

ANTI-DOMESTIC VIOLENCE ADVOCACY RESOURCE MANUAL

Dedicated to the memories of those killed by the persons who were supposed to love and cherish them, and to the enduring struggle of those who survive the violence and abuse of people who are supposed to love them

**Produced by Help & Shelter in collaboration with United Nations Development Fund for Women, UNIFEM
Guyana 2002**

Table of Contents

INTRODUCTION

Chapter 1 Understanding Self

Chapter 2. Understanding the nature of domestic violence

Chapter 3 Understanding Entrapment and the experience of abuse

Chapter 4 Effects of Domestic Violence on Children

Chapter 5 Helping a woman who is a survivor of domestic violence

Chapter 6 Social and Cultural Interventions

Chapter 7 Understanding Healthy Relationships

Chapter 9 Facilitating a Public Education activity

Chapter 10 Suggested outlines for different sessions

This manual may be copied and distributed freely. Some of the handouts have been sourced from different agencies. *At all times, the source of handouts must be acknowledged.* This manual or its material may be translated or copied in any format. At no time must this manual be sold for profit.

Help & Shelter, Guyana, September, 2002

Review December 2002

INTRODUCTION

The purpose of this manual is to serve as a resource for advocates against domestic violence.

This manual is a compilation of extractions of knowledge from different sources and Help & Shelter acknowledges all sources of information. Where sources are incorrect, readers are asked to contact Help & Shelter so that the corrections could be made.

This manual has been produced as part of project funded by the United Nations Development Fund for Women (UNIFEM) Trust Fund to End Violence Against Women.

THIS MANUAL IS NOT FOR RESALE AND IS DISTRIBUTED FREELY.

Sources

The following resources are the main sources of information for this manual.

1. The Training Manual for Social Workers and Police Officers produced by the Caribbean Association for Feminist Research and Action (CAFRA)/ IDB Regional Training Programme for frontline social workers and police officers in 2000. *The handouts from this manual have been used. The authors are Ms Dianne Mahabir-Wyatt, Trinidad, and Ms Jo Trelfa and Mr Calvin Bell, UK. The source is referred to as 'CAFRA Manual'.*
2. The Family Violence Prevention Kit for Health Workers from Western Australia, produced by the Department of Health of the Government of Western Australia, and available from their website at <http://www.health.wa.gov.au>.
3. The Counsellors Training Manual produced by Help & Shelter as part of a CIDA funded training programme, available from <http://www.sdn.org.gy/hands>
4. Nancy Kilgore's Sourcebook for working with Battered women;
5. *Teen Dating Violence Prevention Curriculum* out of San Mateo County, California, USA.
6. The Training Manual for Police produced by Dr Janice Jackson as part of a CIDA funded programme for the Guyana Police Force - referred to as '*Police Training Manual*'
7. Kenrick Sumner for the evaluation and reporting tools in Chapter 10.

Terminology

There is much debate over what is the most appropriate term to identify or "label" a person who has been in an abusive relationship. Terminology ranges from "victim", "victim/survivor" to "survivor".

For the purpose of this manual, the term survivor has been used rather than victim as it best describes a person who has survived Domestic violence and recognises their strength in living through and recovering from these events.

Domestic Violence can be defined to include a number of things. Generally, in Guyana, and as is carried in the Domestic Violence Act, Domestic violence is defined as:

'a behaviour which causes one partner in a relationship to be afraid of the other. Through the use of the power that this fear gives the abusive partner controls the behaviour of the other. Domestic Violence can take the form of physical, sexual and/or psychological abuse, forced social isolation or economic deprivation'

Domestic Violence is recognised as the most serious and widespread form of violence against women. Help & Shelter acknowledges that there is violence in non-heterosexual relationships and that the oppressive attitudes to people of alternative sexualities – lesbians, gays, bisexuals, others – trap these victims of abuse further.

How to use this manual

The changes in attitudes to domestic violence and violence against women comes from various initiatives. Help & Shelter invests in a public education component which works with people to educate them about the dynamics of domestic violence and of the ways in which domestic violence as a form of violence against women could be eradicated. The idea for this manual arose out of a need expressed by public education volunteers to have a resource which could be used as they conduct their sessions with members of the community.

This manual consists of briefing notes, suggestions for participatory activities and handouts which could be used to supplement briefing notes. The format for a public education session assumes that there is a facilitator or group of lead facilitator(s) who will guide a discussion on domestic violence. Users of the manual are invited to innovate or adapt the materials to suit their needs.

Suggestions for improvements, revisions and additional content could be sent to Help & Shelter, Homestretch Avenue, Georgetown Guyana or email hands@sdnp.org.gy.

Chapter 1 Understanding Self

(This section is adapted from the Counselling Manual)

General Aim

To increase participants' ability to function effectively as advocates against domestic violence through improved self-knowledge

Specific

Objectives By the end of the session, participants should be able to:

1. Describe positive and negative aspects of themselves.
2. Identify influences on their self-concept and self-esteem.
3. Use strategies for fostering a more positive self-concept and self-esteem.
4. Describe the challenges to changing beliefs which perpetuate domestic violence.

1.1 Self Concept and Self - Esteem

Briefing Notes

Each person is unique in many ways. Each has different experiences and is influenced by several persons and in various circumstances. Each has acknowledged and suppressed experiences, good and bad, which help to shape behaviour and attitudes as well as the way each sees him/herself.

