



**United Nations Economic Commission for Europe
Statistical Division**

**Facilitator's Manual
Workshop for training Fieldworkers**

**Violence against Women survey
using the UNECE VAW Module**

**Henrica A.F.M. Jansen
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This Facilitator's Manual has been prepared by **Henrica A.F.M. Jansen** under the Development Account Project on Eradicating Violence against Women, implemented by the United Nations Economic Commission of Europe (UNECE).

The manual proposes two options for training schedules and exercises, with the purpose to train of interviewers for Violence against Women (VAW) surveys that use the UNECE questionnaire module developed to addresses the interim set of Violence against Women indicators by the Friends of the Chair (2009).

The exercises in this facilitator's manual are all drawn from the facilitator's manual developed for the WHO multi-country study on women's health and domestic violence (Ellsberg et al, 2007).

This Facilitator's Manual is to be used in conjunction with the questionnaire module, the question-by-question description of the questionnaire and other accompanying materials. A PowerPoint presentation to be used in the interviewer training is also available.

The module, manuals and other materials have yet to undergo field testing.

Questions, comments and suggestions are welcome and can be sent to *henriette.jansen@gmail.com*

Geneva, 1 March 2010

Introduction

Under the Development Account Project on Eradicating Violence against Women, the United Nations Economic Commission of Europe, Statistical Division, was assigned the development of a survey questionnaire module to collect data for estimating the interim set of indicators on violence against women developed by the Friends of the Chair to the United Nations Statistical Commission.¹

A draft VAW module has been developed and is now undergoing testing.

It is strongly recommended that the UNECE VAW module be used as part of a dedicated survey on violence against women. For a dedicated survey on VAW, the module will need to be preceded by questions on background information of the respondent, and will possibly include other questions/modules on her household, her partner, and – depending in the focus of the VAW survey – possibly questions on health, children, use of services etc.

If a dedicated study of VAW is planned, additional questions/modules could be drawn from existing and tested VAW questionnaires, for example:

- WHO multi-country study on Women's Health and Domestic Violence
- International Violence against Women Survey (IVAWS)
- Demographic and health Survey (e.g. the module on FGC)

Taking into consideration the fact that implementing a dedicated survey would not be possible in all national circumstances due to the lack of statistical capacity and/or funding, a module attached preferably to a health and demographic survey would be a viable alternative.²

¹ See the Report of the Friends of the Chair on the review of indicators on violence against women (<http://unstats.un.org/unsd/statcom/doc09/2009-13-GenderStats-E.pdf>) and Report of the fortieth session of the United Nations Statistical Commission (<http://unstats.un.org/unsd/statcom/doc09/Report-English.pdf>).

² See conclusions and recommendations from the meeting of the Friends of the Chair Group on Statistical indicators on violence against women, Aguascalientes, Mexico, 9-11 Dec 2009

Ethical and safety considerations

The Ethical and safety recommendations for conducting research on VAW developed by WHO should be taken into consideration at all times ³. These recommendations also address questions/modules incorporated in surveys on other topics. It is important to point out that these guidelines state that there are often tradeoffs to this approach [i.e. adding a module to a survey on another topic] and that challenges of ensuring data quality and respondent safety are often greater in such circumstances than in specialized (dedicated) studies on violence.

(from “ethical and safety recommendations” p.27)

Since disclosure rates for violence are affected by a variety of factors (including the length of the interview, type and number of questions, as well as rapport established between interviewer and respondent), “sandwiching” a few violence questions between lengthy questions on unrelated issues tend to reduce women’s willingness to disclose, and as a result, negatively affects prevalence rates. Furthermore, although measures such as specialized training for interviewers and informants is critical in any survey addressing violence against women, it is often much more difficult to ensure that these guidelines are followed when violence represents only a small part of the research objective.

Because of these drawbacks, “integrating” violence questions into studies makes sense only when the primary research team is willing and able to address the basic ethical and methodological guidelines outlined herein.

Training of interviewers

Training of interviewers for surveys on VAW should always include sensitization on violence and gender issues, confidentiality and safety as well as information on support mechanisms.

To address the variety of needs, this manual will present two options for training programs for interviewers in surveys that will be using the VAW module. Both options can be modified depending on context and needs.

³ Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women. WHO/FCH/GWH/01.1

- When the module is part of a dedicated survey, the training should preferably last at least two weeks, depending on the total length of the questionnaire (Note that for the WHO multi-country study a three-week training program was developed). Additional two day training should be considered for supervisors.
- When the module is used as add-on to another survey for which there is already a training program, it is suggested to add at least two days to the original training, provided pilot testing is already part of the training for the main survey. The supervisor training for the main survey should be expanded with a half day training especially for the VAW module.

