is going on in this relationship.

Examples of general questions:

- There are sometimes conflicts between all married couples. What happens when you and your partner disagree on something? Is there physical conflict?
- How do you assess your stress levels?
- Have you noticed any changes in your habits? In eating and sleeping? How do you spend your free time?

- Are you afraid of anyone? Is there someone in your life that may hurt you?
- I sometimes meet people who are abused or threatened by someone they love, has this happened to you?
- Have you ever been afraid for your child?
- Your child has behavioural and educational problems. This could indicate problems in the home. How do you describe the situation at home?

- **Presenting the question as a routine measure and directly asking the questions, after introductory phrases. Examples of introductory phrases that can be used:**

- In our work, we try to follow means of prevention, and we focus on safety, especially with regard to family safety. Are you currently in a relationship with someone that makes you feel afraid?
- As we are facing various cases of violence, we decided to ask each person about this topic.
- I will now ask you very sensitive questions that are a part of the general questions. I hope this does not make you uncomfortable.

- **Examples of direct questions:**

- Have you been beaten or kicked, or have you felt afraid at any time? Has anyone ever threatened you with harm?
- How many times have you felt afraid of your husband? When was the scariest time?
- Did you feel afraid that you will be seriously injured or killed?
- Have you ever hit your son or daughter before?
- Can your husband, brother or father obtain weapons? Has anyone threatened you with them?

- **Tips when asking questions:**

- Ask about a specific behaviour. Many people do not know they are in a violent relationship
- Use ordinary words that indicate acceptance and objectivity. Speak in a non-threatening manner without any judgment
- Use specific and easy to understand direct questions
- Avoid loaded words or reactionary terms such as violence, abuse and assault
- Ask about various types of violence: fear, harm, injury, unwanted sexual contact and control
- Ask about problems in the current and previous relationships
- Avoid questions that start with “why”. It is better to ask the question “what happened” and not “why did this happen”. Questions that start with “why” often have an accusatory content, although some questions that start with “what” are also accusatory, for example: “what did you do to get beaten?”
- As the behaviour of the perpetrator aims to make the recipient feel responsible for the violence, the survivor may be extremely sensitive towards everything that may confirm feelings of self-blame or guilt. The questions must reflect that the perpetrator is responsible for the violence.

c. The response:

- It is important to take into consideration that disclosure is not the goal of asking about violence. The goal is to offer assistance.
- Based on the answers to the questions above, the interview can be managed in a manner that encourages talking about violence, for example:
- If the answer is negative and not convincing, and there is still doubt that there is violence, the follow-up may be in the form of:
 - Some people are abused and feel embarrassed about disclosing it. I understand this. I just want you to know that if this is the case, it is OK to tell me. I want you to know that this is a safe place for you.
- If the answer is affirmative, use the following therapeutic messages:
 - You do not deserve to be beaten or abused for any reason
 - You are not alone – help is available
 - Beating is a common problem
 - I am worried about you and I am here to help you
- If the person feels insulted by the question, you can say:
 - I am sorry. I did not mean to offend you. I have seen many people who suffer from injuries like yours and they were caused by abuse. Most people do not report it until they are asked.

d. Useful communication skills for the interview:**Empathy and effective communication:**

Be aware of non-verbal messages while attempting at the same time to show attention and conveying a sense of interest and commitment to ensure the comfort of the other person through eye contact, body positioning and crossed arms, tone of voice, facial expressions and remaining quiet.

Listening:

Listening to the survivor and conveying the sense of solidarity and assistance to discharge the violence suffered. What to avoid when listening:

- Interrupting the survivor
- Not giving value to the survivor's statements
- Making fun of the position the survivor is in
- Calling the perpetrator bad words, such as: "monster", "idiot", "crazy", "animal"
- Embarrass with questions when there is no desire to answer them
- Asking questions that have already been answered
- Making promises that cannot be kept
- Judging the events, incidents or people who contributed to the problem
- Offering moral lessons and lectures to the survivor
- Giving examples of other cases or making comparisons
- Passing personal judgments on the survivor

Active listening:

- Use summarizing and rephrasing techniques to explain and check the statements made. Rephrase what the person said: “If I understood you well”.
- In the rephrasing, use your own words.
- Rephrasing gives a stronger impression of being understood, but it may also cause confusion if the words used are not understood.
- Rephrasing can be done when the person is comfortable and the content is easy to understand.

Respect periods of silence:

- Give the person sufficient time to process emotions, organize ideas or deal with hesitation and make a decision, for example: do I talk about the violence or not.
- Empathy and validation of feelings, using phrases such as:
 - “I understand what you feel, in view of what you have experienced”
 - “It is natural to feel this, any person going through similar circumstances may act this way”
 - “I see it is difficult for you to talk about this”

Monitoring non-verbal messages:

- Monitor the person’s movements when asking the question: visual communication, facial expressions and tone of voice, repeating movements
- Are the eyes moving to check if someone is in the room?
- Confronting the person with these comments helps disclosure “I see that you are sad and nervous, what is the reason?”

Empathy

- The ability to feel and understand the other person’s feelings. This can be summarized in the following question: “What does the person before me feel at this moment?”
- Through empathy, it is easy for the listener to be aware of the feelings, and thus accept them after understanding what they mean.

5. Confidentiality

It is very important to protect the information given in a professional relationship. It must be kept safe and confidential, inaccessible to others. In the area of medical services, confidentiality is considered the patient’s right.

a. Confidentiality goals:

- Protect the personal life of the individual
- Maintain the person’s dignity
- Create an environment of confidence and comfort
- Encourage opening up about difficult experiences
- Preventing misuse of information
- Encourage people to ask for help
- Protect the independence of the patient’s decision
- Prevent unwanted repercussions which may be a danger to the person

b. Reasons for guaranteeing confidentiality in cases of gender based violence:

- Need for privacy (feelings of shame)
- Feelings of insecurity, unexpected effect when revealing information
- Fear of the perpetrator's revenge
- Lack of confidence that the perpetrator will be punished
- Fear of losing favour
- Fear of punishment or rejection by the family
- Fear of ostracism by society
- Fear of losing the children
- Need to maintain control of personal experiences and how they are reported

c. Limits of confidentiality

- Extreme concern that the person will either harm himself / herself or others, like the possibility of committing suicide or murder.

d. Challenges of confidentiality

- Maintaining it while communicating with colleagues, members of the family, your family or friends
- Maintaining it when dealing with the parents of children / teenagers
- Maintaining it in the files

Unit Executive Steps:**1. UNIT PROGRAM**

5 minutes	Unit goals
10 minutes	Slide show of basic ideas in the unit
90minutes	Unit activities

2. UNIT ACTIVITIES**Listening Skills and Detecting Cases of Gender Based Violence****Activity 1****Activity opening**

- Duration: 10 minutes
- Materials: none
- Goals:paving the way for the participants before starting the activity

• Steps:

- Each participant is asked to name a skill he / she believes he / she has, and another he / she believes he / she lacks when listening to other people's problems.

Activity implementation

- Duration: 75 minutes

- Materials: flip chart, markers, copies of the four cases below (or documents of other individual testimonies and cases studies), copies of Handout 1.
- Goals:
 - Enhance the skills of the participants in asking questions, listening and detecting cases of gender based violence
 - Practicing maintaining confidentiality
- Steps:
 - The facilitator divides the participants into 4 groups and gives each group a case from the case studies below
 - Each group is asked to read and discuss the case and then prepare a scenario of the case for presentation before the group – role play.
 - The groups perform the role play before the larger group and the others discuss the scenario
 - The facilitator is encouraged to comment on the methods of communication used, including non-verbal methods

Activity Assessment

- Duration: 5 minutes
- Materials: ball
- Goals: Engage the participants in the activity assessment
- Steps:
 - The participants are asked to stand in a circle, with the facilitator in the middle, who throws the ball to a participant and asks him / her to assess the session in one word. The ball is then thrown to the participant facing him / her, and so on until the ball passes to all participants.

Case number 1: Alia (questioning)

The problem arose years ago when she lived with her father and grandfather after her mother's divorce. She stole, and for years was beaten and locked up for hours and days until she could escape from home, only to return to more violence and cruelty, even by her father. The social worker referred Alia to a training centre, however, she was absent for long periods of time, which prompted the centre administrators to ask for intervention by the social worker.

Case number 2: Um Yazan (questioning)

Yazan lives in a dysfunctional family and misses his parent's love. His parents were preoccupied with everyday problems until they opted for divorce. The father remarried and Yazan remained with his mother. After a while, he started to suffer from an extreme state of urinary incontinence. He even wet himself in school and the smell would prompt the teacher to remove him from class until the end of school hours. This continued for a long time, until he fell behind in his studies. The teacher no longer cared for him or for resolving his problem. The social worker found him in the yard and asked him about his problem and the reason he was out of class for long periods of time. The social worker called the mother.

Case number 3: Maha (listening and responding)

My mother separated from my father and my two sisters and I lived with our mother. On most days, she is angry and moody, and when she is tired she is increasingly hateful and cruel, even violent to the extent of pulling our hair and beating us. The most hurtful thing was telling us: “I do not want you, go to your father, he should put up with you”. We were then forced to go to our father’s house where he lives with his wife and young son. He is nice to us for the first two days but then on the third day he turns into a cruel and mean person, unable to put up with us. He yells at us and calls us names, telling us: “Go to your mother, I should not have to deal with you, I have another family now” and we go to our maternal grandfather’s home, where he yells at us and tells us your mother should not have to deal with you, your father should. Only our grandmother stands up to him and asks our mother to take us back. She accepts and then we are back to where we were. One month she is kind, and then at the first sign of problem or disagreement, she goes back to yelling, beating, and kicking us out of her home. This has happened four times so far and we do not know what to do to solve our problem.

Case number 4: Sameer’s Neighbour (confidentiality)

Sameer is eleven and his teachers complain that he is fidgety and tries to cause problems in class. You hear information that he is heading a gang of students that provokes some students and teachers. His grades are not good. After discussing his case with some teachers, the substitute teacher told him that he was advised that he needs to focus in class, and he responded “what is it to you; you focus on your work only”. You think that Sameer is being abused. You meet Sameer’s neighbour by accident, and she tells you that she hears yelling from her neighbour’s house and Sameer’s mother told her she is abused. She asks you, “How is Sameer in school?”

Unit Assessment:

- Duration: 5 minutes
- Materials: flip chart, small coloured post its
- Goal: Engage the participants in session assessment.
- Steps: Encourage each participant to answer the following questions
 - What did you think of this session?
 - What did you learn in this session?
 - What did you learn that is useful to your work?
 - What did you like about this session?
 - What did you not like in this session?

Support and Counselling Skills

Unit Five

Assistance is not saving; assistance is giving power and security to the survivor!

UNIT IN WORDS

This unit is an overview of what can be done to help a survivor of gender based violence, with a focus on intervention requiring the verification of the safety of the recipient and the surrounding people, and offering counselling and assistance, but not necessarily saving the recipient. Saving or resolution comes through a personal, conscious and studied decision taken and executed by the survivor with your guidance and support.

DURATION: 135minutes

UNIT GOALS:

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

- Identify the essential principles guiding intervention in gender based violence
- Identify the coping strategies used by survivors
- Assess the risks facing the survivors and their levels of safety
- Identify methods of offering support and encouragement
- Provide appropriate referral

BASIC INFORMATION:

1. Guiding principles for intervention in gender based violence

Three main principles guide the behaviour of workers in the area of preventing and combating gender based violence. These are:

- a. Respect
- b. Safety and security
- c. Confidentiality

Safety and security can be secured through:	Confidentiality may be maintained through:	Survivors can be respected through:
<ul style="list-style-type: none"> - Providing a “safe place” for the survivors - Creating a safety plan for survivors by engaging the survivor based on the survivor’s interests and current conditions 	<ul style="list-style-type: none"> - Storing all written information and pictures related to the case in a locked cabinet - Obtaining the consent of the person when there is a need to exchange information or ask for consultations - Refusing to discuss patient files with any employee not related to the case 	<ul style="list-style-type: none"> - Conducting the interview in an allocated place that maintains confidentiality and security - Good listening - Patience - Maintaining a style that does not entail preconceived notions - Asking questions related to the topic only - Objectivity - Empathy - Respecting the life and options of the survivors

2. Coping strategies

- It may be difficult for some people to respond to life's requirements, and their thinking is tied to how to continue to live with a person who hurts or abuses them.
- There are several methods used by survivors to enable them to work better and do what is required of them.
- There are some strategies that have a negative impact on the psychological health of the survivors, or that may affect their view and assessment of matters, especially with regard to estimating the size of the problem and the associated risks. Coping strategies include:

a. Denial:

- This helps survivors avoid feelings of terror and humiliation. The survivor tells herself / himself that the abuse did not take place in reality, or saying "this bruise, it is nothing" or "he /she does not abuse me, he / she was just angry".

b. Underestimation

- This can be considered a form of rejection and an underestimation of the problem: "This assault is not really violence, violence is more serious and dangerous", "the situation is not that bad", "OK, he / she hit me once with a belt", or "he / she hits me only when he / she is drunk or angry".

c. Shock and disassociation

- These two interactions numb the mind and body of the survivor upon the assault, which helps with dealing with the conflicting feelings and strong reactions at the time of the assault, and this enables the person to live peacefully after that.
- However, they last for a while after the incident which leads to problems with memory, attention, and other problems
 - When dealing with persons who use one of these strategies, it is important to express the possibility of their impact on the person's assessment of their safety and their ability to understand and absorb the situation.
 - For example, "I need to tell you that I am worried about your safety, you told me you were subjected to... and this makes me concerned that things will escalate, and could happen. Is this possible? Why not?"