The way in which we are socialized and the persons with whom we interact play an important part in how we see ourselves; in other words, they help to shape our self-concept. We learn what people like/dislike about us and expect from us by the way they relate with us. We learn these at home, in school, in religious organizations, through the media and in the community (from our friends, neighbours, members of organizations to which we belong, for example).

We also develop our self-esteem, the way we feel about ourselves, as a result of the interactions with others. When we place more value on what others say about us and how they treat us without taking time for self-examination, we increase the risk of developing a low self-esteem. We need to develop a sense of responsibility for ourselves and our actions. We need to develop the capacity to assess and value our achievements, recognizing that each of us is important in unique ways.

WORK PLAN Total Time

3½ hours

Activity 1.1 Ask participants to answer the question “Who am I?” by drawing one figure to represent positive aspects of themselves and another to represent negative aspects of themselves. The figure could be of a person, animal or plant/flower/fruit. Participants could use words in addition to the drawings.

Post the drawings (positives together and negatives together) on the wall/blackboard. If time is short then participants could do the presentation in groups.

Ask each participant to present his/her drawing and explain what it means (all positives first then all negatives). Discuss the possible influences on and consequences of the self-perception.

Ask participants to consider the following questions:

- How did you feel during the activity?
- Which was more difficult to draw? Why?
- Did you learn anything new about yourself/others during the activity?
- How are you different from the other participants?

Time 1 hour

Activity 1.2 Ask participants to think of/write three ways of describing themselves, starting with “I am”

1. List the descriptions on the flipchart/blackboard.
2. Ask participants to identify inner and outer characteristics.
3. Ask them to say how they learnt about these characteristics.
4. Ask how they feel about these characteristics.
5. Discuss the importance of each and to whom it is important.
6. Summarize the meaning of and influence on self-concept and self-esteem.

Time 45 minutes

Activity 1.3 Have small groups of participants discuss questions such as:

what is your greatest fear?
what makes you angry/pleased?
what makes you happy/sad?
what do you most like/dislike about yourself?

Ask participants to consider why they feel the way they do.

Ask each group to share what they have learnt in a creative way, using a drawing, poem or role play, for example, in plenary.

Time 45 minutes

Activity 1.4 Ask participants to relax, close their eyes and go back in time as far as they can, letting themselves accept whatever images and memories emerge.

Ask them to open their eyes and share those memories which they are comfortable sharing.

Talk about the importance of socialization, confronting our past and moving on.

Facilitator's Instructions Some participants may become emotional and may even cry. Be prepared to support/comfort such participants.

Participants could be asked to write a poem on aspects of self as a means of evaluating the session.

Time 1 hour

1.2 Understanding our value systems and beliefs which perpetuate domestic violence and violence against women.

(From the CAFRA Manual and other sources)

Briefing Notes

We cannot consider challenging others to think about their behaviour, or about gender, or about domestic violence, until we have first earned the right to do so.

We earn this right by:

- Being prepared to challenge ourselves to consider these matters; and,
- Challenging ourselves to make changes in our own views, values, beliefs, lives and perspective on the world.

Activity 1.5

The following value statements are some which perpetuate domestic violence and violence against women.

Divide the participants into pairs and ask each pair to consider each value statement.

OR

Present the selected value statements to the group and get a reaction

Suggested value statements to discuss:

1. Some women are to blame for the licks they get
2. Men should discipline their female partners
3. A woman should submit herself to her husband
4. Women in tight clothes/short clothes/who dress provocatively deserve to be raped
5. A man must be head of the household
6. Women should stay at home and not go out without permission
7. A girl who marries against her parents' wishes deserves what she gets
8. A woman should stay with her husband no matter whatever the marriage brings
9. A man must slap up his woman to show who is the boss
10. A wife must have sex when her husband wants
11. A woman must not have male friends
12. There are some reasons why a man should hit his wife

Time: 1 hour

Briefing Notes

The discussion of these value statements will lead to an understanding of the values which promote the subordination of women, in some cases even in the home. The challenge to change another's persons values can only be met by understanding one's own values.

Chapter 2. Understanding the nature of domestic violence

General Aim

To give participants some basic information about domestic violence against women in Guyana

Specific Objectives By the end of this session, participants should be able to

1. Relate the incidence of violence against women in Guyana,
2. Identify the gendered nature of spousal abuse
3. Discuss the nature of domestic violence and spousal abuse
4. Discuss the societal attitudes surrounding domestic violence in Guyana

2.1 Incidence of Domestic violence

Activity 2.1

Ask participants how many of them know someone who has been abused or who is experiencing abuse at the hands of someone they live with or know. Use this as a measure to show how many people know of domestic violence and the possible incidence.

Time: 10 minutes

Briefing Notes

Although there are limited quantitative data available, research and common experience indicate that violence against women is widespread in Guyana. Domestic violence is the form of violence which most severely affects women in the world. In 1989 a survey conducted by Basant Shiv Parsad and Ken Dadds showed that 2 out of the 3 women surveyed experienced some kind of violence from their male partners. In 1999, Red Thread released a survey which indicated that 1 out of 3 women surveyed in Georgetown experienced violence at the hands of male partners.

Victims of Violence

Violence against women occurs in all sectors of society - regardless of race, religion, social status, educational background or economic background, in all countries of the world.

Handout 2.1 - Incidence worldwide

Handout 2.2 - Number of women murdered by spouses

Situations Leading to Violence

There is a high correlation between drug and/or alcohol abuse and violence. However, neither drug nor alcohol abuse is an excuse for violence. Financial pressure, stress, threats to control and absence of support for victims are factors in abusive situations. But the root cause of violence lies in disregard for women and powerlessness of children.