In both options suggested training of interviewers should cover:

- (i) Background on violence and gender issues
- (ii) Ethical considerations: confidentiality, safety and support to women
- (iii) Interview techniques to build rapport and encourage disclosure
- (iv) How the questions, prompts and skips should be done
- (v) Role plays on how to handle various situations, such as interruptions, distress
- (vi) Support to interviewers, including self-care

For both options it is strongly recommended that the training includes a field pilot and provides an opportunity to fine tune the translation of the module questionnaire.

Goals of interviewer training

- To increase the sensitivity of participants to gender issues at a personal as well as a community level.
- To develop a basic understanding of gender-based violence, its characteristics, causes and impact on the health of women and children.
- To understand the goals of the VAW survey/module
- To learn skills for interviewing, taking into account safety and ethical guidelines
- To become familiar with the questionnaire of the survey/module.

Proposed training schedules – overview of both options

Option 1. Two-week training for a dedicated VAW survey

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 0	Detailed planning and preparations for training and fieldwork						
Week 1	Gender and violence	Overview of survey and interviewing techniques/ safety measures	Household questionnaire/ selection of respondents (as applicable) Women’s questionnaire: sections on background information including section R Explanation and practice	Sections V and N and Z Explanation and practice	Work with supervisors Everyone else practices	Team meets	
							Data typists to participate in interviewer training; some parallel training sessions on data entry and data management
Week 2	Sections Z Practicing special situations Preparation Pilot	Pilot testing	Debriefing Overall practice (Sampling)	Pilot testing	De-Briefing Field work preparations Correcting Final questionnaire	Work with supervisors	Printing questionnaire
				Start data entry with pilot data and test data entry system			
Week 3	Fieldwork begins		For data typists: start data entry with survey data (debug and finalize data entry system if needed); familiarization with all data management and procedures				

Option 2. Two-day training for add-on module to survey on another topic

(VAW module training in yellow highlights, illustrating how it could be added into overall training for the main survey)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 0	Detailed planning and preparations for training and fieldwork						
Week 1	Training for main survey						
Week 2	<p>Gender and Violence</p> <p>VAW module</p> <p>Explanation and practice</p>	<p>Overall practice</p> <p>Safety measures</p> <p>Practice special situations</p>	<p>Pilot testing (together with main survey)</p> <p>De-Briefing</p> <p>Field work preparations</p> <p>Start data entry with pilot data and test data entry system</p>			<p>Work with supervisors with special attention to VAW module</p> <p>Correcting Final questionnaire</p>	<p>Printing questionnaire</p>
Week 3	Fieldwork begins						

Proposed training schedules – details for both options

Option 1. Two-week training for a dedicated VAW survey

Day and time	Subject	Activity	Resources	Time
Day 1 am	Introduction to workshop	Presentation of schedule, programme, etc. Ground rules	Slides 1–6	15 mins
	Presentation of participants	<i>Activity 1</i> Presentation		15 mins
pm	Concept of sex/gender	<i>Activity 2</i> Early memories of being female	Flipcharts	1h 30 mins
		<i>Activity 3</i> Defining sex/gender	Slides 7–8	30 mins
		<i>Activity 4</i> Fishing for gender stereotypes	Cardboard fish, poles and tape	30 mins
	Overview of gender-based violence	<i>Activity 5</i> Institutional support for gender stereotype/ discrimination		1 hour
	<ul style="list-style-type: none"> • Definitions • Prevalence • Characteristics 	<i>Activity 6</i> What is gender-based violence?	Slides 9–20	1h 30 mins
		<i>Activity 7</i> Video		30 mins
		Relaxation exercise		15 mins