3. Risk Assessment

- In spite of some factors that are usually related to increased risk within a violent relationship, it is not possible to create accurate assumptions about individual cases.
- In spite of this, it is important to assess the situation accurately and offer the appropriate counselling through keeping apprised of risk indicators and protection factors.

a. Risk Indicators Overview

There are some factors that, if present, point to a possible increase in violence and to injuries. These are considered "red flags", and they include:

- Separation from the partner, threats to leave the relationship, or attempting to leave
- Intervention: any intervention increases the danger in the short term, as is the case of

separation. In general, the risk increases when the perpetrator feels impending loss of control over the partner.

- Perpetrator's unemployment
- Prior history of violence or grave assaults that have caused serious injuries in the past
- Recipient's age is less than 30
- Increase in incidence or severity of violence
- Use of weapons or buying them
- Beatings, drug and alcohol abuse, or a history of psychological illness
- Coercion in sexual acts or threats of coercion
- Strangulation attempts
- Changes in life phases: pregnancy, separation, divorce
- Recent separation
- Suicide attempts
- Threats of killing the partner, the self, children or pets, or others
- Excessive jealousy, obsession with the partner
- Stalking the partner

b. In general, the severity of physical violence escalates according to the following sequence:

- Throwing objects and punching walls
- Pushing, pulling and throwing objects at the other person
- Hitting with an open hand
- Kicking and biting
- Beating with a closed fist
- Attempting strangulation
- Beating (backing the recipient into the wall with repeating kicking and punching)
- Threatening with a weapon
- Assault with a weapon

c. Preventive factors

Some factors, if present, are tied to increased safety and protection. For example:

- The survivor that works is less isolated
- Social interaction of the survivor means less isolation
- Access to resources
- Survivor's ability to protect the self and the children in the past.

4. Planning for safety

- Planning for safety is a process of exploring options and resources, individually with the survivor, that must be based on the particular needs, circumstances and options of the survivor.
- Safety planning must be ongoing and requires reconsidering the decisions made due to the changes in the circumstances of the survivor.
- Safety planning must be conducted regardless of whether the survivor wants to remain in the violent relationship, is willing to leave it, has left it, or has made the decision to return to it.

- **Safety planning always entails the following:**

- Avoid sitting in dark rooms or ones with dangerous items such as the bathroom or kitchen, and attempting to hide these items if possible
- Agree with the neighbours on a sign when there is a need to call the police or call for help
- Photocopy important documents and leave some money and spare keys in trusted locations outside the house
- Review and build on what the survivor did so far to stay alive
- Give information on local resources available to cases of domestic violence and legal rights
- Make detailed plans in cases of danger
- Identify safe friends and locations that could be resorted to when necessary
- Prepare a list of necessary items that must be taken if the abused needs to leave the house.

5. Offering support and encouragement

- The main element in providing appropriate support and encouragement is to look at the abused person as a survivor and not a victim
- Survivor sends positive signals: strong, decisive, brave and confident. The word 'victim' on the other hand is tied to helplessness, weakness and inability to take action. Dealing with the recipient as a victim makes the person the subject of pity, while dealing with them as survivors implies self confidence and the ability to change their life pattern.

- **How to offer support and encouragement:**

- Sit quietly and peacefully, avoid interruption
- Active listening
- Maintain eye contact and positive body language
- Avoid expression of personal opinions on the incidents
- Show appreciation for their confidence in you
- Avoid blaming the survivor. Often when we listen to a person talk about assault, we think: "I do not know how she/he stayed, if I were her / him I would have certainly left" or "She / he is crazy, after everything she / he went through, she / he wants to go back", "if she / he stays, she / he must enjoy the beatings".

- **These comments contradict with the nature and concept of abuse, and therefore should be avoided. The appropriate question is not "why doesn't she / he leave?" but rather "why isn't the abuse stopped?" Therefore, when talking to the survivor, it must not be implied that the survivor is somehow responsible for the violence. Avoid phrases like:**

- If you acted differently, perhaps there would not be violence?
- What did you do so that he / she beat you?
- How can you accept this? If I were you, I would pack my bags and leave forever.
- After everything he / she did to you, you still love him / her?

- **To remove feelings of shame and guilt, use phrases like:**

- Gender based violence is common
- Violent incidents are never isolated, they can escalate with time
- No one deserves to be treated this way
- Only he / she can stop this violent behaviour. It is not up to you, and you cannot change it.
- It does not really matter what you do or do not do, he / she will always find a reason to be hurtful
- You are not to blame, nor are you responsible for his / her actions. He / she will always find an excuse for this bad behaviour and for not taking responsibility for his / her own acts.

- **To provide encouragement, phrases such as these can be used:**

- You are a very brave person. You have now taken a big step with your decision to talk about this.
- You are looking for or studying means of assisting yourself and your children. This shows how brave and smart you are.
- It takes a lot of courage and persistence to bear all this.
- You are facing a very difficult situation with a great deal of courage.
- I can see you care a lot about your children.
- You have shown great strength in very difficult circumstances.

- **To show support to the person while clarifying some ideas, you can use phrases such as:**

- How can I help you? What do you need? Physical harm usually becomes worse with time. This is a fact. This is why I am worried and I want to help you. I will support and respect any decision you make.
- He / she will tell you what he / she thinks you want to hear if you are thinking of leaving him / her.
- It is natural for you to love him / her, or else you would not have so much patience. But this relationship is not healthy and I do not think you feel safe.

6. Referral

- To refer correctly, it is important to identify all available resources and services.
- Giving counselling to someone asking for help or referring that person to a certain organization, person or centre does not necessarily mean she / he will do this.
- This step requires careful consideration, and conducting it requires several meetings and discussions to take it, if it is going to be taken. It is important, when referring, to explain that the person needs services that you cannot provide, and to thank the person for their confidence in you, while stressing that you will maintain confidentiality.

7. Closure

- Rephrase the decisions taken and the anticipated results
- End the meeting on a positive note and encourage persistence. Express your willingness to offer assistance when needed.

Unit's Executive Steps:**1. UNIT PROGRAM**

10 minutes	Presentation of unit goals
20 minutes	Slide show of main points
105 minutes	Case discussion

2. UNIT ACTIVITIES**Support, Counselling and Referral Skills for Gender Based Violence Cases****Activity 1****Activity opening**

- Duration: 10 minutes
- Materials: flip chart, markers
- Goals: Laying the groundwork for the participants before starting the activity
- Steps:
 - The participants are asked to start with a brainstorming activity on the peoples and institutions that the participants believe should be included, informed and referred to if they become aware of cases of gender based violence with a stress on the need to seek the survivor's approval in most cases (except in cases previously mentioned: real danger such as suicide or murder).

Activity implementation

- Duration: 90 minutes
- Materials: flip chart, markers, copies of Sameera and Maha's cases (or documents on other testimonies and case studies)
- Goals:
 - Enhance the skills of the participants in supporting, guiding and referring cases of gender based violence
- Steps:
 - The facilitator divides the participants into two groups, each working on a case from the cases below
 - Each group is asked to read and discuss the case, identify the coping mechanisms used, points of strength and risk areas (15 minutes)
 - Create a scenario of the interview with the case and an outline of how the survivor will be dealt with (15 minutes)
 - Each group presents a role play before the larger group, and the participants identify the skills used in the interview with regard to the question, laying the foundations and preparing for the intervention (30 minutes for each group)

Case Study

Sameera's Case

Sameera married young. She was in middle school when she came home one day and was told by her father, "You are going to be taken out of school, you will be married in a month". When she tried to object, she was told, "What do you need education for? You are going to hang your degree in the kitchen". She was married, had a baby, and was divorced. She returned to her parent's house with the baby, and became imprisoned in the house. "You are not allowed to go out, you cannot work. You are divorced, and we don't want people to talk". If she tried to express her opinion on something, the answer was "Now you are trying to show us you know everything. You should not have gotten yourself divorced". Sameera started to go to the Family Reconciliation Office asking for assistance in dealing with her son, who was very active and beat the other children. One day, Sameera had a cast on her hand. I asked her, "What is this Sameera?" She said "It's simple, blows from my big brother, but thankfully my hand is not broken yet".

FOR DISCUSSION:

1. What are the types of violence practiced against Sameera?
2. What is the effect of the violence? How did Sameera cope with it?
3. How can this case be dealt with?

Note to facilitator: Safety plan should be discussed

Maha's Case

The school counsellor saw the hand of Maha, a ninth grader, bandaged. She asked her about her health and about the cause, and she replied that she fell and cut herself. The counsellor however noticed Maha was distant, she cried constantly, exhibited sadness and other symptoms, and so she invited her to meet.

During the session, the student said she attempted suicide by cutting her wrist with a box cutter after she grew desperate from her family's treatment. They differentiated between her and her brothers in everything, including freedom of movement, behaviour inside and outside the home, friendships and expressing opinions. She was expected to do more chores and to serve her family even while she was preparing for her exams. She also said that she is constantly feeling frustrated and depressed, and her feelings of being watched and held accountable prompted her to attempt suicide. She does not know what to do.

FOR DISCUSSION:

1. What are the types of violence practiced against Maha?
2. What is the effect of the violence? How did Maha cope with it?
3. How can this case be dealt with?

Note to the facilitator: Explain in the discussion the need to ask about the danger of suicide and the possibility of breaking confidentiality

Activity Assessment

- Duration: 5 minutes
- Materials: none
- Goals: Engage participants in activity assessment
- Steps:
 - The participants are asked to assess the activity through three movements with the palm, as follows:
 - The hand is placed open on the table (good)
 - The hand is placed in a fist on the table (fine)
 - The hand is placed palm down on the table (bad)

Unit Assessment:

- Duration: 5 minutes
- Materials: Flip chart, coloured post its
- Goals: Engage the participants in session assessment
- Steps: Each participant is encouraged to answer the following questions
 - What did you think of this session?
 - What did you learn in this session?
 - What did you learn that is useful for your work?
 - What did you like about this session?
 - What did you not like about this session?

Role of Social Counsellors

Unit Six

UNIT IN WORDS

This unit outlines the role that social counsellors can play in addressing and combating gender based violence. In the absence of psychological workers, social counsellors are often forced to offer psychological support to the abused. In addition to offering counselling, guidance and assistance to survivors when making decisions about their life, they support them in their implementation, and coordinate among the various sectors from whom survivors need services. Their role also has a preventive dimension that they can practice through dealing with families and home visits. At the end of the unit there is a reminder to social counsellors on the need to focus on their own psychological health and steer clear of playing the role of the saviour, which will have negative effects on the counsellor and survivor alike.

DURATION: 5 – 6 hours

UNIT GOALS:

By the end of this Unit the participants will have acquired the information and skills that enable them to:

- Manage cases of gender based violence survivors
- Offer counselling to prevent gender based violence
- Communicate with the families
- Take care of themselves

BASIC INFORMATION:

1. Gender based violence survivor case management

Main duties of the case manager include:

- a. Do a survivor needs assessment
- b. Offer realistic counselling
- c. Document
- d. Coordinate care

a. Survivor Needs Assessment

- When a gender based violence case is discovered, this is the first step to assist in assessing the practical needs of the survivors, i.e. the need for medical attention, counselling, legal advice, shelter.
- It is best to offer support in a sensitive and non-judgmental way and to respect the survivors, by recognizing that the survivor knows his / her needs best.
- The role of the social worker is to assist the survivor in expressing these needs and supporting them in seeking them.
- The needs assessment is not an easy mission. The survivor usually requires assistance in “focusing”, as the survivor can easily get lost in the details. In this case, the counsellor is advised

to use various methods of questions, summarizing and rephrasing to create a structure for the ideas and find the points that must be focused on.

- The topic, questions and summaries that will be redrafted should be important to the survivor.

b. Counselling

- The social counsellor is usually a close and trusted person who often listens and accepts the survivor and assists survivors in exploring the options available and making a decision on the best way to reach the best option. The social counsellor also offers support and assistance throughout the process.
- To offer the appropriate counselling, it is best to follow the following basic principles:
 - Attempt to understand the survivor's situation, putting yourself in his/her shoes
 - Express interest and listen actively without interruption
 - Accept without criticism, focusing on your facial expressions and body language
 - Do not make fun
 - Be honest
 - Clarify the situation, for example, "You need to know the options available to you, including possibilities, rights and services, so that when you are ready you can make the decision that will help you the most"
 - Give realistic counselling, and offer the solutions and alternatives that can be implemented, but do not make decisions
 - Resist the survivor's attempts to have you make a decision for them
 - Give power and encouragement, support their efforts, even if they are small
 - Be patient
 - Do not offer counselling to the couple together, because the recipient cannot be completely honest or unafraid when the perpetrator is present. Couple's counselling requires specialized skills.
- Counselling aims to assist the survivor in getting their life back and controlling their situation
- This could become very difficult and complicated at times, because the survivor may become dependent on the counsellor, which means the survivor is transferring from the control of the abuser to the control of the counsellor

• Steps that should be followed in counselling:

• Building on what they have:

Most survivors have a sense of what may work now based on what worked in the past. However, they may sometimes need someone to remind them of these past experiences and identifying what is "best".