Violence against women has been part of the social fabric of patriarchal societies in known times (Scott, Walker & Gilmore, 1995). It is a crucial instrument in the social control of women and the maintenance of unequal power relations between men and women (Breckenridge & Carmody, 1992). For example, if you are a woman, will you walk alone at night? Are you ever frightened when you are in a house alone? Women's fear of violence contributes to their decision-making and actions, hence it is a social control tool.

The United Nations summarises the power difference between men and women as:

"Women constitute 51 per cent of the world's population, do 90 per cent of the work, and yet own only 10 per cent of the land and less than one per cent of the world's wealth" (Scott et al, 1995).

Polk (cited in Scott et al, 1995) identifies six sources of power which combine to create and protect the unequal power relationship between populations of men and women:

1. Normative power

Men control traditional sex definitions e.g. men are strong, dominant, heterosexual, highly sexual with a need to be promiscuous and intelligent, women are soft, sensitive, and nurturing. These ideas are transferred through socialisation.

2. Institutional power

Men control the basic institutions of socialisation and social control; e.g. education - how many women are in the positions of principal and professor compared with men. In the media - think about how women are portrayed.

3. The power to reward

Through their normative and institutional power men reward women who conform to traditional sex roles and withhold rewards from those who don't.

4. The power of expertise

Men are the experts in most fields and thus they act as the "gate keepers" of knowledge.

5. Psychological power

The social conditioning of men moulds them to fit the value structure of institutions better than does women's social conditioning.

6. Brute Force

Many men have more strength and more confidence in their physical strength than do women. These sources of power may be exercised institutionally or individually.

2.2 Understanding Gender and how we become 'male' and 'female'

Activity 2.2

Ask participants to brainstorm the characteristics and behaviors of a male and those of female. Examine carefully the behaviours which show how males and females are expected to react in relationships and in conflict.

Time: 20 minutes

OR

Tell the story of the baby with the penis and the baby with the vagina and the differences in terms of toys, clothes, where they play, etc. Examine the effects of the socialisation on males and the effects in the wider society - the number of male criminals , the level of violence , etc.

Briefing Notes and some definitions

(Taken from CIDA)

Gender and Gender Roles

Gender refers to the socially constructed roles and responsibilities of men and women. The concept of gender also includes the expectation held about the characteristics, aptitudes, and likely behaviours of both women and men (femininity and masculinity). These roles and expectations vary across time, economies and societies.

Gender Equality

Moving beyond a focus on equal treatment, the concept of gender equality also highlights the importance of equality of results. It calls for the differential treatments of groups in order to end inequality and foster autonomy. Thus, special measures for women are often required.

Empowerment

Empowerment is about people - both women and men - taking control over their lives; setting their own agendas, gaining skills, increasing self confidence, solving problems, and developing self reliance. It is both a process and an outcome.

Unless there are other interventions, males who have been taught to disrespect women or that women are to be controlled will become violent when older. The intervention is to teach males to become assertive without being abusive, especially in their intimate relationships.

2.3 Nature of Violence

Activity 2.3

Give out the perpetrator checklist to the men and the victim checklist to the women. Explain that you are not saying that the people in the group are abusers or victims, but it is an exercise to focus on the gendered nature of domestic violence. Persons may want to see the other checklist after they complete it. The persons are not expected to share the responses with the group.

Time : 20 Minutes

Handout 2.3 - Perpetrator Checklist

Handout 2.4 - Victim Checklist

OR

Brainstorm the forms of abuse from the participants

Time: 10 minutes

Briefing notes

Forms and Types of Violence

Forms of violence may be broadly categorized as physical, psychological, sexual and financial. Violence usually occurs as a combination of these. Someone known to the victim most frequently commits sexual abuse. Types of violence include spousal, child and elder abuse. Abuse of women and children appear to be by far the most common types of abuse.

Kirkwood developed the experiences as a web of abuse.

Handout 2.5 - Web of abuse

The Web of Abuse shows the different abusive behaviors used by male abusers to exert power and control over the women and children in their lives.

(Discussion taken from CAFRA Manual)

1. Isolation (i.e. not being let out of the house; being prevented from seeing friends and family; being prevented from seeking help; being prevented from learning the common language; having your money taken from you and/or not given any; feeling so ashamed and humiliated that you don't want to go out of the house or socialise etc);. Relationships might start with the idea that both people are the only ones in the world for each other, but could quickly end up in situations where the abusive man prevents the woman from seeing other people, engaging in other activities or even working.

2. Disability/exhaustion (i.e. being physically disabled temporarily or permanently; being exhausted from forever treading on eggshells and trying to second guess his feelings and desires; being exhausted from not being allowed to sleep; being exhausted through own needs never being priority or considered at all etc); waiting up to find out what would happen, to stay up to keep him quiet so the children, neighbours cannot hear, to then protect the children from him

3. Degradation: being made to do degrading sexual and domestic acts; forced to beg; being made to ask for money; having requests refused; being undermined in front of children/friends/family; being made to have sex with other people/in front of others/ in ways you do not want and feel humiliated by; being called names and criticised etc: demeaning religious beliefs or spiritual choices, separating her from spiritual connection or circle, forcing her to change her religion

4. Threats : to hurt or kill the woman, or the children children/pets/family/friends/someone who 'looked at you'; threats to 'have you put away as crazy ' no-one will believe you; threats to leave you penniless and homeless; threats to have the children taken away; to find you wherever you go if you try to leave; threats to take possessions that are dear to you away; threats to leave you and no-one else will have you, emotional blackmail if you don't do what I tell you to do, I will..., etc;

5. Displays of total power: controlling finances; being able to do any of the things here and then stop whenever he chooses (i.e. in certain situations, in front of certain people, when he is trying to make it up to her etc); his behaviour being socially endorsed by culture, law, communities etc;

6. Enforcing trivial demands: making you perform tasks in a particular way; making you keep to his routines and ways of doing things, no matter how unrealistic or bizarre; demanding you wear particular clothes – and making you 'go upstairs to change'; demanding you wear make-up, or not; demanding you speak to him in a particular way, etc; make her account for every minute, every actoin.