Day 2	Causes and consequences of gender-based violence <ul style="list-style-type: none"> Ecological framework Impact of violence The dynamics of abuse	Introductory exercises		15 mins	
am		<i>Activity 8</i> Myths and truths about violence <i>Activity 9</i> Causes and consequences of gender-based violence <i>Activity 10</i> How do women experience violence? <i>Activity 11</i> Presentation by a survivor of abuse	Cardboard signs	45 mins	
	Where can abused women in our community go?	<i>Activity 12</i> What options are available for women living with violence? <i>Activity 13</i> Presentation of women's centre representative/visit to a local women's centre	Slides 21–30	1h 30 mins	
pm			Slides 31–35	45 mins	
					45 mins
Day 3	Overview of the VAW survey: <ul style="list-style-type: none"> Goals of Study Major areas to be covered Organization of fieldwork Dates, expectations of field workers, etc. Overview of the questionnaire, incl. indicators Basic interviewing techniques: <ul style="list-style-type: none"> Introducing the study Field procedures Conducting the interview Marking the questionnaire Safety measures 	Presentation by facilitator	Slides 36–44	1 hours	
am		<i>Activity 14</i> Demonstration Presentation by facilitator			1 hour
pm		Presentation by facilitator more demonstration role plays, including practice on approaching households, followed by discussion	Slides 45–64	1h30 mins	
			Slides 65–88	3 hours	

Day	Subject	Techniques
Day 4	Household questionnaire and selection of respondent VAW module, sections R (and other background information)	Explanation, discussion and practice in pairs or small groups
Day 5	Sections V, N, and Z	Explanation, discussion and practice
(extra day)	Work with supervisors (interviewers doing overall practice)	Working with team, team dynamics, dealing with safety and support of team members
Day 6	Section Z Practicing special situations Preparation Pilot	Explanation, discussion and practice
Day 7	Pilot testing	
Day 8	Debriefing, discussion of problems and adjustments to questionnaire Overall practice Sampling procedures	
Day 9	Pilot testing	
Day 10	Debriefing Final adjustments to questionnaire Field work preparations, logistics	
(extra day)	Work with supervisors	Organization of work, contact with central office, monitoring of the work of interviewers, logistics, financial matters

Option 2. Two-day training for VAW module added to survey on another subject

Day and time	Subject	Activity	Resources	Time
Day 1 am	Introduction to workshop	Presentation of schedule, programme, etc. Ground rules	Slides 1–6	15 mins
	Concept of sex/gender	<i>Activity 3</i> Defining sex/gender	Flipcharts Slides 7–8	30 mins
	Overview of gender-based violence	<i>Presentation</i> What is gender-based violence?	Slides 9–20	30 mins
	<ul style="list-style-type: none"> • Definitions • Prevalence • Characteristics 	<i>Activity 8</i> Myths and truths about violence		30 mins
	Causes and consequences of gender-based violence	<i>Presentation</i> Causes and consequences of gender-based violence	Slides 21-30	30 mins
	<ul style="list-style-type: none"> • Ecological framework • Impact of violence 			
	Where can abused women in our community go?	<i>Activity 12</i> What options are available for women living with violence? (possible with presentation of women’s center)	Slides 31-35	30 min
pm	Overview of the VAW survey and module:	Presentation	Slides 36-64	1h 30 mins
	<ul style="list-style-type: none"> • Goals of Study • Indicators • Questions in module 	Demonstration role plays		30 mins
		Practice role plays		1 hour

Day 2 am	Familiarization with the questionnaire <ul style="list-style-type: none"> • Introducing the study • Conducting the interview • Marking the questionnaire 	More (demonstration) role plays, including practice on approaching households, dealing with interruptions, dealing with distress, etc, followed by discussion		3 hours
Pm	Confidentiality, safety and support	Presentation by facilitator Demonstration role plays Discussion, practice in pairs or small groups	Slides 65-88	30 min 1 hour 2 hours

Description of activities

ACTIVITY 1 – ICE-BREAKER

(15 minutes)

(this is one idea, other dynamics may be substituted)

Each participant says her name, where she is from and her favourite fruit. The next person has to say "My name is Maria, from Cuzco, and my favourite fruit is a papaya. My neighbour's name is Lucia from Lima, she like lemons", and so forth, until the last person, who has to repeat the names of all participants.

ACTIVITY 2 – EARLY MEMORIES OF BEING MALE OR FEMALE

(1 hour 30 minutes)

Step 1 – As a warm-up and introduction to the session, ask participants to demonstrate a stance or a posture which depicts how men and women are perceived in their society. (If the group members are all the same sex, ask all participants to depict male postures, then ask all participants to depict female postures.)

Step 2 – Ask each participant to describe what her stance or posture shows. Ask them to consider what the stance or posture reflects about society's perceptions of men and women.

Step 3 – Introduce the main part of the session by explaining that throughout the workshop, but particularly in the first few days, participants will be asked to share personal memories and experiences related to gender and violence, and that these memories and experiences may at times be painful or difficult to discuss. Emphasize the importance of listening to others in a supportive way, without judgement, and of keeping all experiences shared in the group confidential. Nobody will be required to share if they do not feel comfortable doing so.