Although denial is a common method of coping with violence, the survivor knows the partner well and knows exactly what will increase risk.

Therefore, if the person says that the proposal will increase the risk (place the survivor in more danger), it is possible that this is true. If the survivor offers other options for the family's safety that were effective in the past, offer support in taking this step again.

- **Ask specific questions on coping and self care:**

What are the activities, places or even people, who can offer a shelter to them? Can this shelter be built upon?

- **Ask specific questions about people's support**

Is there anyone in the person's life who knows about the violence, or can the survivor think of a trustworthy person to talk to about the situation? How did those persons who knew about the situation react?

- **Provide insight:**

Clarify the situation they live in, but objectively. For example: "Children learn bad behaviour from their father. They may start to think that physical or psychological harm is a means for resolving disputes or obtaining what they want.

"They deserve better. They deserve to grow up in a home that provides them with safety, where they can feel safe". Or "You say he beats you only when he / she is stressed. Can you predict when he / she is stressed?"

- **Provide encouragement:**

When the person tells their story, note that they have exhibited great courage and strength, and that disclosing violence is never easy.

Note, for example, how great it is that in spite of the abuse and what they can feel as a result of it, they wake up in the morning, take care of their children, go to work, keep friends and maintain a normal life.

Admire the person's courage and strength in making a decision on the situation.

- **Validate feelings:**

Tell the survivor that they have the right to feel what they are feeling, such as feeling overwhelmed, angry, afraid, bitter, desperate, or if they feel like crying, or any other feelings.

- **Offering support:**

Stress that you are there to offer assistance, and that you will always be there, whatever the decision: staying in the relationship or leaving it. Know the phase the survivor is at in the quest for change. Persons usually go through several phases before reaching change in their lives.

These are:

- Pre-reflection: There is no awareness of a problem, either due to the denial of its existence, difficulty in recognizing it or extreme fear of danger.
- Reflection / preparation: Awareness phase, realization of a problem and the need to find a solution while realizing the obstacles and difficulties that stand in the way of a decision to change. There is consideration of change and studying of methods and ways as well as propositions of plans.

- Action: Taking measures to stop the violence.
- Support and persistence: Using resources to continue positive change.
- Setback: Return to the pre-change phase. It might be the result of the resistance from the surroundings or the result of frustration and exhaustion.
- Conclusion: The first phases are repeated several times before reaching a conclusion, i.e. success. Change becomes a part of life and there is no desire to go back to the previous negative reality.

- **Periodic review of safety plan:**

If the survivor is in the process of making a decision to leave the family, it is possible the survivor will be in a greater degree of danger.

As the perpetrator will suffer from loss of control, he / she may resort to new and more severe forms of violence.

Therefore, it is important to reassess the danger level periodically, and create a safety strategy if the person is planning to leave the house. It is best to create a plan for:

- Where the survivor plans to go after leaving the house, the things / documents that need to be taken.
- How to deal with family reactions
- The possibility of using a domestic violence shelter
- The possibility of obtaining support (emotional and financial)

In building a safety plan, it is also useful to talk about what will happen in case the survivor decides to return, the degree of violence that may take place then, the possibility of creating terms or negotiating about returning without going back on the decision, and showing the results of non-persistence in implementing agreements.

c. Documentation and record keeping

- This includes documenting incidents of violence as told by the survivor, along with notes by the counsellor during the interview (confusion, crying...), phone calls about the incident, incidents with family members or staff members concerned with the case.
- Documenting information related to the case is necessary for several reasons, including follow-up, referral procedures, legal procedures and possible case filings, therefore, the records must be dealt with and maintained according to systems and procedures that are agreed upon within the work place.
- It is necessary to maintain record safety by not making it accessible to everyone and placing the records in locked cabinets, as well as not keeping them lying around the office and taking them home.
- The content of the files should not be discussed with neighbours, family members or friends, even if names are not mentioned.

d. Coordination among sectors

- Caring for the abused usually entails specialists from various sectors: medical, legal, psychological, social.
- The psychological state may affect the focus of the abused, and therefore their intellectual ability to deal with the others and follow-up with the various sectors.
- The social counsellor can play the role of coordinator among the sectors by periodically reviewing the developments and informing the other parties of the team of these developments, as well as getting the information across and discussing it with the survivor to reach the best solution.

2. Offering counselling to prevent gender based violence

- The social counsellor plays an important role in preventing gender based violence
- There are many factors tied to violence and subject to change, which may be targeted through education, including :
 - Encouraging the rejection of violence
 - Encouraging women to continue education and work
 - Increasing knowledge on rights and principles of gender equality, with ways of implementing or practicing this equality
 - Educate the youth on early detection of harmful relationships and focusing on the importance of rejecting the abusive behaviour in an early stage of the relationship.
- Additionally, social counsellors can, during their home visits, help mothers in raising their children, detecting child abuse, teaching non-violent upbringing methods and sound methods of implementing discipline, as well as appropriate means of conflict resolution.

3. Communicating with the families

- The nature of the social counsellor's work requires maintaining direct contact with the families. This offers the opportunity to monitor and intervene in gender based violence cases. Therefore, the principles of communicating with families necessitate:
 - Maintaining confidentiality of information and comments in your possession which you may have obtained during a field visit or that you were informed of by a family acquaintance.
 - Resisting discussing information revealed by the survivor and discussing the cases during social gatherings.
 - Refraining from discussing the violence case unless you have explicit consent from the survivor to do so. It may be dangerous to do this even if concern for the survivor leads you to consider this, because this may lead to more damage.
 - Trying to send a message that violence is not acceptable and there is no justification for abuse, and that there are always many ways of acting in a non-violent manner.
 - If there is suspicion of gender based violence during a home visit, it is advisable to ask. Asking about abuse may plant the seeds for intervention.
 - Asking about other people who may be committing abuse or violence, such as the children or husband's family, for example.
 - Increasing awareness on the effect of violence on children. Sometimes the parents are not aware that violence has harmful effects.

- When you come across people who are suspected perpetrators of violence, it is best to:
 - Avoid asking about their relationships or the bad or controlling behaviour you learned about unless they exhibit or suggest hostile tendencies against society or that indicate mental disorder.
 - Encourage talking about bad behaviour through the use of questions that start with the general and then move to the specific, known as “funnelling questions”
 - Say that violent behaviour is what is unacceptable and not the person perpetrating it, and that he/she can change if there is a will.
 - Encourage shouldering responsibility for violent behaviour: remind that he/she chose to behave in this way and was not forced to do this.
 - Discuss the effect of the attack on health and family. Ask about the effects of the behaviour on the partner and children, which may alert the perpetrator to thinking about the consequences of their actions.
 - If you find it difficult to maintain a professional relationship, consult with others or refer the case to another colleague.

4. Self-care

- Working with survivors of violence and being in their lives has many risks and side effects
- Following are some guidelines to social counsellors so that they are aware of them and ready to pre-empt them or address them when they happen:

a. Self-care

- Some abusers may divert their anger against those they consider a threat to their control over the partner
- It is important to take this risk into consideration and create some personal safety measures so that the counsellor does not become a target of the abusive partner.
- Tips:
 - Try to keep the family name confidential in the scope of your professional dealings
 - Introduce yourself by first name only or use another professional name
 - Do not give your home address or private number to survivors and make sure this information is not on any document or list the perpetrator can see.

b. Counter-transference

- Dealing with survivors of abuse or mistreatment represents an undeniable challenge, and usually brings out various reactions in the care-provider.
- When dealing with a person whose physical and emotional safety is continuously undermined, it is natural to feel anxious as a result of the risks this person is subject to. This leads to certain feelings in the care-provider (love and hate, concern...) that vary according to past experiences.
- It is important to differentiate between the feelings raised by the recipient and those resulting from recalling your personal experiences or cases.

c. Limits of authority

- Realize the limits of your control on the life, decisions and special circumstances of the survivor.
- Remember that your goal is support, assistance in safety planning and showing and clarifying options. You cannot resolve the situation.
- Be careful and monitor dynamics of latent forces in the treatment relationship.
- Often, the counsellor enjoys the authority granted to him/her by a survivor and passionately takes on the role of “saviour”.
- Although “saving” means assisting someone who seems weak or unprotected, in the case of assisting the abused, saving may become disrespect for the survivor. It sends a message that the saviour-counsellor does not trust the abilities of the survivor in making sound decisions in private life. The survivors became dependent on the counsellors for saving them from everything, and whenever there is a need.
- Ultimately, the saviour-counsellor feels tired of constantly saving the survivor and becomes angry at the survivor for appearing in need of more and more assistance every day. The survivor also loses hope and becomes desperate and frustrated, due to feeling dependent on the counsellor.

d. Be proud of what you accomplished

- Most interactions with the abused takes place confidentially. You are usually the unknown soldier in this mission.
- At the end of every meeting with the abused, stop for a moment and congratulate yourself and be proud of what you achieve: you helped a person who was hopeless and decreased their depression.

Unit’s Executive Steps:**1. UNIT PROGRAM**

5 minutes	Presentation of session goals
30 minutes	Slide show of main points
180 minutes	Session activities

2. UNIT ACTIVITIES**Case Study****Activity 1**

- Duration: 45 minutes
- Materials: Papers, flip chart, markers
- Goals:
 - Comprehensive understanding of the role of social counsellors when dealing with persons who have been subject to gender based violence
 - Exercises to acquire social counsellor skills

- Steps:
 - Participants are divided into five groups, each covering an exercise of the 1-5 exercises. Each group is given 15 minutes to think about the points to be presented and to create a scenario for the interview.
 - Each group performs the roles in front of the other groups
 - The other groups discuss the presentation of each group in about 30 minutes
 - The facilitator encourages the groups to discuss the dialogue as a whole and not just defining the discussion for the purpose of the exercise.
 - The group presentations are intertwined with Activity 2.

NEEDS ASSESSMENT

EXERCISE 1

This dialogue took place between the social worker and a survivor:

Q: Can you tell me what happened in your last fight?

A: My husband came home tired, and as usual, started to complain about problems at work and about the company owner who does not treat him well. I started to talk about our son who is having problems at school, and told him he should be more present in the lives of the children, as I am finding it hard to control them. This angered him and he started to yell. I said “Why are you yelling? You are almost non-existent in the lives of our children.” I reminded him of the time he went to play football with his friends while I was washing dishes and teaching the children while cooking, and that I do not get any help from anyone although his family interferes in our affairs. His sister interfered and said, “How can you let her yell at you?” and so he started to beat me and threatened to kill me if I did not stop talking.

Q: Ah. The problem is that he is influenced by his family?

A: I do not know what the secret is. He eats out of their hand. My heads hurts so much I feel like it’s going to explode. We have to pay the school fees but we have no money. He may be stingy but his father is generous. The neighbour also complained that the house is leaking onto her house and we must fix it. Everything is not working, I swear. Life is difficult, but thank God, there are always good things.

Q: What good is there?

Points for the facilitator to clarify during the discussion:

- This exercise sheds light on the importance of helping the survivor to focus and how the wrong focus can sometimes lead to misunderstanding the basic message the survivor is sending.
- In this dialogue, concentrate on the effect of the family on the abuser and ignore the other problems
- Discuss, comment and offer suggestions for a better dialogue
- Alternatives are:
 - Allowing the person to choose the direction of the conversation, by leaving the door wide open. “Can you say more about that?”

- When the controversial statements are made, ask more specific questions: “You stated a positive and negative side. Can you give me examples of both? You can mention both sides and discuss them, one after the other.” Or: “You mentioned a positive and negative side. Please say more about the positive, and then we can go back to talk about the negative”.
- When many things that require attention are mentioned, use the “agenda” style: “You mentioned headaches, sleep problems, having to work and illness. I want to hear more about this. Can you start with the headaches? Then we will talk about the other complaints after that”.

ASSISTANCE IN MAKING DECISIONS

EXERCISE 2

Ilham’s Case

“I cannot live with him at all...” Yes, she said it. “It is impossible to live with my husband after today. He beat me severely, broke my jaw and caused a lot of pain in my body. But the physical pain cannot compare to the psychological pain, my hurt pride and dignity.”

I felt a lot of compassion and empathy for her when I visited her in this tragic situation. I felt that she is victim of her harsh husband who has no humanity. It soon became clear though that her husband is also a victim of “chronic depression” from which he has suffered for years. This illness requires very difficult treatment, making him fall asleep most of the time. When he wakes up from his deep sleep he wakes to a desperate reality, facing poverty and the inability to do anything about it.

This is the story of Ilham and her husband. The truth is that both have a lot of pain in their hearts, making them survivors of a dark society. He is suffering from lethal poverty and she is the victim of an abusive husband.