7. Distorted perspectives: saying one thing and meaning or doing something else; acting as if ignorant about something he does know; expressing a lie as if it were a known truth; twisting your words; blaming you for his behaviour; going off on tangents and arguing these as if these were the most important part of the disagreement etc;

8. Occasional indulgences: stating good intentions; saying he will change/get help/never do it again; buying gifts; giving you money; taking you out; stopping any of the above; being considerate; allowing you to see friends/family; crying; remorse, etc. Whilst some or all of these expressions might be genuine and sincere, it takes a lot more than this to commit to and maintain change. For most women these periods, which can last for some time, merely serve to confuse the woman. Most women experiencing domestic violence say that their decision around the relationship might have been a lot clearer if it wasn't for the periods when he was not being

abusive and violent. It is at these times she is sometimes likely to move back in, commit herself to the relationship, withdraw charges and so on.

9. Sexual violence - Raping her or making her do sexual things which she does not want to do ; demand she wear more or less provocative clothing,

10. Physical Violence - kicking, slapping shoving, shaking, butting, stabbing, using fists or weapons or hands.

The abusive behaviour could take all or some of these forms during different times of the relationship. Sometimes the physical or sexual violence might stop, but the other forms are still present resulting in severe physical and mental health problems for the woman who is being targeted with the behaviour.

Activity 2.4

Ask participants to divide themselves into groups. Let each group do a role play of the non-physical forms of spousal abuse.

Time: 15 minutes to prepare the role play.

3 minutes per group for presentation

2.4 Definitions of domestic violence /spousal abuse

Briefing Notes :

Abusive behaviour takes many forms which may be experienced by children as well as adults. Forms of abuse which occur include physical abuse, verbal abuse, psychological abuse and sexual abuse.

Domestic violence is the manipulative physical and/or psychological behaviour by one family member or household member (perpetrator) that forces another (victim) to do something against his/her will and without regard for the rights of the individual being abused. It is the wilful infliction of physical pain, injury or mental anguish. Physical and emotional abuse are the basic forms of domestic violence. (Source: A Guide for Educators: Domestic Violence - The Effects on Children, 2nd ed., 1990. New Jersey Department of Community Affairs.)

Abuse is the mistreatment of one person by another. It entails the exercise of power by the abuser over the abused in a controlling manner.

Current literature by Johnson (1995) attempts to distinguish two forms of domestic violence between spouses and suggests it is useful to make a distinction between:

one which is seen as a product of patriarchal traditions and can take the form of the systematic use of not only violence but economic subordination, threats, isolation, and other control tactics. *and* the second form of couple violence is less a product of patriarchy and more influenced by the couple dynamic in which conflict occasionally gets 'out of hand' leading usually to 'minor' forms of violence, and more rarely escalating into serious even life-threatening forms of violence. This type of violence is not usually a part of a pattern of exerting control over the partner, but more an inadequate attempt to resolve conflict over a particular issue (Johnson, M. 1995).

There are many different definitions which shows how complex the problem is and how difficult it will be to form solutions.

Regardless of type or form, abuse is unacceptable behaviour. It has long lasting consequences and

must be arrested as soon as it appears. To achieve this aim, we must understand the role of power and control as the underlying causes in an abusive relationship, why people abuse others, why people stay in abusive relationships, the myths which support such behaviour and ways of breaking the cycle of violence.

Each individual violent and abusive male might have a different set of factors which influence his behaviour. However, the reason domestic violence has been allowed to continue is that violence against women at the hands of her male partner or relatives was considered acceptable because of views of a man's woman being his property. Those wider attitudes have to change.

2.5 Societal Attitudes

Violence is still generally accepted as a means of exercising control. Historically, violence against women has been used to secure and maintain male dominance. 'Discipline' of a wife was regarded as a private matter and something for the wife to feel ashamed about. Victims of sexual abuse are likewise often made to feel the guilty parties by the application of myths which have as their basis the need to control women's sexual behaviour rather than protect them.

Steps Taken to Deal with Violence

A multifaceted approach which promotes gender equity, educates the public about the unacceptableness of violence, helps victims and secures necessary changes in the law is required to curb the incidence of violence against women. Some progress has been made, such as passing of the Domestic Violence Act, establishment of NGOs providing shelter, counselling, etc., networking between NGOs and collaboration with government agencies. However, a number of factors have mitigated against further success such as shortcomings in the police and legal systems, shortage of funding, shortage of personnel and deep-seated beliefs about gender relations. Much is still to be done, including getting the Domestic Violence Act to work.

Even though this session will provide information on violence, its causes and effects, this is not enough. We have to constantly learn from the women and children who are in the situation.

People's personal experience of domestic violence may include beating, assault, alcohol-related violence and financial disagreement, non-response from the police and lack of confidentiality. It may have lead to adverse reactions from their children, painful childhood memories and shame. It is often coloured by societal norms and class/status perspectives.