Step 4 – Ask participants to divide themselves into groups of 3–4 people. They should form groups of their own choosing to ensure that they are with participants with whom they feel comfortable sharing personal experiences.

Step 5 – Introduce task No. 1.

Task No. 1

1. Individually, recall your earliest, most significant and meaningful memory of an experience related to discovering you were male or female and therefore different from the other sex.
2. After a few minutes of individual reflections, share this experience with other members of your group.
3. As a group, develop a drama, picture, collage, poem, song, story or dance that reflects the memories shared within the group.

(time – 35 minutes)

Step 6 – Ask each group to present its drama, picture, collage, poem, song or dance. Ask questions about the individual memories shared within the group that will encourage discussion:

- How did you feel during the experience?
- What did the experience tell you about being female? about being male? about life?
- What were your family's expectations of you? society's expectations?
- What were your expectations and aspirations for yourself?
- What conclusions and lessons did you draw from the experience?

(from CEDPA, 1996)

ACTIVITY 3 – DEFINING GENDER

(30 minutes)

Step 1 – Place a picture of a man and a woman on a flipchart or overhead projector and ask the group, "If someone came here suddenly from Mars and we wanted to explain to them the difference between men and women, how would we do it?" Start with the suggestions for describing men and write them all down next to the picture of a man. The answers may include any kind of description, such as physical characteristics, social traits, activities, etc. Then ask "How would we describe a woman to our Martian friend?" and write the suggestions down beside the woman's figure.

Step 2 – Ask the group, "Which of these differences are **biologically based**, that is characteristics that we are born with and cannot be changed, and which are **created by society** (in other words, we are not born with them and they can be changed)?" Mark an S next to biological characteristics (for sex) and a G next to socially determined characteristics (for gender).

Step 3 – Distribute handout 2, *Sex and gender*, and display on overhead projector. Ask participants to read the definitions aloud. Make sure that everybody understands the definition of sex and gender.

MAIN POINT

Sex identifies the biological differences between men and women.

Gender identifies the social relations between men and women. It therefore refers not to men or women but to the relationship between them, and the way this is socially constructed. Gender relations are contextually specific and often change in response to altering economic circumstances.

ACTIVITY 4 – FISHING FOR GENDER STEREOTYPES

(30 minutes)

Step 1 – Cut out pieces of cardboard in the shape of fish and write on them several popular sayings or songs that reflect gender stereotypes. Place them in a bowl and let each group “fish” one out with a pole and masking tape.

Step 2 – Ask each group to discuss the following questions:

- Where does this saying come from?
- Do you think it is true?
- What kind of message does this saying send about men and women?
- How do they influence your feelings about yourself?
- How do they influence your feelings towards women and men?
- What are some results of the social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?

Step 3 – Each group presents to the group the summary of their conclusions.

ACTIVITY 5 – INSTITUTIONAL INFLUENCES ON GENDER STEREOTYPES
(1 hour)

Step 1 – Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes.

Possible responses: family, universities, media, religion, governments, law, educational system.

Step 2 – Divide the participants into small groups. Assign to each group one of the institutions listed in Step 1. Ask each group to discuss the following:

- How does the institution and/or system create and maintain gender stereotypes? Give examples of stereotypical behaviours, practices and policies in the institutions.
- Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?

Step 3 – Allow each group to present its findings.

Step 4 – Ask participants to summarize what they learned in the session.

(From CEDPA, 1996)

ACTIVITY 6 – WHAT IS GENDER-BASED VIOLENCE?
(1 hour 30 minutes)

Goal: to encourage participants to think about different kinds of acts that can constitute violence, and to recognize that violence can be physical, verbal, emotional, sexual and economic.

Step 1 – Ask the participants to mention all the different kinds of violence that are common in their community and write them on the flipchart or blackboard. An

alternative is to hand out cards for participants to write down their answers and then stick them up on the wall.

Step 2 – Ask the group “are all these acts of violence the same?” “What kinds of differences are there between them?” “Are all of these acts equally serious?” Which acts do you think are the most serious?” If cards are used, they can be grouped together, according to the types of violence (emotional, verbal, economic, sexual or physical), or according to which acts are considered more or less severe.

Step 3 – Present Slides 9–20 and distribute handouts on the definitions and characteristics of gender-based violence, wife abuse and sexual coercion.

ACTIVITY 7 – PRESENTATION OF THE VIDEO ON DOMESTIC VIOLENCE TO BE CHOSEN BY THE COORDINATORS

(45 minutes)

Possible topics for group discussion afterwards – How similar is the situation in the video to situations in our country? Were there any issues that you had not thought about before? Were there any parts of the video that you did not agree with?