FOR DISCUSSION:

1. How do you explain the position of the counsellor?
2. Have a dialogue with Ilham

Points for the facilitator to explain during the discussion:

- The counsellor must always check his or her feelings and be aware of counter-transference, which may affect the counselling.
- However, the message that must be sent is “there is no justification for violence” and that whatever the circumstances and reasons, we should not deal with the people around us with violence.
- What do you do when the question is: what do I do, shall I stay or leave?
 - When the survivor is thinking about the next step (pre-reflection), stay or leave, review the pros and cons of the decision.
 - Help the survivor to think about what life will be like if the decision is to stay or leave (reflection)
 - Ask about what happens if the survivor leaves – try to ask about these possibilities

- I might be sent home
- I may not be able to obtain financial assistance from the government
- I will be ostracized by my community
- I will be found and be subject to more violence
- Others may be hurt
- I will have to leave my home, all my possessions and financial security
- I will be able to live without violence if I am not followed and found.
- The children will not be abused
- I will be completely responsible for myself and the children
- It will be revealed that my marriage failed
- Where will I live?
- Who will I go to for support?
- I may have to move to another community

• **Also ask about what happens if the survivor stays – try to ask about these possibilities**

- The violence will become worse
- The children will live in this environment
- The children will have food, education and the things they need.
- I will have my home, my things, money.
- I will remain married, better than being divorced
- I will stay with my children – I have support in some things
- My husband helps me sometimes

PROVIDE INSIGHT AND CREATE A SAFETY PLAN

EXERCISE 3

Hala's Case

Since he started abusing drugs his beatings increased... I am used to it. Last time he hit me so hard I had a concussion... it is very clear from my eyes that I am being beaten... as he caused me an eye haemorrhage. I was taken to the hospital and they called the police, who wrote an incident report and asked me to lodge a complaint against him to put him away, but I refused... because I will not get anything out of it. He will get out of prison and go back to hitting me, and he will have a grudge against me. Moreover, I am sick, so who will support us in his absence? I am from Egypt and have no family here. My mother and father are dead. I fear that if I ask for a divorce I will be deported from the country and will not be able to see my children. We have two daughters; one has asthma and is in need of continuous healthcare. The social worker told me to go to the Family Reconciliation Office to present my problem to the lawyers for assistance, what do I do?

Points for clarification by the facilitator during the discussion:

- Many survivors decide not to leave the abusers for various reasons.
- If the survivor chooses to stay, the counsellor must discover the reasons behind this decision and verify they are convinced before making the decision to move forward.

- The counsellor must list the consequences, and then create a safety plan that should include some of the following:
 - Create an escape plan in case the violence escalates, and the possibility of escalation is high if the survivor decides to run away or leave the relationship
 - Identify “safe” people who can offer support
 - Counsel about legal rights
 - Identify local resources
 - Maintain a suitcase of clothes, extra keys, important documents and money in a safe place
- Regardless of the decision made, it is left up to the survivors to decide the consequences. The survivor is the expert and the best person to predict the reaction of the abuser to any changes that may take place in the relationship.

HOW TO ACT WHEN THE SURVIVOR GOES BACK ON THE DECISION MADE EXERCISE 4

After three months of weekly meetings with Mariam, who admitted to a violent marital relationship, she decided to leave the house and go to a shelter, where she stayed for two weeks. When you visit her, she tells you she has decided to go back home, although she had agreed to look for work and ask for assistance from her family to obtain a divorce. How do you respond?

DISCUSSION POINTS:

Counselling is not considered feasible with her because you have not achieved any progress. You tell her that we must make progress and you create a plan of small steps she must take. You assert to her that you are by her side to support her.

You tell her that if she wants to continue the weekly meetings she must accept this work because it is her salvation.

You ask her where she sees herself in six months. What are her priorities? You offer your assistance in creating a work plan and assert that you are by her side for support.

Points for clarification by the facilitator during the discussion:

- It is important to understand that the survivor may go back on decisions made several times before making a final decision
- It is important not to feel frustrated and to continue to support the survivor through referring to the achievements made and reminding the survivor of the reasons that led to the decision to leave first and asking about the reasons for the change.
- The most important thing in these meetings is to offer assistance to the survivor.
- If you personally feel that the meetings are not helping, it is best to ask the survivor if you are helping. The meeting with the counsellor breaks the isolation some women bear, while others may feel less depressed and safer. In essence, if the counselling is helping the survivor, it should continue.

AVOIDING THE ROLE OF SAVIOUR**EXERCISE 5****Waheed's Case**

Child x is the only child of divorced parents. The child lived with his father and grandmother, and was sexually molested by his father. He became violent in the day and withdrawn at night, fearing everything and not going near anyone. His mother, during his visits, noticed that he does not like to go near anyone, and that he talks to her cruelly and dryly. She also noticed paleness in his face. She was able to find out the reason for her son's change. She cannot take custody of her child as her father will not allow this. She told the social counsellor about her problem and her son's situation, and asked her / him to intervene to convince her father to accept her son staying with her.

Points for clarification by the facilitator during the discussion:

- At the beginning of the relationship, the social counsellor needs to be very clear about his/her role and refrain from giving false hope
- The person who needs assistance must be the person who says exactly what he/she needs or who wants more meetings
- The goals of the meetings should be specific, not general
- Both need to agree on the terms they will work on. Agreement on honesty is necessary
- Both need to undertake their duties and exert an effort to achieve their goal
- Both should do what makes them comfortable
- Both need to be honest and direct
- Do not offer assistance without including the survivor in the process, and helping the survivor in it
- Always look for ways to do things that make the survivor feel strong and in control of their life

CASE MANAGEMENT**EXERCISE 6**

After many confidential disputes and marital problems, Ms. "A", born 1984, got a divorce from her husband due to family disputes and her inability to get along with him. She kept custody of her two daughters. Despite the Iraq war, she preferred to stay in Iraq like the rest of her family, until she was kidnapped by masked men of a militia who broke into her home at night and took her to an empty house where she was raped by ten people consecutively. She was severely beaten, insulted and tortured, and her hands were broken. A kidnapper took her home to treat the haemorrhage she had after he told the group he will take her somewhere to kill her. After she recovered physically, "A" decided to flee with her children to Syria. She rented a house there and received the necessary financial assistance from UNRWA as well as a protection document from UNHCR.

Her ex-husband came to Syria to visit the girls and check on them. He tricked "A" by telling her that he will take them on an outing, and she later learned he took them back to Iraq. This led to her psychological breakdown, as she had previously suffered from psychological trauma after the rape and kidnapping. She also cannot return to Iraq.

Her mother says that she is startled by any sound or movement. She stopped eating and is now acting strangely and her reactions are not normal. She wakes up at night and cries for her daughters, according to her mother, who decided to bring her to the Social Affairs Office at UNRWA. The psychologist diagnosed her with severe PTSD (Post Traumatic Stress Disorder) and said she needed advanced psychological support. “A” refuses to leave the house because of her extreme fear of strangers and she refuses to meet with the social counsellor. She is always crying and screaming.

Points for clarification by the facilitator during the discussion:

- The counsellor often faces cases that are difficult to resolve.
- It must be stressed that the mission of the counsellor is not to find a solution, but rather to offer support and assistance, and guide the recipient of care to the places where they can obtain assistance, as well as coordinate among caregivers.

Activity Assessment

- Duration: 5 minutes
- Materials: None
- Goals: Engage the participants in activity assessment
- Steps:
 - The participants are asked to orally assess the activity in one word that expresses their feelings or anything they learned from this unit.

The Subordinate and the Leader - For all groups

Activity 2

- Duration: 15 minutes
- Materials: Empty space
- Goals:
 - Invigorating exercise that promotes non-verbal interaction and communication, encourages fun and laughter, increases motivation and enhances cooperation among the group.
- Steps:
 - The exercise, requires quiet and the use of non-verbal forms of communication.
 - In the following exercise, “Colombian Hypnosis”, the participants work in pairs.
 - In each pair a participant is a “leader” (then the pair reverses the roles)
 - The “leader” makes the “subordinate” follow his/her hand (which is a few centimetres away from the other) whenever he/she moves it. The “leader” moves his/her hand in varying speeds and the subordinate must try to maintain the same relationship in terms of spacing between them, while the leader guides him / her with various moves and positions.
 - The participants are encouraged to make various moves
 - After a few minutes, the leader and subordinate change roles.
 - The sides are switched after a few minutes.
 - Discuss with the participants how the activity made them feel, and what is the role they

- preferred (leader or subordinate)
- Draw similarities between the exercise and the relationship between the counsellor and the recipient, and the importance of not turning the recipient into a subordinate, and discuss how the relationship can become annoying: the recipient is fully reliant on the counsellor, who is tired of being a subordinate.
 - Encourage discussion and questions.

Activity Assessment

- Duration: 5 minutes
- Materials: Flip chart, markers
- Goals: Engage the participants in activity assessment
- Steps:
 - The participants are asked to assess the activity by free drawing on the flip chart
 - The participants are asked to explain the meaning of their drawings in case they are not clear to everyone

Unit Assessment:

- Duration: 5 minutes
- Materials: flip chart, colored post its
- Goals: Engage the participants in session assessment
- Steps: Encourage each participant to answer the following questions
 - What did you think of this session?
 - What did you learn during this session?
 - What did you learn that is useful for you at work?
 - What did you like about this session?
 - What did you not like about this session?

Role of Educators

Unit No 7

THE UNIT IN WORDS

This unit presents the role that the educational body can play in combating gender based violence. The teacher can identify children who are subject, directly or indirectly, to abuse, offer counselling and referral, and may, in some cases, be forced to intervene with the parents. Additionally, the educator plays an important role in preventing gender based violence through the following duties (provided as an example): education on the implementation of gender equality, peaceful conflict resolution, teaching human rights, as well as women and child rights, and non-violent upbringing methods.

DURATION: 120 – 180 minutes

UNIT GOALS:

By the end of this unit, the participants are expected to:

- Understand the effect of gender based violence on children
- Identify children affected by gender based violence
- Be able to intervene appropriately with the children affected by gender based violence
- Be able to intervene early to prevent gender based violence

BASIC INFORMATION:

1. Effect of gender based violence on children

- Children who are raised in homes that suffer from violence become an additional target of violence, and may be in the “line of fire” due to the transgressions that may take place. They may be subjected to beatings, either purposely or inadvertently, when trying to intervene to end a conflict between their parents.
- Additionally, either of the parents, or both, may use violence as a punitive measure against the children.
- There is increasing concern revealed in global research with regard to the harmful effects on children from watching violence between the parents, even if the children themselves are not survivors of abuse.
- The effects of violence against children may be different depending on whether they are direct or indirect survivors of violence. The effect is also different according to the duration and severity of violence.
- It is noteworthy that preventive factors may assist in alleviating the effect of violence in children, such as a positive relationship with an adult who does not harm the child and that the child feels safe with, and the availability of safe places that the child can easily access.

2. Feelings in children when there is an incident of violence between the parents:

There are a number of different feelings that children experience when there is an incident of abuse between the parents, including:

- Helplessness because they cannot stop the attack and because they feel they need to help in

resolving the problem

- Guilt, thinking that they caused the abuse in some way
- Anger at the mother (usually the recipient) because they believe that the violence is somehow her fault
- Anger at the father (usually the perpetrator) over the abuse of the mother
- Confusion, as the perpetrator of violence tries to gain the approval of the children for his behaviour and tries to convince them that his behaviour is a right and is necessary to resolve the problem. Here the children feel contradiction between what the parents are trying to entrench in their minds and what they experience in terms of the effect of violence on the recipient
- Fear for themselves and for all the family members if something bad happens
- Isolation and lack of security, which is adopted by the children as an excuse in some cases due to the lack of desire to go home
- The need to lie because they are forced to offer excuses to other children, which makes them feel embarrassed

3. Effects on children of being subjected to violence, or witnessing it, on their school performance:

- Loss of concentration and constant absent mindedness
- Loss of desire to participate in extra-curricular activities
- Absence, and refraining from doing homework or not turning it in on time
- Weak school performance in general
- Skipping school, especially when the violence escalates. This is more common among girls than boys.

4. Effects of children being subject to violence, or witnessing it, on behaviour and emotions:

a. Emotional problems

- Crying easily
- Overreacting emotionally to any situation
- Bad relationships with others that may be violent
- Inability to maintain long term friendships
- Lack of empathy: not feeling the suffering of others
- Weak social competence

b. Behavioural problems

- Early marriage
- Inability to reject requests, even if they are inappropriate (related to the need for attention)
- Low self respect
- Isolation and seclusion
- Need and dependence
- Undermined initiative
- Lying repeatedly and manipulation
- Always acting on impulse, difficulty in controlling anger
- Acting cruelly with animals

- Control: using violence to achieve goals
- Bad hygiene and nutrition
- Acting with animosity towards society, and constant conflict with colleagues and teachers (troublesome child)
- Excessive movement
- Prostitution
- Suicide attempts
- Alcohol and substance abuse
- Food and sleep disorders

It is noteworthy that some children who witness violence do not show any emotional or behavioural problems that are measurable, which indicates varying coping mechanisms in children that help them survive.

One in three children who are subject to abuse will grow up to become abusive as well, if they do not receive the appropriate psychological follow-up, and if there is no intervention at an early stage.

5. Additional signs of sexual assault in children:

- Explicit sexual drawings
- Playing of a sexual nature
- Expressing unjustified fear of a place or person
- Attempts to avoid, or actually avoiding, familiar adults
- Child's statements
- Sexual expression as if they are in an age appropriate for the practice of sex, in addition to knowing methods of sexual communication, and "semi-mature" behaviour

6. Intervention

- Intervention with abused children can take place in various stages and take the form of different methods based on the child's age and growth phase.
- When thinking of any intervention plan with children, three essential things must be taken into consideration:
 - a. Child safety
 - b. Emotional support
 - c. Social support

a. Planning for safety with children

- Even younger children (but not too young) can be engaged in thinking about how to keep themselves safe when the situation becomes dangerous.
- They can be asked questions that are directly related to their safety, thus helping them to think about the steps that need to be taken when there is a problem. These questions include:
 - Where can you hide?
 - Who can you call?
 - Is there a safe adult you can stay with?

b. Emotional support

When offering children emotional support, we must be aware of the following points:

- Respect the child's loyalty to both parents. It is very important to avoid insulting the abuser
- The child's fear of a parent does not negate love of the parent
- Not insisting the child speaks and urging them to talk about the problem. Often, children are hesitant to talk about abuse in their home, perhaps due to shyness, loyalty to the parents if they are abusive, or for fear of the consequences.
- As is the case when facing any upsetting experience, it is useful for the child to be with someone who listens and appreciates the problem
- Drawings help small children to tell their story and express their feelings, due to their weak verbal expression abilities
- It is important to explain to children that violence is not their fault
- If appropriate, explain that you are ready to offer them assistance and support

c. Social support

- Often, enhancing preventive factors is easier than reducing the risk of being abused
- Ask the children to introduce or give the names of adults, who may sometimes be older friends, who can be allies for the children in terms of helping them stay safe, and that the children feel physically and psychologically safe with.
- In some cases, you may find yourself to be that supportive person.