Different types of violence occur in domestic settings such as wife abuse, child abuse and elder abuse. Sometimes males are the targets of violence. Violence could also occur in gay and lesbian relationships.

The focus of the knowledge in this manual is on preventing wife (partner) abuse.

Handout 2.6 - Types and forms of abuse

Handout 2.7 - Conceptual Framework of Domestic violence

Activity 2.5 Videotape

Identify an appropriate videotape which would help participants to more fully understand that domestic violence transcends age, ethnicity, class, etc. The videotape on the Tribunal held in Barbados in 1998 would be suitable. Be alert to the responses of the participants

Time 30 to 45 minutes

H2.1 .The nature and extent of violence against women - world-wide

Country	Percentage of women <i>physically assaulted by</i> male partners	Year of research	Source
Antigua	30%	1993	Handwerker
Barbados	30%	1993	Handwerker
Canada (Toronto)	27% - 36%	1993/1987	Haskell & Randall/ Smith
Chile	28% (severe)	1999	Morrison & Orlando
Colombia	20%	1990	PROFAMILA
Costa Rica	54%	1990	Chacon et al
Equador	60%	1992	Heise et al
Guatemala	49%	1990	Heise et al
Haiti	70%	1996	CHREPROF
Korea	38% (within 1 year)	1992	Kim & Cho
Malaysia	39% (during 1989)	1992	WAO
Mexico	33%	1992	Shrader Cox & Valdez Santiago
Netherlands	21%	1989	Romkens
Peru (Lima)	85%	1999	Gonzales de Olarte & Gavilano Llosa
Norway	25%	1989	Schei & Bakketeig
Surinam (Paramaribo)	35%	1995	UN
Trinidad	35%	1998	CAFRA
Uganda	46%	1991	Wakabi & Mwesigye
United Kingdom	25%	1992	WAFE
United States (Texas)	31%	1989	Grout et al
Virgin Islands	28.5%	1998	Haniff
Zambia	40%	1992	Phiri

Source CAFRA Training Manual

H2.2 Women murdered through spousal abuse

Canada	62% of all women murdered	1987	Canadian Centre for Justice Statistics
Israel	42 out of 100 murders	1991	Nevo
Papua New Guinea	73% of all murders	1979-1982	Bradley
Parnambuco, Brazil	70% of 415 women murdered	1992 (6 months)	Dimenstain
Trinidad	18 out of 32 murders	1996	Police Service
United Kingdom	43% of all women murdered	1991	Home Office
U.S.A.	70% of murders	1992	FBI Report

Source CAFRA Training Manual

H2.3 Perpetrator Abuse Checklist

Many men regret hurting their loved ones and want to stop but find it too difficult to admit to what they have done and so only reveal a fraction of their violence. Change means finding the courage to face up to the full extent of your abusive behaviour so that you can do something about it. The following categories represent some of the behaviours that men report using against their partners. Please read each item below and place a number between 0 and 5 in the box provided to best describe (see scale) how often you have acted in that particular way within the last 2 years of your existing or most recent intimate relationship.

never	once	twice	3 - 5 times	6 - 10 times	over 10
0	1	2	3	4	5

1. PSYCHOLOGICAL ABUSE

Criticise your partner or call her names	Force her to do housework to your standards
Make her out to be stupid or crazy	Treat her as a servant; act like the boss
Make fun of or humiliate her	Interrupt her or not let her speak
Blame her; make her feel guilty	Ignore her, 'blank' her or refuse to listen
Twist her words	Threaten to involve immigration
Lie or deny what you have done	Tell her what to wear
Not keep to your agreements	Prevent her contact with friends or family
"Look at" other women; threaten affairs	Not let her go where/when she wants
Sulk or withhold attention or support	Accuse her of having affairs
Tell her to leave	Make her account for every minute of her time
Threaten to commit suicide	Listen to her phone calls or open her mail
Manipulate the children to take sides	Deprive her of food or sleep

2. FINANCIAL ABUSE

You decide how the family income will be spent	Sabotage her paid work
Make your partner ask or beg for money	Withhold money
Make her account for every penny she spends	Be secretive about money
Leave her house-bound with all the child-care	Put her on an 'allowance'

SEXUAL ABUSE

Get angry if you don't have sex	Make fun of her sexually
Touch her sexually when she doesn't want it	Treat her like a sex object
Use pressure or threats to obtain sex	Forced use of pornography
Make her perform sexual acts against her will	Forced prostitution
Physically attack sexual parts of her body	Force her to have sex

intimidation

Use aggressive looks or gestures	Rip her clothes
Swear, shout or scream in her face	Pound your fists or punch the wall
Make her do degrading things	Throw food or objects around
Harass her by spying; stalking; checking up	Smash up possessions
Threaten to hurt her	Drive fast or recklessly
Threaten to harm other family members	Not leave when asked
Threaten with weapon or object	Stand over her
Threaten to kill her	Prevent her from leaving

PHYSICAL VIOLENCE

Spit at her	Punch with fist	Cut or slash with knife
Poke or prod with finger	Kick or knee her	Violent sex / rape
Push, pull or trip her	Burn or scald her	Throw things at her
Hold, grab or shake her	Twist her arm or leg	Use weapon/object against her
Pin her to a wall or floor	Bang her head or body	Violence to pets
Slap, hit or spank her	Head-but her	Violence to children
Pull her hair	Choke or strangle her	Violence to family/friends
Sit or stand on her	Smother her mouth	Tie or lock her up
Bite, pinch or squeeze her	Hold her under water	Throw her around