ACTIVITY 8 – MYTHS AND TRUTHS ABOUT VIOLENCE

(45 minutes)

Goal: to challenge existing beliefs about violence and to identify areas of consensus and disagreement within the group. It may be useful to repeat this exercise towards the end of the workshop to see whether participants have changed their views during the workshop.

Step 1 – Place three signs up around the room, one with the words "I AGREE", one with "I DISAGREE," and one with "DON'T KNOW".

Step 2 – Read out loud the following statements and ask participants to move to stand by the sign that represents their opinion about the statement. Ask a few participants on each side to explain their opinion. The facilitator may ask questions to stimulate discussion, but it is not necessary to provide "correct" answers, as these will be discussed in greater depth later on. On a flipchart the facilitator can write down the number of people who agree and disagree with each statement.

- **Men are violent by nature.**
- **Violence is usually due to alcohol.**
- **Sometimes violence is a way of showing affection.**
- **Boys who witness their father's violence towards their mothers are more likely to be violent when they grow up.**
- **A woman should put up with violence in order to keep her family together.**
- **Some women like to be beaten.**
- **Violence against women exists in every society in the world.**
- **Violence is never justified.**
- **Girls who are sexually abused in childhood are more likely to drink and use drugs when they are older.**
- **Nobody deserves to be beaten. Violence is always the responsibility of the person who uses it.**

ACTIVITY 9 – THE CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN

(1 hour 30 minutes)

Goal: To identify the factors at both the individual and society levels that perpetuate violence against women, and to examine the consequences of violence, not only for victims, but also for families and communities.

Step 1 – Place a circle or square at the centre of a blackboard or large sheet of paper, with the words "violence against women" in the middle and ask participants to brainstorm possible causes of violence. These can be immediate causes (for example "alcohol" or "economic problems" or wider problems such as "cultural attitudes", "machismo", "unemployment", "educational system", etc. Either write the answers on the board, or ask each participant to write the causes on cards and stick them on the board with adhesive tape. All the problems considered as "causes of violence" should be placed on one side of the centre circle, either above or to the side.

Step 2 – For each problem identified, ask the group if it is related (either as a cause or a result) to any other problem already listed. If so, draw an arrow between the two boxes, indicating the direction(s) of the relationship.

Step 3 – After completing this side of the web, ask the group to name important effects or consequences of violence. These can be any kind of problem, either health, economic or social resulting from violence. It is a good idea to try to discuss effects on individual women first, and then on families, communities and society as a whole next. Again, for

each problem, ask the groups to examine possible relationships between different problems and to draw arrows between these issues, indicating the direction(s) of the relationship.

Step 4 – Present Slides 21-30 on the ecological framework of violence and health consequences of violence and summarize discussion.

ACTIVITY 10 – HOW DO WOMEN EXPERIENCE VIOLENCE?

(45 minutes)

Step 1 – Show the group a small bird cage and ask them to imagine that inside is a women living with violence. The bars on the cage represent the different barriers that women confront when trying to overcome abuse. Ask, "What are some of the different reasons that keep women in abusive relationships?" Write the different answers on the flipchart.

Step 2 – The participants read the story *Candies in hell* in small groups of 3 or 4 people and discuss the following questions:

- Is Ana Cristina's story familiar to you? Has something like this ever happened to anyone you know?
- Why do you think that Ana Cristina stayed in the marriage after her husband began to beat her?
- What do you think about the kind of reactions of Ana Cristina's family and the police?
- What do you think that the expression “candies in hell” meant?
- What advice would you give Ana Cristina if she were your friend?

Step 2 – Ask participants to discuss in the larger group what they have learned and summarize. Present Slides 31–33 on women's experiences of violence, and responses in case of violent relationships.

ACTIVITY 11 – TESTIMONY OF A SURVIVOR OF ABUSE

(45 minutes)

If it is possible to arrange, a survivor of domestic violence will present a short testimony of her experiences, and discuss, if she were to be asked about her life, how she would want to be approached.

ACTIVITY 12 – WHAT OPTIONS ARE AVAILABLE IN OUR COMMUNITY FOR WOMEN LIVING WITH VIOLENCE?

(45 minutes)

Two alternative activities are proposed: if there is enough time, both may be used.

Alternative 1 – Rosita's story

Step 1 – Participants read Rosita's story in small groups, and each group discusses one of the following possible options.