7. Guiding principles when meeting with abused children:

- Guarantee child safety
- Promote the child's interests at all times
- Work to alleviate child anxiety to communicate with them in sound circumstances
- Maintain confidentiality
- Engage children in the decision making process
- Treat all children fairly and equally: do not discriminate
- Enhance child persistence and flexibility
- Maintaining child dignity

When preparing for an interview with a child:

- Provide an environment that encourages the child to communicate
- Provide a safe space: seating arrangements, lighting, avoiding interruptions
- Taking the child's privacy into consideration
- Confidentiality
- Taking into consideration the obstacles to communication: psychological trauma, uneasiness, fear
- Informed consent

When interviewing the child:

- Introduce yourself and your role
- Pay attention to facial expressions and body language
- Explain the session goals and content

- Do not raise expectations
- Avoid technical words that are difficult for children to understand
- Maintain eye contact
- Allow the child to move
- Ask general questions
- Do not ask direct questions about the topic
- Use the same words the children use when asking questions so it does not affect the answers of the child
- Listen to the child
- Believe the child
- Give great importance to what the child is saying
- Do not confront the child to get to the truth
- Accept the spontaneity of the child's version
- It is best not to interrupt the child when noticing contradictions or exaggeration, as this may be related to their intellectual growth and not the intent to lie
- Avoid putting the child once again in the position of the recipient and abusing them morally during the meeting
- Maintain a distance with the child during the interview and approach the child slowly
- Do not use physical contact to comfort the child unless you first inform the child and ask for consent
- Use pictures and drawings according to the child's age
- Take into consideration the intellectual and mental characteristics of the various age groups (table 1)
- Rephrase parts of the interview as necessary

At the conclusion of the interview:

- Stress that the child is not responsible for what happened or is happening
- Stress that the perpetrator of violence has no right to behave this way
- Inform the child that the law prohibits violence and protects children, and if there are punitive measures they will be directed at the perpetrator and not the child
- Inform the child that many children are subject to violence
- Ask if the child has any questions or comments
- Thank the child for the time spent with you and for sharing the information
- Explain how the child or the family can contact you again
- Offer a referral when necessary
- Document as soon as possible

Intellectual and Mental Characteristics of Children by Age Group (Table 1)

3-5	6-7	8-10	11-13	14-18
Incapable of rational thinking May give inaccurate information on things they do not know much about	Like to talk Find it difficult to listen to others Very curious Very imaginative	Like to learn new things Enjoy playing questions and answers and resolving problems More aware of differences and variances among people	Aspire to perfection Extremely affected by the positions and behaviour of their peers Like to argue and discuss Interested in how they appear to others Start to realize that the incident may have more than one perspective	Find difficulty in developing their personality More independent and less attached to their parents Have a greater ability to understand the reality of their life

8. Prevention

Work can be undertaken in various areas to prevent gender based violence

1. Educate students on

- Non-violent conflict resolution and problem solving
- Anger management
- Awareness on identification of violence early in the relationship
- Encouraging disclosure

2. Working with parents and raising awareness among them on

- Sound upbringing and appropriate discipline
- Raising children equally regardless of gender
- Providing an environment free of violence: conflict resolution and anger management

3. Addressing bullying.

- Enhance programmes to teach life skills to teenagers to include healthy relationships, gender equality, peaceful conflict resolution, and sound sexual behaviour
- Encouraging gender equality in rates of school enrolment and school achievements
- Guarantee facilities, curricula, school books and education processes that are girl-friendly
- Raise children, male and female, in a violence-free environment
- Encourage the respect of the dignity of others, their rights and equality
- Create a conducive environment for gender equality, including eliminating gender stereotypes.

9. Methods of educating against gender based violence:

a. Raising student awareness on human rights and women rights. Shedding light on gender based violence as a violation of child rights

- It is important to stress that all forms of gender based violence constitute a violation of child rights, with a negative impact on the health of girls and boys alike, affecting their social development and the persistence of unequal authority in relationships among people in society
- Gender based violence contradicts with the principles of the UN Child Rights Convention and many of its articles. It violates the following basic principles
 - Non discrimination (article 2.1 and 23.1)
 - Best interests of the child (article 3.1)
 - Survival and development (article 6.2)
- In spite of this, preparations must be made to follow this child rights methodology in education on gender based violence. For example, you may face ideas like:
 - The concept of human rights expresses the values and priorities of the western associations, societies and mentalities that established it. Therefore, it did not take into consideration the special circumstances of women and children, inequality in their strength and different priorities in terms of needs
 - It is difficult to impose human rights, they are violated on a daily basis
 - Human rights agreements focused in general on violations by the countries and did not interfere in how these agreements are applied in daily life and at home
 - The violations that are taking place now in these areas are considered special and outside the jurisdiction of international rights commissions
 - CEDAW is not binding for countries

b. Stressing that gender based violence is an obstacle to development

- This approach helps highlight gender based violence as a “general issue” and address violence as an obstacle to women’s participation in development instead of a violation of women and adolescent rights
- This approach also sheds light on the cost of gender based violence on society and the economy
- This approach however does not address the causes of violence (male dominated social institutions and unequal relationships between men and women)
- Additionally, this approach implicitly overlooks gender based violence by challenging the status quo and encouraging women’s participation in social and economic programmes

Unit’s Executive Steps

1. UNIT PROGRAM

5 minutes	Presentation of session goals
20 minutes	Slide show of main points
90 minutes	Session activities

2. UNIT ACTIVITIES

Case Study:

Activity 1:

- Duration: 50 minutes
- Materials: Papers, flip charts, markers
- Goals:
 - Train on dialogue with children and offering support and counselling
- Steps:
 - Divide the group into two groups
 - Distribute Shatha's case and Muhannad's case
 - Each group discusses the case and the points to be highlighted in the dialogue (10 minutes)
 - Role play in front of the larger group (5 minutes per group)
 - Role discussion (15 minutes per group)
 - Each group role plays before the other groups
 - The other groups discuss the presentation of each group in about 30 minutes
 - The facilitator encourages the groups to discuss the dialogue as a whole and not just limit the discussion to the exercise goal

Shatha's Case

Shatha is a third grade student. Her teacher noticed a drop in Shatha's academic performance, a change in behaviour, and some signs of neglect at home, and so referred her to the school counsellor.

During the counselling session, the counsellor found that the student is being sexually molested by her uncles who live with her and her grandmother. She is the youngest inhabitant of the house. She is also being harassed by the shopkeeper when her grandmother sends her to buy groceries, but her grandmother reprimands her if she refuses to go. Shatha added that her uncles watch pornographic movies at night and once watched some with her during the day, and it was from that time that some of her symptoms occurred.

The counsellor invited the father to cooperate with her / him but he did not respond, nor did any of the other family members respond to the school's invitation. The counsellor then decided to talk with Shatha.

Muhannad's Case

Muhannad is in the fifth grade, and is an excellent student who is generally quiet. One day, you see him yell at his older sister in the street. When you ask him why, he answers, "How can she walk on her own? The boys on the street will harass her, and the people will talk about us and say her parents did not raise her well". Talk to Muhannad.

Activity Assessment

- Duration: 5 minutes

- Materials: flip chart, markers
- Goals: Engage the participants in the activity assessment
- Steps:
 - The participants are asked to assess the activity by free drawing on the flip chart
 - The participants are asked to explain the meaning of their drawings if they are not clear to everyone

Education to Prevent Gender Based Violence in Schools

Activity 2

- Duration: 40 minutes
- Goal: Introduce the main forms of gender based violence
- Materials: Excerpts of books taught at UNRWA schools, pens, flip chart
- **Activity implementation:**
 - The group is divided into two groups
 - The first group reviews excerpts of textbooks used in UNRWA schools and analyses the messages being given on gender roles, and the extent to which these lead to discrimination and violence.
 - It is possible to replace the first group's activity with preparing for an educational session targeting youth between 10 and 14 years of age to raise awareness among them on gender based violence
 - The second group prepares for an educational session targeting youth between 14 and 18 years of age to raise awareness among them on early marriage and peaceful conflict resolution
 - Prepare points and presentation method (10 minutes)
 - Each group presents and a discussion follows (15 minutes per group)

Activity Assessment

- Duration: 5 minutes
- Materials: Flip chart, markers
- Goal: Engage the participants in activity assessment
- Steps:
 - The participants are asked to assess the activity by drawing an expressive face on the flip chart
 - The participants are asked to explain the meaning of their drawings in case they are not clear to everyone

Unit Assessment:

- Duration: 5 minutes
- Materials: flip chart, post its.
- Goal: Engage the participants in the session assessment

- Steps:
 - Encourage each participant to answer the following questions
 - What did you think of this session?
 - What did you learn during this session?
 - What did you learn that is useful for your work?
 - What did you like about this session?
 - What did you not like about this session?

Handout: United Nations Convention on the Rights of the Child

ARTICLE 2.1

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

ARTICLE 23.1

States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

ARTICLE 3.1

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

ARTICLE 6.1

States Parties recognize that every child has the inherent right to life.

ARTICLE 9.1

States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

ARTICLE 12.1

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Role of Healthcare Providers

Unit: 8

UNIT IN WORDS

This unit presents the role of medical service providers (doctors, nurses and midwives) in intervening in cases of gender based violence. The abused usually seek the assistance of the medical body feigning illness. Medical healthcare providers need to identify these cases, offer support, treat physical and psychological symptoms, and refer to specialized centers.

DURATION: 2 hours

UNIT GOALS:

At the end of this unit, the participants will be able to:

- Understand the importance of including healthcare in violence management
- Identify survivors and perpetrators
- Understand what must be done to assist the survivors
- Document correctly.

BASIC INFORMATION:

1. Importance of including healthcare providers

- Primary healthcare providers are usually the first professionals, and sometimes the only professionals, that the survivors resort to when faced with harm from the perpetrator.
- The abuse often leads to immediate medical problems, in addition to psychological trauma which the survivor may try to ignore.
- Abuse often leads to several, and potentially dangerous, diseases and symptoms
- Medical service providers' intervention helps improve the relationship with the patient: the patient survivor often seems hostile, demanding, and helpless because of feelings of insufficient and incomplete care, which lead to feelings of anger
- The health sector plays a vital role in effecting social change in many aspects of life, including raising awareness about the importance of hygiene or the dangers of smoking. This has led to changes in public attitudes and, in some cases, in the law.
- Violence leads to grave physical burdens on the health sector.

2. Why has the health sector not intervened effectively so far?

- Lack of knowledge on the effect of violence on health and what can be done to combat gender based violence
- Staff lack relevant skills and experience.
- Fear of offending the patient, believing that violence is a private and family affair
- Fear that intervention will make the patient close to the care provider, which makes some care providers uncomfortable
- Pandora's Box: Fear of entering a maze of intervention. Staff worry about questions such as: what is the next step? What will happen? What can I offer? Some staff may feel helpless or

fear loss of control over the relationship.

3. Identifying the survivor:

Assault has medical signs and symptoms

1. Direct symptoms: injuries, tears, burns, bruises

2. Indirect symptoms (more common):

- Pains: back, stomach, joints, headache
- Chronic illnesses: high blood pressure, diabetes, difficulty in controlling both, heart disease, irregular heartbeats and dizziness
- Psychological health: anxiety, depression, difficulty in concentration, personality disorders, fatigue, suicide, murder, eating disorders and obesity
- Digestive system problems: diarrhoea, vomiting, nausea and malnutrition
- Reproductive health problems: repeated abortions, irregular period, pre-eclampsia, early delivery, placental abruption, and urinary tract infections
- Unhealthy or harmful habits: smoking, alcohol, substance abuse
- Shortage in preventive health behaviours
- Problems in managing the illness

The interrelation between violence and illness is worth noting. The presentation of symptoms is tied to the novelty, severity and duration of abuse.