Source CAFRA Training Manual

H 2. 4 Victim's Abuse Checklist (partner)

The following categories represent some of the behaviours that women report having experienced from their abusive partners or husbands. Please read each item below and place a number between 0 and 5 in the box provided to best describe (see scale) how often he has behaved in that particular way within the last 2 years of your relationship. Feel free to delete, amend or add comments.

never	once	twice	3 - 5 times	6 - 10 times	over 10
0	1	2	3	4	5

3. PSYCHOLOGICAL ABUSE

Criticised you or call you names	Forced you to do housework to his standards
Made you out to be stupid or crazy	Treated you as a slave; acted like the boss
Made fun of or humiliate you	Interrupted you or not let you speak
Blamed you; made you feel guilty	Ignored you, 'blanked' you or refused to listen
Twisted your words	Threatened to involve immigration
Lied or denied what he has done	Told you what to wear
Not kept to his agreements	Prevented your contact with friends or family
"Looked at" other women; threatened affairs	Not let you go where/when you wanted
Sulked; withheld attention or support	Accused you of having affairs
Told you to leave	Made you account for every minute of the time
Threatened to commit suicide	Listened to phone calls or opened your mail
Manipulated the children to take sides	Deprived you of food or sleep

4. FINANCIAL ABUSE

Controlled how the family income is spent	Sabotaged your paid work
Made you ask or beg for money	Withheld money
Made you account for every penny you spend	Been secretive about money
Left you house-bound with all the child-care	Put you on an 'allowance'

SEXUAL ABUSE

Got angry if you don't get have sex	Made fun of you sexually
Touched you sexually when you don't want it	Treated you like a sex object
Used pressure or threats to obtain sex	Forced you to use pornography
Made you perform sexual acts against your will	Forced you into prostitution
Physically attacked sexual parts of your body	Forced you to have sex

intimidation

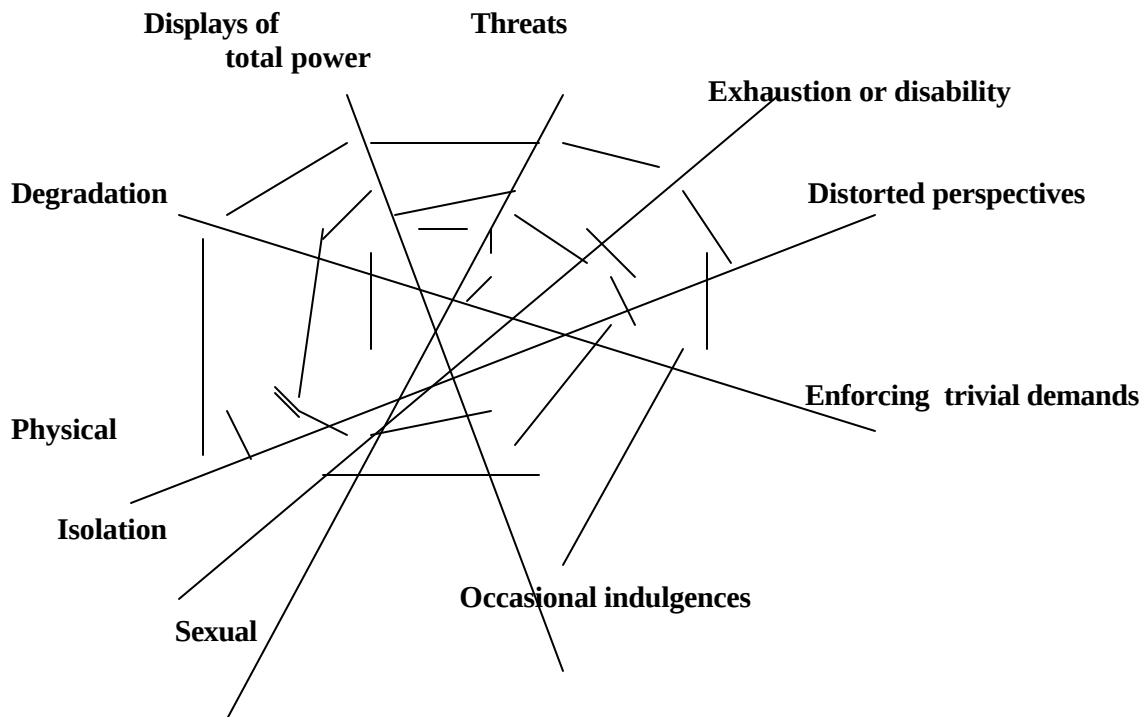
Used aggressive looks or gestures	Ripped your clothes
Sworn, shouted or screamed in your face	Pounded his fists or punched the wall
Made you do degrading things	Thrown food or objects around
Harassed you by spying; stalking; checking up	Smashed up possessions
Threatened to hurt you	Driven fast or recklessly
Threatened to harm other family members	Not left when you asked him to
Threatened you with weapon or object	Stood over you
Threatened to kill you	Prevented you from leaving

PHYSICAL VIOLENCE

Spat at you	Punched you with his fist	Cut or slashed with knife
Poked or prodded you	Kicked or kneed you	Violent sex / raped you
Pushed, pulled, tripped you	Burned or scalded you	Thrown things at you
Held, grabbed or shook you	Twisted your arm or leg	Weapon/object against you
Pinned you to wall / floor	Banged your head / body	Violence to pets
Slapped, hit or spanked you	Head-butted you	Violence to children
Pulled your hair	Choked or strangled you	Violence to family/friends
Sat or stood on you	Smothered your mouth	Tied or locked you up
Bitten, pinched, squeezed you	Held you under water	Thrown you around

Source CAFRA Training Manual and including the request for permission to disclose.