Step 2 – The main conclusions of the discussion are then presented in the larger group

Rosita's story

“Rosita lives with her husband Victor and her two children, a 3-year-old son and a 5-year-old daughter. She finished 5th grade primary school and is a housewife, but for some time now she has wanted to leave Victor. He does not give her enough housekeeping money, and does not let her work because he gets jealous. When he comes home drunk, he insults her and sometimes he forces her to have sex even though she doesn't want to. Rosita has tried talking to him, but it's like talking to a wall. She has put up with this situation for the last 4 years and hasn't told anybody else. She doesn't know what to do...”

The facilitator divides the group into four subgroups, and gives a different card to each. Each card describes an alternative that Rosita has and contains a series of questions that the participants are asked to answer in order to complete the story.

Group one

Rosita decides to ask for help:

1. Where does she go to ask for help?
2. What do they say to her?
3. What does she decide to do?

Group three

Rosita decides to leave Victor:

1. What is going to be the most difficult for her?
2. How will it affect her children?
3. What does Rosita need to succeed on her own?

Group two

Rosita asks someone to talk to Victor:

1. Who would Victor listen to?
2. What should this person say?
3. What would Victor's reaction be if other people try to intervene?
4. What reasons does Victor give for treating Rosita this way?

Group four

Rosita decides to leave Victor, but two weeks later returns to him:

1. What made Rosita return to Victor?
2. How do her family/friends react?
3. Do you think this is best for her and her children?

(Fawcett, G. 1998.)

Alternative two – Who can help Maria? (Venn or tortilla diagram)

Step 1 – Place a circle in the middle of the blackboard (or a large sheet of paper) with the name "Maria" in it, and explain that Maria is a women living with violence who needs help. Ask the participants, "In our community, who can help Maria?"

Step 2 – Each person or institution named is represented in a circle or different shape. The sizes of the circles and other shapes indicate how important it is, while its location on the sheet represents how accessible this person or institution is. Therefore, the facilitator asks, for each person or institution named, "Is this person (institution) very important for Maria, or not so important?"

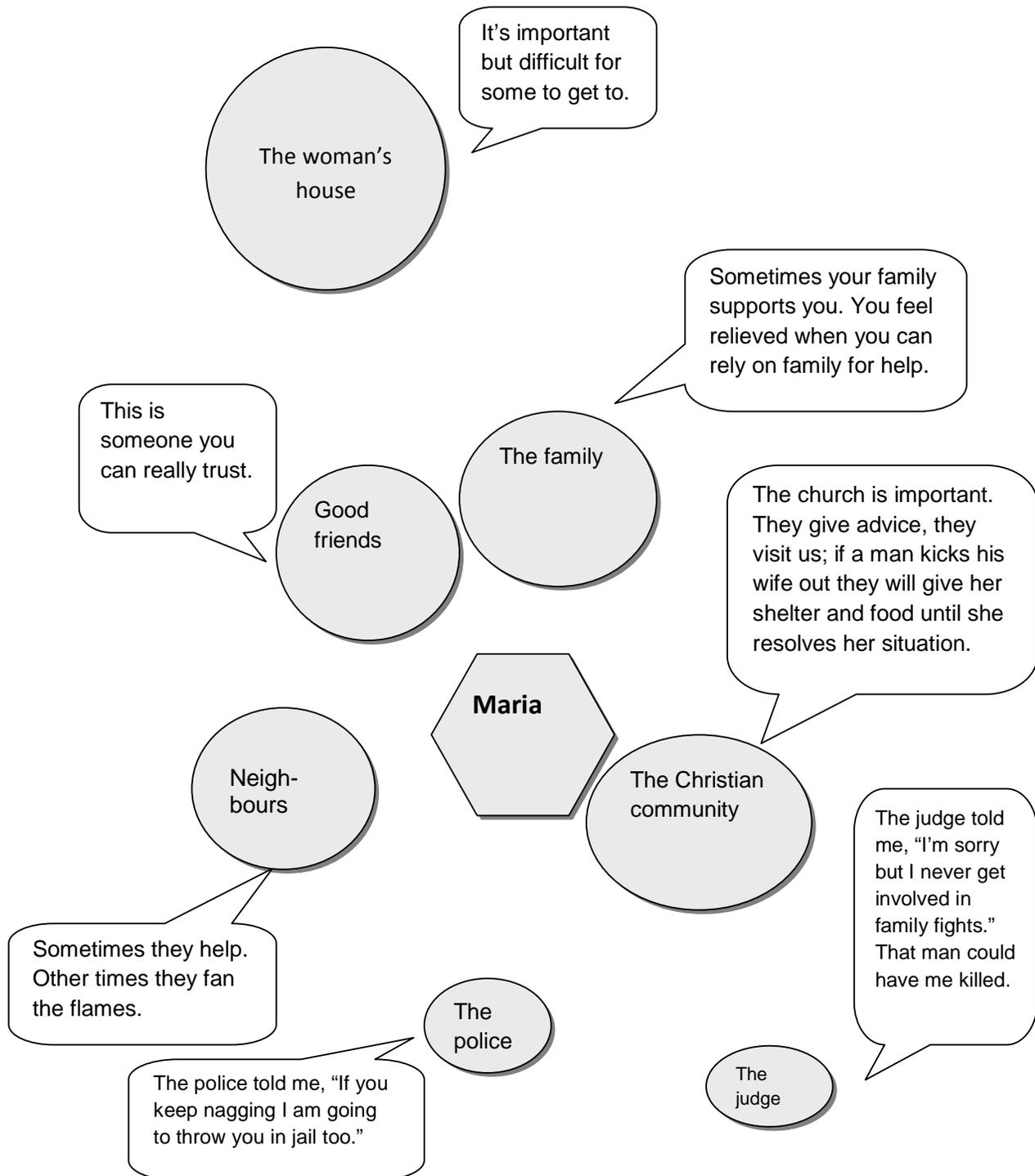
Step 3 – Before placing the circle on the blackboard or sheet ask, "Is this person (institution) easily accessible to Maria or not so easily accessible?" Accessible people are placed closer to Maria and inaccessible people/institutions are placed further away from her.