4. When do we suspect cases of violence?

In adults

- Injuries that point to a defensive position over the face (bruises and marks on the inside of the arms)
- Injuries to the chest and stomach, reproductive organs and anus
- The illness or injuries do not match the cause given
- Delay in requesting medical care
- Injuries and bruises of various colours, indicating injuries occurring regularly over a period of time
- Repeat injuries, someone who is “accident prone”
- Injuries during pregnancy
- Repeated reproductive health problems: repeat miscarriage, early delivery, sexually transmitted diseases
- Psychological or behavioural problems
- Suicide attempts or signs of depression
- Repeat and chronic medical complaints, pelvic problems and pains, psychological diseases
- Behavioural signs: multiple visits, lack of commitment to appointments, not displaying emotion or crying easily, inability to undertake daily interactions, negligence, defensive positions, stilted speech, avoiding eye contact and animosity in body language

Partner's behaviour:

- Extreme and irrational jealousy or possessiveness
- Attempts to control time spent with the healthcare providers

- Speaking on behalf of the patient
- Insisting on staying close to the patient, who hesitates to speak before the partner

In children

- Prominent, grave physical injuries which are not shown to the doctor,
- Fractures that are unlikely to occur in natural or accidental incidents.
- Physical symptoms: stomach pains, diarrhoea, constipation, delays in growth
- Behavioural changes: urinary incontinence, aggressiveness, unnatural attachment, unnatural reactions upon physical contact, unjustified fear, sleep disorders
- Denial in a manner that leads to suspecting abuse
- Excessive statements by the accompanying adults that the child hurt herself / himself or the injuries resulted from an accident, or inconsistent information about the accident

5. Role of healthcare providers

The role of healthcare providers can be summed up in the word RADAR:

R: Routinely screen

A: Affirm feelings, assess abuse and attend to mental condition

D: Document findings

A: Assess safety

R: Review options and refer, when necessary

Screening:

There are many methods of screening. It is best to choose one and be consistent in its use:

- **Screening for a violent partner:**
 - Are you in an intimate relationship where your life partner scares you?
 - Are you in an intimate relationship where your life partner hurts you?
 - Is there someone from a past relationship that scares you?
- **Screening for assaults on women:**
 - In general, how do you describe your relationship: there is a lot of stress, some stress or no stress?
 - Has there in the past been an argument with your partner that led to beating, kicking or pushing?
- **HITS Scale:**

	1 (never)	2 (rarely)	3 (sometimes)	4 (usually)	5 (always)
Were you physically abused?					
Were you verbally abused?					
Were you threatened with abuse or harm?					
Were you yelled at and insulted?					

- Please add the points according to the number accompanying the answer. If the total is 10 points or more, this indicates abuse.

Focus on the psychological state

- Assess psychological problems: psychological illness, signs of depression
- Treat with anti-depressants when necessary
- Assess any possibility of suicide or substance abuse
- Avoid benzodiazepine due to risks of addiction
- Raise awareness of survivors on the relationship between the symptoms and gender based violence, and the methods that can be applied to achieve better control of the self
- Explain to the survivor that they are not alone in experiencing violence
- Guarantee follow-up

Safety assessment

- Increased severity or pace of perpetrator's fits of anger
- Use of weapons or tools in the assault
- Alcohol or substance abuse
- Attempted strangulation
- Life changes: pregnancy, separation, divorce
- History of threats of murder or suicide
- The patient appears afraid of going home and insists on staying at the hospital, or refuses to stay with a certain person in the hospital (usually the perpetrator)

Referral

- Notify the survivor of the services and/or facilities offered by various agencies and assist the survivor in accessing them. The case should be followed up to ensure a high quality of care for the survivor
- It is necessary to continue to offer moral support to the survivor and to reassure them that there is assistance available

Documentation:

- Detailed description of the incident using the phrases that the reporter of violence used, with the name of the alleged perpetrator and relationship with the survivor
- Date, time and location of the violent incident
- Description of the patient's injuries, including type, position, colour, size and depth
- Documentation of injuries on a body map if possible
- When possible, photographs (to be kept in the file with the name, date and body part photographed with each photo)
- Documentation of all results of laboratory and x-ray tests, such as fractures and their locations, and pregnancy
- Maintain any physical evidence (destruction of clothes, jewellery, weapons)
- Write details on intervention and all measures taken
- History of domestic violence, including previous and current complaints and injuries

- Description of past experiences (physical and sexual harm) and frequency of assault
- Use the patient's words whenever appropriate

6. General rules when conducting interviews with rape survivors:

- Physicians should report all cases of sexual assault to legal entities
- Treat survivors in a non-judgmental manner
- Obtain relevant medical history such as last period, possibility of an existing pregnancy, use of birth control

Assessment and treatment of physical injuries

- In one study of rape survivors, 27% suffered from physical non-reproductive injuries
- The physician should identify locations of swelling, bruises, lesions, bite marks and injuries to the face, neck, chest, hips and limbs
- There were a large number of women who were raped but did not have any physical evidence of sexual assault during the clinical exam

Offering emergency birth control

- Overall risk of pregnancy as a result of sexual assault is about 5%
- It was found that unsafe sex three days before ovulation leads to pregnancy in about 15% of the cases, and unsafe sex 1 to 2 days before ovulation leads to pregnancy about 30% of the time.
- Emergency birth control options
 - Either: taking birth control pills within 72 hours of the assault - two pills followed by two pills after 12 hours. The side effects of this may include nausea and vomiting, and taking pills to control the nausea is preferred.
 - Or: Levonorgestrel 0.75 mg, two pills at once. This is as effective as the first method but has fewer side effects.
 - An emergency loop may be placed within 5 days of the sexual relations as a birth control method
- Explain that the risk of pregnancy remains present, and a pregnancy test should be taken after 3 weeks

a. Offering preventive treatment for sexually transmitted diseases

- Risk of acquiring sexually transmitted diseases as a result of sexual assault depends on regional variances in the prevalence of sexually transmitted diseases, and treatment should be based on this
- Sexually transmitted diseases include: hepatitis B, bacterial vaginosis, trichomonas vaginalis, gonorrhoea, chlamydia, HIV and syphilis
- It is noteworthy that the risk of acquiring HIV is less than other sexually transmitted diseases
- Rape survivors should be vaccinated against hepatitis B if no vaccination was previously administered

Offering psychological support

- Survivors often suffer from a severe lack of confidence, especially if they are familiar with the perpetrator

Survivors of assault go through the following psychological phases:

FIRST PHASE:

- Severe phase with a chaotic surge of emotions
- Survivor feels shock and trauma as a result of the rape, in addition to feelings of guilt, shame and sadness
- May blame his or herself for the assault, especially if drugs or alcohol were consumed
- The survivor may react in one of two ways:
 - Expressive: anger, fear, anxiety, repeated crying during the interview
 - Non- expressive: Survivor remains quiet, in control, without expressing emotions. Often, the survivor needs permission to express emotions.
 - This phase may last from 6 weeks to several months

SECOND PHASE:

- Reorganization phase. This is a long term process where the survivor develops some mechanisms to adapt and ultimately recover
- This phase may last from several months to one year, or for an undetermined length of time, and depends on the survivor.
 - There should be a second psychological reassessment one to two weeks after the initial assessment
 - All plans should be confirmed in writing, because the survivor often does not remember what is said during the crisis.

Unit Executive Steps:

1. UNIT PROGRAM

5 minutes	Presentation of session goals
20 minutes	Slide show of main points
90 minutes	Session activities

2. UNIT ACTIVITIES

Activity 1: Case Study

- Duration: 50 minutes
- Materials: papers, flip chart, markers
- Goals: Identify gender based violence cases and methods of intervention
- Steps:
 - Divide the group into two groups
 - Distribute cases of Sawsan and Sami
 - Ask each group to discuss the case and the points to be highlighted during the dialogue (10 minutes)
 - Role play before the larger group (5 minutes per group)

- Role play discussion (15 minutes per group)

Sawsan's Case

Sawsan is in her twenties and has been married for five years. Four years ago she started to suffer from severe headaches and was diagnosed by the doctors with a migraine. A year later, she started to complain of sleep disorders and gluttony, with severe bouts of eating during the night, which led to an increase in her weight. Six months ago, she started to suffer from abdominal pains with repeat cases of diarrhoea. Today she has come to the Mother and Child Clinic because she has been bleeding since that morning. After the exam she was found to be bleeding as a result of an injury in the vagina. Her medical file showed that she had two children delivered naturally at the hospital, and that she had come two times before to the clinic complaining of an irregular period.

FOR DISCUSSION:

1. Is Sawsan being abused? Why?
2. Method of follow-up

Sami's Case

Sami is a five month old baby. His mother brought him in as an emergency case because she noticed today that he has been over-sleeping although he cried excessively yesterday. When the mother was asked, she said he vomited three times since yesterday and had not eaten any food since yesterday evening. The clinical examination was normal. Several tests were made, including a brain scan that revealed he had a brain haemorrhage. After an eye examination, he was found to also have retinal bleeding. The mother expressed fear over his case and anxiousness over his fate, and wondered about the reasons behind it. The mother absolutely denied that Sami had fallen. Several blood tests were conducted for him, and they revealed he does not suffer from gonorrhoea.

FOR DISCUSSION:

1. What does Sami suffer from?
2. What are the measures that should be taken?
3. How do you discuss with the mother?

Activity Assessment:

- Duration: 5 minutes
- Materials: flip chart, markers
- Goal: Engage the participants in activity assessment
- Steps:
 - The participants are asked to assess the activity by raising their hands over their heads if the assessment is very good and keeping their hands on the table if it was bad.

Activity 2

- Duration: 40 minutes
- Goal: documenting the case
- Materials: papers, pens

- **Activity implementation:**

- Two volunteers from the group to role play Ramzi's case (10 minutes for reading the case and preparing for the role play)
- Everyone is asked to document (10 minutes)
- Random selection or two participants volunteer to read the documentation
- Discussion

Ramzi's Case

Ramzi is a four year old boy. His mother is dead and he lives with his stepmother. His grandmother brought him for an examination after she found warts on his anus. When asked, she revealed that these warts appeared for the first time six months ago, and have appeared several times since then. The grandmother also said that the stepmother does not look after Ramzi properly. A year ago, the grandmother brought Ramzi to the doctor because he was screaming from pain when carrying things in his hand. An x-ray revealed that he had a torsional fracture in his wrist bone.

The examination revealed bruises in the shape of a clothes hanger on his back. Ramzi remained quiet and calm throughout the interview and examination that lasted 45 minutes.

Activity Assessment

- Duration: 5 minutes
- Materials: flip chart, markers
- Goal: Engage the participants in activity assessment
- Steps:
 - Participants are asked to assess the activity by clapping hard if the activity was very good and refraining from clapping if it was bad

Unit Assessment:

- Duration: 5 minutes
- Materials: flip chart, post its
- Goal: Engage the participants in activity assessment
- Steps: Each participant is encouraged to answer the following questions:
 - What did you think of this session?
 - What did you learn from this session?
 - What did you learn that is useful for your work?
 - What did you like about this session?
 - What did you not like about this session?

References:

- Hammouri N, Khawaja M. 'Coerced Sexual Intercourse Within Marriage: A Clinic Based Study of Pregnant Palestine Refugees in Lebanon'. *Journal of Midwifery & Women's Health* 2008; 53: 150-154
- Hammouri, N., Khawaja, M, Mahfoud, Z, Affi, R, and Madi ,M, 'Domestic Violence against Women during Pregnancy: The Case of Palestine Refugees Attending an Antenatal Clinic in Lebanon.' *Journal of Women's Health* 2009; 18 (3): 337-345
- Hammouri N, Khawaja N, 'Screening for domestic violence during pregnancy in an antenatal clinic in Lebanon'. *European Journal of Public Health* 2007;7 (6):605-606
- Khawaja, M. 'Domestic violence in refugee camps in Jordan.' *International Journal of Gynecology and Obstetrics* 2004; 86: 67-69.
- Khawaja N, Barazi R. 'Prevalence of wife beating in Jordanian refugee camps: reports by men and women.' *J Epidemiol Community Health* 2005;59:840-841.
- Department of Health, *Responding to domestic abuse: a handbook for health professionals* 2005
- Lattu, Kirsti., Martin, Veronika., Ahmed, Abdullahi Ali., Nyambura, Margaret. (2008). *To Complain or Not to Complain: Still the Question: Consultations with Humanitarian Aid Beneficiaries on Their Perceptions of Efforts to Prevent and Respond to Sexual Exploitation and Abuse*, Geneva: Humanitarian Accountability Partnership.
- National Advisory Council on Women's Education. (1987). *Sexual Harassment in Higher Education: Concepts & Issues*. Rev. 1987;65:525-81. Washington, DC.: NACWEP, U.S. Department of Education
- Centres for Disease Control and Prevention (CDC). 2008. *Intimate Partner Violence Prevention*. Department of Health and Human Services. http://www.cdc.gov/ncipc/pub-res/ipv_surveillance/09_section32.htm. Retrieved October 21, 2010.
- National Coalition Against Domestic Violence (2010). <http://www.ncadv.org>. Retrieved October 22, 2010.
- Todorov, K. (2001). *GLOSSARY OF SOCIAL STUDIES TERMS AND VOCABULARY*. Michigan: Department of Education.
- UN. (1993). *Declaration on the Elimination of Violence Against Women (A/RES/48/104)*. The Beijing Declaration and the Platform for Action: Fourth World Conference on Women: Beijing,

China: 4-15 September 1995 (DPI/1766/Wom)., paras. 114-116.

- UN. (1994). *Report of the second United Nations Regional Seminar on Traditional Practices Affecting the Health of Women and Children*, E/CN.4/Sub.2/1994/10, par. 55. www.unhcr.org/refworld/pdfid/3efc79f34.pdf. Retrieved November 8, 2010.

- UN. (2000). *Protocol to prevent, suppress and punish trafficking in persons, especially women and children, supplementing the United Nations convention against transnational organized crime*. http://www.unodc.org/pdf/crime/a_res_55/res5525e.pdf. Retrieved November 25, 2010.