H2.5.Web of abuse (1)



Extracted from the CAFRA Domestic Violence: Spousal Abuse Training Manual and Resource, from a model by KIRKWOOD

H2.6 Types and Forms of Domestic Violence

Different types of violence occur in domestic settings. These are:

Wife/partner abuse
Child abuse
Husband/partner abuse
Elder abuse
Sibling abuse
Peer abuse
Abuse of parents
Abuse by and among adults (relatives)

Abusive behaviour takes many forms. These forms may be experienced by children and adults, with women being the main persons known to be abused. Different forms of abuse are:

physical abuse, e.g., pushing, kicking, cuffing, biting, slapping, kneeling on grater;
verbal abuse, e.g., use of foul language, name calling;
neglect, e.g., failing to provide for the basic needs (e.g., food, shelter, clothing, health care), especially applies to children, the elderly and the disabled;
emotional abuse, e.g., withdrawing affection, put downs, constant criticism, jealousy, rejection, humiliation;
psychological abuse, e.g., controlling behaviour; breaking down one's belief system; destroying property/treasured objects; denying opportunity to keep friends, social contacts, outside interests; interrogation;
sexual abuse, e.g., forced sex with or without objects (e.g., buggery, rape, incest); denying partner's sexuality;
sexual harassment, e.g., unwanted touching, persistent following of a person from place to place, unwelcome telephone calls;
economic abuse, e.g., allowing no money of one's own or no opportunity to improve earning capacity, controlling all money;

H 2. 7Conceptual framework

Key learning points about the nature and context of domestic violence

- A.** The dominant form of domestic violence/spousal abuse is that perpetrated by adult men against their female partners or ex-partners. Freedom from abuse and violence is everyone's basic right.
- B.** Research consistently reveals that domestic violence is widespread and cuts across all barriers of class, race, culture and religion.
- C.** Domestic violence is not a private matter. The effect on society is too far ranging socially and economically for it not to be taken seriously by all in our communities. Non-intervention leaves women and children unprotected from violence and abuse - communities must take up responsibility to provide protection and see it as a crime, a denial of basic rights, not a 'private matter'.
- D.** Domestic violence involves a wide range of controlling behaviours of which physical violence is but a part. It is not an argument that has got out of hand - which implies shared fault and that the woman could/should be able to find a solution.
- E.** Domestic violence has far-reaching physical and psychological consequences for women and children.
- F.** Women do not enjoy being abused and they employ a wide range of skills to survive.
- G.** Many factors (external and internal) influence a woman's decision to stay or leave; many may wish to keep the relationship (at least for the time being) but want the violence to stop.
- H.** Leaving involves a process of help-seeking which is influenced by the availability of resources and by the nature of responses.
- I.** Men who are violent and abusing are wholly responsible for their behaviour which is invariably instrumental having a specific objective. They are not -out of control- since they will choose when and where they are violent and abusing.
- J.** Spousal abuse is learned behaviour - it is not caused by alcohol or by mental health difficulties and it is supported by socio-cultural norms.
- K.** Spousal abuse thrives on shame, secrecy and denial.
- L.** Society's response to domestic violence has tended to increase the man's domination and limit the women's options. This conveys social permission for domestic violence. Throughout the Caribbean, spousal abuse has been permitted and reinforced through religion, cultural traditions and social values. Replacing this with social condemnation will address this and the first measure is via policy, police action, support for all front-line workers (including resources for the development of resources), and public education/awareness.

Source CAFRA Training Manual

Chapter 3 Understanding Entrapment and the experience of abuse

General Aim

To give participants an understanding of how women are trapped in abusive relationships.

Specific Objectives By the end of this session, participants should be able to:-

1. discuss the factors which cause entrapment
2. empathise with the woman who is trapped in an abusive relationship

3.1 Entrapment

Activity 3.1 a

Brainstorm from the participants the list of reasons why they think women stay

Time : 15 minutes

or

Activity 3.1 b

Divide participants into groups. Ask participants to come up with a role-play in which some of the factors of entrapment are highlighted

Time: 15 minutes preparation of the role-play, 5 minutes demonstration per group

or

Activity 3.1 c

Put up three flip chart papers on different parts. One flip chart with head 'Social factors', One with Cultural factors and one with individual factors. Divide participants into three groups. Let the groups walk around the room and write up relevant factors under each heading.

Briefing Notes

(The following notes are taken from a handout in the CAFRA Training Manual.)

It is often difficult for people to understand why it is that women stay in situations of domestic violence. Understanding their experiences will mean you will be better equipped to assist. The question “Why does she stay?” is itself a form of victim blaming, as though there is something wrong with the woman. Instead, we should be asking “How does the Abuser entrap his victim?” or “How does he make it difficult for her to leave?”, which puts the focus on the abuser, where it belongs. He uses violence, of course, but he also depends on social factors that contribute to the vulnerability of women.