Step 4 – This continues until there are no more suggestions, and then a summary of the conclusions is made by the facilitator.

The following is an example of a Venn diagram produced by rural Nicaraguan women in a participatory study carried out by the Network of Women against Violence to assess the public's view of the proposed domestic violence law. The diagram indicates the individuals or institutions who might be able to help "Maria", a woman who was being beaten by her husband. The circles indicate by size and proximity to Maria the degree of perceived helpfulness and accessibility of each. The text accompanying the circles illustrates the views expressed by women in the group.

(Ellsberg, 1997)

Venn diagram
illustrating opinions of rural women on services for battered women



ACTIVITY 13 – PRESENTATION BY A COMMUNITY WOMEN'S GROUP

(2–3 hours)

The purpose of this activity is for participants to learn about the services available to women living with violence in the area in which the study will be performed and the problems that women have in seeking help for violence. If possible, a visit to the organization should be planned as well.

ACTIVITY 14 – INTERVIEWING TECHNIQUES

(1 hour 30 minutes)

Step 1 – Two of the group coordinators act out a role-play where an interviewer comes to a woman's house and invites her to participate in the study. Many mistakes are committed, including telling the respondent about the study in front of her husband and mother-in-law, inappropriate dress, chewing gum, no eye contact, no attempt to put her at ease, etc. The respondent gets more and more nervous, and finally says that she does not want to participate in the study after all.

Step 2 – Ask the participants the following questions:

- What do you think about the way this interviewer approached the household?
- Why do you think that the woman didn't want to participate in the study?
- Do you think that the woman may have had problems in her home after the interviewer left? Why?
- What could the interviewer have done to make the woman more comfortable?
- What other suggestions would you give to this interviewer to improve her techniques?

Step 3 – A list is made on the board of the suggestions of the participants, and then the facilitator complements this with Slides 65–88 on interviewing techniques and safety issues.

Step 4 – Divide the group into pairs and ask one to play the part of the respondent and the other to play the interviewer. A few pairs of participants come in front of the rest of the group and practice introducing themselves to respondents and explaining the purpose of the study. In some of the cases, ask others to play the role of family members who want to be present, and have participants practice obtaining privacy for the interviews.

DAYS 4 TO 5 – FAMILIARIZATION WITH THE QUESTIONNAIRE

The participants will during several days familiarize themselves the study questionnaire by going through the sections one by one using explanation, discussion and practice using role plays. For this part of the training refer to the question by question description of the questionnaire and the interviewer's manual.

Handout 3 at the back of this manual gives examples of storylines that may be adapted and used for some of the role play sessions.