- UNCHR. (1998). Report of the Special Rapporteur on systemic rape. <http://www.unhchr.ch/huridocda/huridoca.nsf/0/3d25270b5fa3ea998025665f0032f220?OpenDocument>. Retrieved October 20, 2010.

- UNDP., and UNIFEM. (2001). *Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff*.

- Whitehead, S.M., and Barrett, F.J. (2001). *The Sociology of Masculinity. The Masculinities Reader*. Cambridge and Oxford: Polity Press.

- WHO. (1998-b). Health Promotion Glossary, p:6. Geneva: World Health Organization.

- WHO. (1998-c). *Gender and Health* : technical paper http://www.who.int/reproductive-health/publications/WHO_98_16_gender_and_health_technical_paper/WHO_98_16.introduction.en.html

- WHO. (2002). *Integrating gender perspectives into the work of WHO. Switzerland*. <http://www.emro.who.int/somalia/pdf/WHO%20Gender%20policy.pdf>. Retrieved February, 9, 2011.

- WHO. (2002-b). World Report on Violence and Health. Geneva: WHO.

- WHO. (2004). *A glossary of terms for community health care and services for older persons*. WHO Centre for Health Development Ageing and Health Technical Report, Volume 5. http://whqlibdoc.who.int/wkc/2004/WHO_WKC_Tech.Ser._04.2.pdf. Retrieved November 9, 2010.

- WHO. (2005). *Report of the Director-General: A global alliance against forced labour. Global report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, I (B)*, International Labour Conference, 93rd Session. Geneva: World Health Organization.

- WHO. (2009). Gender mainstreaming strategy. [whqlibdoc.who.int=2098 BAPTISTE ET AL.publications=2009=9789241597708_eng_Text.pdf](http://whqlibdoc.who.int=2098/BAPTISTE%20ET%20AL/publications=2009=9789241597708_eng_Text.pdf). Retrieved February 9, 2011.

- WHO. (2010). World report on violence and health. <http://www.who.int/violenceprevention/>

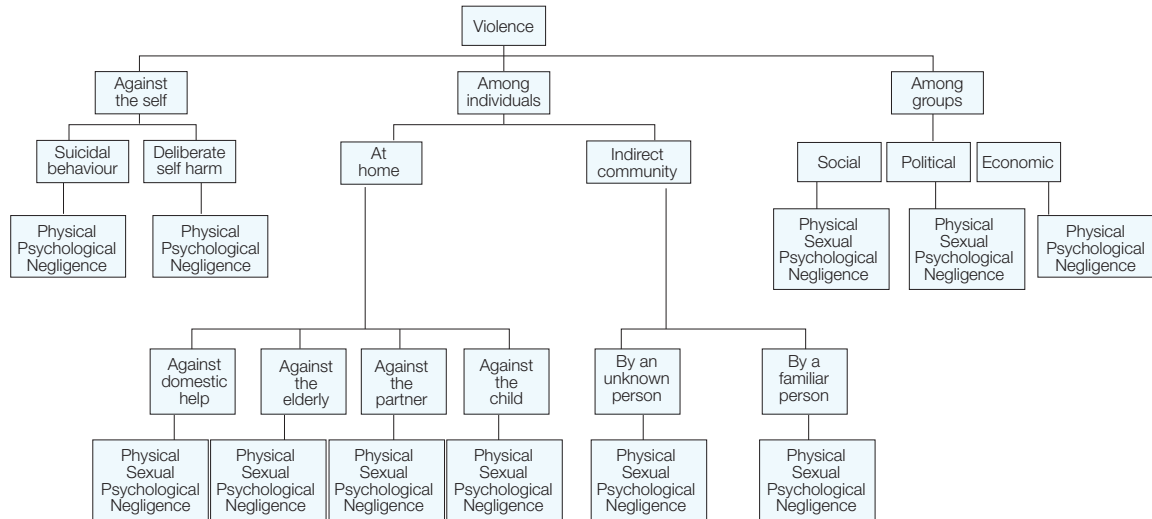
[approach/definition/en/index.html](#). Retrieved November, 1, 2010.

- Training manual for health clinic staff on dealing with domestic violence cases – family violence prevention project in the Gaza Strip, 2010

- Guide for health workers in the private medical sector in dealing with survivors of violence against women as part of the project supporting private medical sector capacities in discovering and referring survivors of violence against women to supportive social entities and institutions, 2010

Annexes:

Annex 1: Forms and types of violence



Annex 2: Women's Rights in International Conventions

A consistent international principle in the conventions and declarations over the past half century has been the right of women as people to be safe from torture or harsh, inhumane or degrading treatment or punishment, and to enjoy personal safety. Violence against women in all its forms is a reflection of the unequal forces of power between men and women throughout history which have led to male dominance and discrimination against women. This has often prevented women from achieving their full potential.

The main goal of the state is to draft legislation and create policies to address violence against women. Although this is a simple concept, there is a history of tension between the state and civil society organizations due to the state's resistance to taking necessary action on this issue.

1. What are human rights?

- Human rights are defined as the basic principles without which people cannot live with dignity as humans. Human rights are the foundation of freedom, justice and peace, and their respect ensures development possibilities for individuals and society as a whole.
- The roots of human rights and the defence of freedom, equality and equity can be found all over the world, and are entrenched in all religions and philosophies. Human rights are outlined in the Universal Declaration of Human Rights, and some international conventions, such as the International Covenant on Civil and Political Rights and the International Convention on Social, Economic and Cultural Rights, which outline what governments should do and avoid doing to respect and protect the rights of its citizens.

2. Human rights characteristics:

- Human rights are not bought or handed down, they are the property of the people because they are human beings, and they are rights inherent by each individual
- Human rights are the same for everyone regardless of religion, race or gender. We are all born free and equal in dignity and rights (“How can you enslave people when their mothers have delivered them free?” - Famous saying by Caliphate Omar bin Al Khattab)
- Human rights are global
- Human rights cannot be taken away, and no person can deny any person human rights. They are inalienable rights.
- Human rights are indivisible.

3. Most important conventions and declarations on women:

- International conventions are of a general nature, addressing various freedoms that people should enjoy, and regulating life within society. The most important conventions in this area are:

- **Universal Declaration of Human Rights issued by the United Nations General Assembly, 10 December 1948**

The Universal Declaration of Human Rights has become a standard through which the respect of international human rights criteria is measured. The Declaration does not enjoy the force of law, but rather, it represents an advanced moral centre in the development of public freedoms throughout the generations. It is the first document where the countries of the world have combined their will to ensure human dignity all over the world. The Declaration has the moral force to condemn the countries that do not respect human rights.

Initially, the Declaration was meant to be a statement of goals the governments should achieve, and thus it was not part of the binding international law. However, the acceptance of the Declaration by a huge number of countries gave it more weight. Its provisions came to be a reference and justification for many measures taken by the UN. These provisions were also a source of inspiration when drafting other international conventions. It has also become an example to be emulated when drafting national constitutions; many preambles of national constitutions have referred to the Declaration, including France, Gabon, Côte d'Ivoire, and Algeria.

Article 2 of the Universal Declaration of Human Rights stipulates “The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to ... sex”

- **The International Covenant on Economic, Social and Cultural Rights, 16 December 1966**

The International Covenant on Economic, Social and Cultural rights reaffirms the principle of equality, declaring in Article 3 that “The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.” These are:

- the right to work,
- the right to enjoy fair and satisfactory work conditions,

- the right to form associations and the right to join the association,
- the right of each citizen to social security,
- granting the family the greatest degree of protection and assistance,
- the right of every person to a sufficient standard of living for him / her and his /her family,
- the right of every citizen to enjoy the highest level of physical health that can be attained,
- the right of every individual to education,
- the right of every citizen to participate in cultural life and to enjoy the benefits of scientific progress and its applications.

- **International Covenant on Civil and Political Rights, 16 December 1966**

It recognizes in Article 3 that the state parties undertake to guarantee equality between men and women in the right to enjoy all civil and political rights enunciated in this Covenant. These are:

- the right to life as a right of every person,
- the right not to be subject to torture and to harsh, inhuman or degrading treatment or punishment,
- the prohibition of slavery, servitude and slave-trade,
- the prohibition of forced and compulsory labour,
- the right of every individual to freedom and security of person,
- the right of every person detained to be informed of the reasons for this detention and to be tried within a reasonable period of time by a judge,
- the right of every person to humanitarian treatment when denied freedom,
- the freedom of movement and departure of any country,
- the right to choose a place of residence,
- the right of every person accused of a crime to be presumed innocent until legally convicted,
- equality of all people before the judiciary,
- the right to legal defence if accused,
- the right to recognizing the legal persona,
- the right of every person to be protected by law from interference in private affairs or the affairs of the family,
- the right of every person to freedom of intellect, conscience and religion,
- the right of every person to believe without harassment,
- the right to freedom of expression,
- the right to peaceful assembly,
- the right to form associations, including establishing syndicates and joining them,
- the right of the family to enjoy protection from society and the state,
- the right of men and women to marry and form a family freely,
- the right of every child to take measures of protection required as a minor and to acquire the name and nationality protected by the family, society and the state,
- the right of every citizen to participate in the management of public affairs, elections and the assumption of public office in his country,
- the right to have religious rites respected.

In addition to these conventions and documents, there are other conventions directly relevant to the status of women. These are:

- **Convention on the Political Rights of Women, presented by the United Nations General Assembly for ratification, 20 December 1952**

It sets out the principle of male and female equality in the rights of the United Nations Convention. It recognizes that every person has the right to participate in the management of the public affairs of his / her country, whether directly or through freely chosen representatives, and the right to be allowed opportunities on an equal footing with others in assuming public office. It aims to ensure men and women are equal in the enjoyment and practice of political rights, pursuant to the provisions of the United Nations Convention and the Universal Declaration of Human Rights.

- **Convention on the Nationality of Married Women, presented for signing and ratification in the General Assembly decision, 29 January 1956**

The United Nations General Assembly declared in Article 15 of the Universal Declaration of Human Rights that “Everyone has the right to a nationality” and that “No one shall be arbitrarily deprived of his / her nationality nor denied the right to change his /her nationality”. It aims to support the United Nations in working on ensuring global respect and consideration for basic human rights and freedoms for everyone without discrimination between men and women.

- **Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, presented for signing and ratification in the General Assembly decision, 7 November January 1962.**

The UN General Assembly announced in its decision 843 D-9 on 17 December 1954 that some customs, laws and traditions related to marriage and families contradict the principles outlined in the UN Convention and the Universal Declaration of Human Rights:

“All states, including those which have or assume responsibility for the administration of Non-Self-Governing and Trust Territories until their achievement of independence, should take all appropriate measures with a view to abolishing such customs, ancient laws and practices by ensuring, inter alia, complete freedom in the choice of a spouse, eliminating completely child marriages and the betrothal of young girls before the age of puberty, establishing appropriate penalties where necessary and establishing a civil or other register in which all marriages will be recorded.”

All these conventions address the family, social, economic and political status of women and aim to achieve equality in these various areas. They also provide sufficient guarantees for this, as they recognize the need for taking the necessary measures, including legislative measures to eliminate all forms of discrimination against women.

- **CEDAW Convention to Eliminate All Forms of Discrimination against Women 1979**

- **Historic Overview of the Convention**

The International Bill of Human Rights outlines a host of rights that everyone, including women, are entitled to. However, CEDAW was drafted in November 1967 and was adopted by the General Assembly in 1979 to enhance the contents of the international covenants and eliminate discrimination against women. It outlines several specific areas where known and clear discrimination was found against women. For example, with regard to political rights, marriage, family and work, and in these areas or others, the Convention sets clear goals and measures that must be taken to facilitate the establishment of a global community where women enjoy equality with men, and therefore the full guarantee of their human rights.

The Committee to Eliminate All Forms of Discrimination against Women was formed in article 17 of this Convention. It was mandated with monitoring the implementation of the Convention by state parties. The majority of basic principles in CEDAW carry commitments and duties to be undertaken by the signatories. The provisions addressed many rights guaranteed by this Convention, including civil, cultural, economic and political rights. This Convention also provided a comprehensive definition of discrimination.

- **Definition of Discrimination:**

Article 1 of this Convention stipulates that discrimination against women shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality between men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

This article provides a comprehensive definition that applies to all provisions of the Convention. This discrimination includes any difference in treatment on the basis of gender that causes harm to women, whether intentional or unintentional, and prevents society as a whole from recognizing women's rights in the family and public spheres, and that may also prevent women from practicing their basic human rights and freedoms. In many countries around the world, women are denied their basic legal rights, including the right to vote and the right to private ownership. They also suffer from gender based violence.

- **Political Rights:**

The Convention guarantees women the right to vote in all general elections and referenda and guarantees them the right to nominate themselves to public and government posts as well as positions in NGOs. The execution of these commitments is judged by including women on government candidate lists, the elimination of gender related restrictions with regard to some jobs, increased rates of promotion for women, allowing women to participate in and represent their countries in the global arena and making important political decisions.

The state parties are also required to guarantee women the right to change their nationality

or maintain it, and to give women the same rights granted to men with regard to the nationality of their children.

- Equality in Education:

Equality in education constitutes the basis for granting women rights in all areas. Equality in education is achieved through guaranteeing opportunities to female students to study the same curricula, allowing female students' access to educational opportunities and scholarships available to male students, encouraging female students to continue their education and state parties encouraging parents to allow their daughters to have an education.