After the participants are familiar with the questionnaire they can act out role plays with difficult situations:

- Try to get access to a house where the guard does not want to call the head of household.
- Try to get access to the first respondent who is not at all interested in collaborating.
- (the first two role plays could be done with a supervisor present in those cases where the supervisor will always be present at the introduction).
- Try to do the selection of respondent among the eligible women.
- Try to interview the servant who lives in the house and who is supposed to do household work and not spend time interviewing.
- Interview a young woman while her mother does not want to leave her alone.
- Interview a woman whose husband comes in every time to see what is happening.
- Interview a woman who starts crying.
- Interview a woman who does not tell you anything about violence during the interview but after you have made your closing remarks and puts the papers away becomes confidential and tells a story of violence.

General instructions

Do the role plays with one person being the respondent, another person the interviewer and the third watching, listing and at the same time also completing a questionnaire. The filling in of a second questionnaire is necessary to do inter-interviewer consistency checking. After the interview let each participant give her impression about how she felt, first the respondent, then the interviewer and finally the observer. Then compare the two questionnaires question for question. For each discrepancy discuss why this could have happened. Any difference in interpretation should be clarified and if necessary new rules should be formulated so that every interviewer has the same understanding.

If supervisors have already been selected they could have the roles of the observers. The exercises will have the same purpose of having a common understanding of responses and could at the same time be an exercise for the supervisor in giving feedback in an appropriate way.

Handout 1 - Suggested ground rules

- Challenge yourself regarding your assumptions and beliefs.
- Take responsibility for listening to new ideas and different perspectives.
- It is not okay to blame, judge or criticize.
- Speak for yourself out of your own personal experiences.
- Ask questions whenever you don't understand.
- You will not be expected to discuss issues that make you uncomfortable.
- Honour personal information shared in the workshop by keeping it confidential.

Handout 2 - Sex and gender

Sex identifies the biological differences between men and women. They are generally permanent and universal.

Gender identifies the social relations between men and women. It therefore refers not to men or women but to the relationship between them, and the way this is socially constructed. Gender relations are contextually specific and often change in response to altering economic circumstances.

Some of the situations in which we see gender differences are the following:

Social: Different perceptions of women's and men's social roles: the man is seen as head of the household and chief bread-winner; the woman is seen as nurturer and caregiver.

Political: Differences in the ways in which women and men assume and share power and authority: women are more involved at the local level in activities linked to their domestic roles.

Educational: Differences in educational opportunities and expectations of girls and boys: family resources are directed to boys' rather than girls' education: girls are streamed into less challenging academic tracks.

Economic: Differences in women's and men's access to lucrative careers and control of financial and other productive resources: credit and loans: land ownership.

(from Moser, 1993 and CEDPA, 1996)

Handout 3 – Example story lines for role plays

(adapt according to context)

Story 1

(Name) is 47 year old. She married 3 times and is married now. She married for the first time when she was 15 years old who left her after 3 years. She had 2 children: a boy and a girl with him. Thereafter, she married 2 year later with another man. He mistreated her much during 10 years after which he finally left her. She has 3 other kids by him and he mistreated her during pregnancy in all three cases. After 5 years alone she married with another man who mistreated her sometimes when he was drunk. She did not have children by him.

Story 2.

(Name) is a woman 27 years old. She had education until the second year of secondary school. She married once and now is alone again. She married when she was 19 years old and stayed 7 years with him. She has a son by him who now is 6 years old. When she was pregnant of Jose her partner mistreated her. She got kicked in her belly and one time lost consciousness during more than 1 hour. Other times she suffered fractures and bruises. She never went to the doctor because she was ashamed. She left him one year ago. She is very depressed and cries much when she remember the time with this man.

Story 3

(Name) is 17 years old and currently married. She went to school until the 4th year of primary school. She married one year ago. She thinks she is pregnant but is not sure. Her partner is 40 years old and went to school until the 6th year primary. He is a very violent man and treats her badly, even now that she may be pregnant. He insults her often and always wants to know where she is. He forces sex also when she doesn't want it. She talks with nobody about the violence because she is afraid of his threats.

Story 4.

(Name) is 35 years old and is currently married. She married when she was 18 years. She has 4 children. The husband was aggressive at the beginning of their relationship, but 3 years ago converted to a religion that doesn't allow violence, therefore now the situation is much better. In the past he drank a lot but now he doesn't drink anymore. She is very happy with his change.

Story 5.

(Name), now 25, was married when she was 16. It was an arranged married to an older Muslim man who already married before. She lives in the house with the parents in law and the first wife. The mother in law and the co-wife are treating her badly and scolding her and the husband cannot do anything about it. The husband is very often away and she thinks he has another woman somewhere else. She has 2 daughters by her husband.