- Equality in Work and Rights Related to it:

It was recognized a long time ago that work and the rights tied to it are an important element in the fight for women's human rights. Therefore, an article was drafted to outline the duties of the state parties in guaranteeing the enactment of this right, including:

State parties must guarantee to women the same rights tied to work that are granted to men, along with equality in job opportunities and opportunities to prepare for work through education and vocational training.

Women must have the right to freely choose a profession, and women should be granted full equality in work and education opportunities, in addition to social and cultural patterns that enable all society members to accept the presence of women in various types of professions.

At the work place, women should have the right to equality in pay and in all privileges related to work. They must be guaranteed equality in treatment and work quality assessment, in addition to enjoying social security protection and arrangements for paid vacation, retirement, unemployment, illness and senior citizen aid.

Also at the work place, women should be protected from social status or maternity based discrimination, and state parties must prohibit employers from using pregnancy or their social status as a criteria in the hiring of employees or terminating their services. Measures must also be taken to allow parents to combine family commitments and work responsibilities, and they should be granted privileges such as a paid maternity leave, child care support, and special health protection during work. True equality at work necessitates the execution of measures to protect women from all forms of violence at work, and the most prevalent type of violence at work against women is sexual harassment by co-workers.

- Equality in the Use of Health Facilities:

Access to health care is a problem that affects women, men and children. However, women in particular, in view of inequality, face obstacles to access to sufficient healthcare. Article 12 obligates state parties to guarantee equality between men and women in access to

healthcare services, and this necessitates the removal of any legal and social obstacles.

- Financing and Social Security:

Article 13 recognizes that unless states guarantee financial independence to women, they will not have true equality unless they are able to be the heads of the family. Countries must take sufficient measures to guarantee women's access to credit and loans on an equal footing with men, with equality in access to family aid. Equality also entails that women have the right to participate in sports and entertainment activities, along with other cultural activities. State parties must be sure to remove all legal and social obstacles facing women's participation in these areas and the execution of financing grants and other types of support pursuant to the principle of equality and equal opportunity.

- Equality in Legal and Civil Matters:

Article 15 affirms equality between men and women before the law. State parties must guarantee women's equality to men in areas of civil law where women have habitually been discriminated against. State parties must also apply positive measures that guarantee women full equality in civil law. To this end, countries must cancel or amend any laws or agreements that may restrict women's legal capacity. Equality in the law is also necessary with regard to the movement of persons and their freedom in choosing their place of residence.

- Equality in Family Law:

Article 16 of CEDAW addresses the problem of discrimination against women in the sphere of private life, including discrimination in the area of family law. Much discrimination takes place against women in their home by their husbands, family and local community. In some communities, girls have marriages arranged by the family, and married women are not allowed to participate equally with their husband in deciding the number of children they will have, the way the children will be raised and whether they work or not. Moreover, women may be prohibited from practicing external professions or participating in important decision making with the husband.

• Declaration on the Elimination of Violence against Women 1993:

This United Nations Declaration stipulates that violence against women includes violence practiced by the state, and physical, sexual and psychological violence within the family (including beatings and sexual assault against female children within the family, violence related to sexual intercourse with the wife against her will, mutation of female genital organs, and other harmful traditional practices against women), in addition to violence outside the sphere of marriage (which is violence related to exploitation, physical, sexual and psychological violence practiced within society, including rape, sexual assault, sexual harassment, attempts of intimidation at the work place and education institutions, trafficking in women and forcing women to practice prostitution).

• Cairo Declaration on Human Rights in Islam, 1990

The Cairo Declaration on Human Rights in Islam, issued by the state parties to the Islamic Conference Organization in 1990, outlines a number of principles prohibiting violence against human beings and obligates states and society to protect these basic human rights. Here we list the rights related to the topic of violence against women, namely:

- Article 2 (A) of the Declaration stipulates, “Life is a God-given gift and the right to life is guaranteed to every human being. It is the duty of individuals, societies and states to safeguard this right against any violation, and it is prohibited to take away life except for a Shari’ah prescribed reason”.
- Article 6 (A) of the Declaration stipulates, “Woman is equal to man in human dignity, and has her own rights to enjoy as well as duties to perform, and has her own civil entity and financial independence, and the right to retain her name and lineage”.
- Article 20 of the Cairo Declaration prohibits “[the subjection of an individual] to physical or psychological torture or to any form of maltreatment, cruelty or indignity. Nor is it permitted to subject an individual to medical or scientific experiments without his consent or at the risk of his health or of his life. Nor is it permitted to promulgate emergency laws that would provide executive authority for such actions”.

• The Arab Charter on Human Rights of 2004

The Arab Charter on Human Rights of 2004 (that came into force on 15 March 2008) has become an important legal document for state parties, especially in terms of respecting the principle of equality / protection of Arab women from all forms of violence. Article 3 stipulates, “Each State party to the present Charter undertakes to ensure to all individuals subject to its jurisdiction the right to enjoy the rights and freedoms set forth herein, without distinction on grounds of race, colour, sex, language, religious belief, opinion, thought, national or social origin, wealth, birth or physical or mental disability. 2. The States parties to the present Charter shall take the requisite measures to guarantee effective equality in the enjoyment of all the rights and freedoms enshrined in the present Charter in order to ensure protection against all forms of discrimination based on any of the grounds mentioned in the preceding paragraph. 3. Men and women are equal in respect of human dignity, rights and obligations within the framework of the positive discrimination established in favour of women by the Islamic Shariah, other divine laws and by applicable laws and legal instruments. Accordingly, each State party pledges to take all the requisite measures to guarantee equal opportunities and effective equality between men and women in the enjoyment of all the rights set out in this Charter.”

Moreover, Article 5 of the Charter affirms the principle of personal security, which provides Arab women with legal protection against any form of violence against women. It stipulates: “1. Every human being has the inherent right to life. 2. This right shall be protected by law. No one shall be arbitrarily deprived of his life.”

Article 8 of the Charter constitutes an effective safeguard for women against all forms of

violence, because it explicitly prohibits physical and psychological violence against any person, male or female, and obligates the state parties to take effective measures to prohibit these acts against women because they are more susceptible to such crimes, and to consider them crimes that are not subject to the statute of limitations. The article states: “1. No one shall be subjected to physical or psychological torture or to cruel, degrading, humiliating or inhuman treatment. 2. Each State party shall protect every individual subject to its jurisdiction from such practices and shall take effective measures to prevent them. The commission of, or participation in, such acts shall be regarded as crimes that are punishable by law and not subject to any statute of limitations. Each State party shall guarantee in its legal system redress for any victim of torture and the right to rehabilitation and compensation.”

On the other hand, Article 23 of the Charter obligates state parties: “Each State party to the present Charter undertakes to ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity.”

Pursuant to Article 45 of the Arab Charter, “an “Arab Human Rights Committee”, herein after referred to as “the Committee” shall be established. This Committee shall consist of seven members who shall be elected by secret ballot by the states parties to this Charter.” Article 48 obligates state parties to “submit reports to the Secretary-General of the League of Arab States on the measures they have taken to give effect to the rights and freedoms recognized in this Charter and on the progress made towards the enjoyment thereof. The Secretary-General shall transmit these reports to the Committee for its consideration. 2. Each State party shall submit an initial report to the Committee within one year from the date on which the Charter enters into force and a periodic report every three years thereafter. The Committee may request the States parties to supply it with additional information relating to the implementation of the Charter.” Pursuant to this mechanism, the state of human rights in the party states are monitored by the “Arab Human Rights Committee”, in addition to the follow-up of measures taken by these countries to enact rights and freedoms in their countries. For this reason, women’s civil society organizations or those working in the area of human rights advocacy have to come to play an essential role in urging their governments to work to eliminate discriminatory laws that constitute a form of violence against women in the Arab countries.

Constitutional Framework of Palestinian Women’s Rights

- **Palestinian Woman’s Rights Document 2008**

This constitutional framework is part of the Declaration of Independence and the amended Palestinian Constitution of 2003

- **Declaration of Independence**

The Palestinian legislative structure, overall, includes women’s issues within a framework of equality and non-discrimination in rights. The Declaration of Independence issued by

the Palestinian National Council in 1988 in its nineteenth session in Algeria constituted a fundamental constitutional basis for the Palestine Liberation Organization in protecting Palestinian women's rights.

It stipulates "The State of Palestine is the state of Palestinians wherever they may be. The state is for them to enjoy in it their collective national and cultural identity, theirs to pursue in it a complete equality of rights. In it will be safeguarded their political and religious convictions and their human dignity by means of a parliamentary democratic system of governance, itself based on freedom of expression and the freedom to form parties. The rights of minorities will duly be respected by the majority, as minorities must abide by decisions of the majority. Governance will be based on principles of social justice, equality and non-discrimination in public rights of men or women, on grounds of race, religion, colour or sex, and the aegis of a constitution which ensures the rule of law and an independent judiciary."

This clearly depicts the guarantee of women's rights on an equal footing with men, in a democratic, parliamentary and plural system of governance. It also reaffirms that all people are equal before the law, and thus it can be said that the Declaration of Independence set out to protect women based on the International Bill of Human Rights and relevant international conventions.

• **Constitution**

The amended Palestinian Basic Law of 2003, in its first chapter, recognized the public rights and freedoms that outline the boundaries and features of these rights in the Palestinian legal system. This Basic Law applied the principle of equality between men and women more seriously than those preceding it terms of the various political and legal systems that have consecutively ruled Palestine. The prohibition of discrimination between men and women, before the law and judiciary, came in Article 9 of the Palestinian Basic Law: "Palestinians are equal before the law and the judiciary alike. There shall be no discrimination on the basis of race, gender, colour, religion, political opinion or handicap".

a. Political Rights:

- Women's right to participate in public political life alongside men.
- The right to form political parties and participate in them in any form.
- The right to form syndicates, unions, clubs and popular institutions.
- The right to vote and run in elections.
- The right to convene public and private meetings.
- The right to assume public office.
- The right to expression opinions, establish newspapers and all other forms of media outlets.
- The right of Palestinian women to grant their nationality to their children.

b. Economic Rights:

- Women have their own legal capacity and enjoy independent financial security separate from men.

- Women have the freedom to enter into contracts and legal actions, whatever they may be, and may maintain their own property.
- Economic right on the basis of equality opportunities.
- Women's right to effectively participate in economic life.

c. Social and Economic Rights:

- The right of women to work, health and social care.
- Right to organize associations.
- Right to education, freedom of scientific research and literary, cultural and artistic creation.
- Mother and child care are national duties.
- Right to social security, health insurance and disability and old age benefits.

d. Respect of Civil and Personal Rights:

- Right to appropriate housing to maintain private family life.
- Right to life and physical safety.
- Protection of the sanctity of women's private life.
- Right to residence and movement.
- Right to litigation.

The constitutional trend in Palestine recognizes the principle of equality among all without discrimination for any reason, and specifically on the basis of gender. Therefore, no legislation, law or regulation may deny women any of their rights on the basis of their gender, and if they do, they would be deemed unconstitutional.

Annex 3: Pre-Test / Post-Test

Number

Job Title

Number of Years in this Position

Circle the correct answer.

Gender based violence:

1. Affects women after puberty
2. Affects women and men in equal amounts
3. Perpetrated by alcoholics and drug addicts
4. Passed through the generations

Most prominent forms of gender based violence:

1. Bruises on the body
2. Suicide attempts
3. Drug addiction
4. Physical and psychological symptoms

The perpetrator of violence:

1. Ordinary person
2. Mentally disturbed person
3. Alcoholic / drug addict
4. 2 and 3

Upon dealing with survivors of violence...

1. It is best to convince the victim to leave the home to maintain his / her safety.
2. Attempts must be made to convince the victim that the only solution is divorce.
3. It is best to take a fair stand and make the victim understand that perhaps she / he deserves the violence she / he is subjected to.
4. It is best to listen calmly and refrain from making negative comments about the perpetrator.

Beatings are considered violent...

1. Only when the beating causes harm
2. When it is a beating with an object
3. Any beating is considered violence, even threats of beatings are considered violence
4. There is no correct answer

Symptoms of gender based violence...

1. Stomach pains
2. Depression
3. Shortness of breath
4. All of the above

Choose the correct answer

1. Social workers are the only ones authorized to deal with cases of gender based violence because they have the necessary expertise and training
2. It is best not to ask about being subjected to violence, and to wait for the person to disclose it
3. It is best not to intervene in cases of violence and refer them to specialists because they are difficult to address and resolve
4. All answers are incorrect

Which of the following actions are considered violence (circle the correct answers)

1. A mother leaves her one month old baby at home for 20 minutes to buy items from the store
2. The parents of a ten year old boy did not enrol him in school
3. A seven year old boy is beaten by his father with a whip because he stole
4. A mother beats her three year old daughter because she did not stop yelling
5. Parents fight and beat each other in front of their children
6. A seven year old child watches a pornography film with his uncle
7. An eight year old child uncovers sensitive parts of his body before a six year old girl
8. A mother burns the hand of a two year old to teach him not to go near fire
9. Parents constantly tell their son they did not want to have him because of the large number of children they have
10. A school teacher asks a student to kneel in class for repeatedly not doing his homework
11. A teacher calls a student stupid because he could not answer the question
12. A mother always tells her children "I want to die so that I can be rid of you"
13. A mother always tells her children "If it weren't for you, I would have left your father a long time ago"
14. A father always tells his children "I hope I never need you, I know none of you will be any good".