Some of the ways in which assaulted women are entrapped on a personal level of analysis include:-

1. Threats of violence. If she has already experienced violence, even the threat of further violence may entrap her, out of fear;
2. Manipulation by showing kindness and affection when he is ready;
3. If she is an illegal immigrant, by threatening to have her deported;
4. Making her feel dependent upon him, believing that she couldn't cope without him;
5. Making her feel guilty, convincing her that if she were a better wife he wouldn't have to 'discipline' her;
6. Breaking down her confidence and self-esteem;
7. Keeping her isolated from her family and friends, and anyone who might help her;
8. Promoting a sense of helplessness and shame in her;
9. Threatening to harm her parents if she leaves;
10. Threatening to harm her children;

11. In small communities (or small island states), where it is hard for the woman to hide for very long, by hiding her passport so that she cannot go to friends or relatives in another territory;
12. If he is a member of the police service, by persuading her that where ever she goes someone in the police force will find her and tell him.

In addition, there are certain factors on a cultural and social level of analysis which contribute to the entrapment, such as:-

- social or family beliefs that women must be submissive to their husbands;
- lack of shelters or safe places to go to;
- lack of employment opportunities;
- no day care facilities, so that she can work and support herself and her children;
- no government provisions for welfare payments;
- no help from the police on earlier attempts;
- religious or cultural beliefs;
- living in a rural area where it is hard to get transport;
- physical, emotional or mental disability;
- old age;

It can be very frustrating when a woman you have helped to escape from an abusive situation returns to that situation. It is easy to be judgmental at these times, perhaps because you are so certain that, in her position, you would never do such a thing. If the woman asks for help a second, or third time, front-line workers have been known to treat the situation with a lack of seriousness that they would not ever bring to another case of multiple repeat assault in a business place, for example.

What is often not appreciated is that previous efforts to help have not been wasted, or gone unappreciated. The forces that kept the woman from leaving in the first place are very strong, and very far-reaching. Some of the same reasons that made her put up with the violence for as long as she did may be the same forces that compel her to return. If, in her case, the 'occasional indulgences' is part of her experience at that time [and it is not necessarily so, in every case], she will be particularly vulnerable to returning. Remember that the whole issue of domestic assault is so tied up with emotional, cultural, moral, family and survival issues that very often the woman can't clearly see what is happening to her.

Where the abuse has been prolonged, some psychologists have identified the resulting mental confusion as being Post Traumatic Stress Syndrome, the name for the mental confusion suffered by prisoners of war and hostages.

She is not going to have your objectivity of view, even though she may appear to have it outwardly. She may return and leave several times before making the final break. Whether she stays or leaves, though, she must be allowed to make her own decision, and treated with support and respect.

Reasons why women return are numerous and from all levels of analysis, personal cultural and social. For instance:

- He has promised her that he is sorry, he will never do it again, he's learned his lesson;
- He may threaten to harm her parents, elderly grandparents, other family members, her children or herself if she doesn't return;
- He may find her, and physically force her to return;

- He may threaten to commit suicide if she doesn't come back, and may actually make an attempt at it, at least serious enough to convince her that he really might do it;
- He may threaten to force her children to drink gramazone;
- Family, friends, relatives or members of the clergy may convince her to return;
- She can't find shelter for herself and /or her children;
- She can't support herself and/or her children;
- She feels guilty about breaking up the family, and the children want to go back;
- She still loves him and wants to believe that he will change;
- She just has no confidence that she can make it on her own, and she has been so isolated from family and friends that she has no one to help her.

(Sourced from the CAFRA Manual)

Further notes on the different reasons why women stay.

Fear or reprisals

Threats of injury and actual violence to themselves or their children if they choose to separate prevents a great number of women from leaving violent relationships. The greatest risk of violence is at the time when a woman is attempting to leave. Many women believe that leaving is not necessarily going to make her life or the life of her children safer. Many of the men who have killed their female partners have done so after the women have left or about to leave. Leaving requires planning and comprehensive legal intervention to safe guard victims and their children. (Barbara Hart)

Social isolation

Abused women are often at home with dependent children. Their partners may deliberately isolate them from friends, family and the wider community. Many survivors choose to hide at home because of their sense of shame of visible injuries, or their belief that the violence is their fault. As a result of their isolation, abused women often have no one to turn to and are unaware of available services.

Financial dependence

Women generally do not have equal access to the same earning capacity as men. To leave their partner condemns many women and their children to a substantial decline in their standard of living.

Social stigma.

Women often experience social pressure not to separate and deprive their children of a father. They may have religious reasons – for example not believing in divorce.

Emotional dependence

Like women in non-violent relationships, abused women are generally committed to their relationship, love their partner and hope for a change in the relationship. Some abused women are fearful that their partner will not cope with a separation and that he will attempt suicide as he has often threatened.

Low self-esteem

Many survivors, after years of beatings and verbal abuse, have lost their self confidence and doubt their ability to cope on their own.

Children

The effects of domestic violence on children are in the next chapter. (*Facilitator may wish to deal with this now or later*)

Handout 3.1 – Reasons why women stay in violent relationships

Handout 3.2 – Woman's letter

Handout 3.3 - Entrapment

Understanding the experience

In many of our lives there may have been times when we have been powerless and subject to someone else's power which might have been abusive.

Activity 4.2 – (a variation of the breaking point exercise in the CAFRA manual)

Brainstorm from the group times when they were in any kind of situation – intimate, work, family,

Use one of the situations and ask the participant

How did you feel?

How did you behave?

How did you react?

Why did you stay?

Sandra Butler a therapist claimed that many people, particularly women, have been exposed to some form of injustice, been victimized, oppressed or felt powerless in their lives. She noted that we need to use our own experience of injustice, oppression, etc. to help us empathize with victims of violence.

Activity 4.3 – The circle role play adapted from the CAFRA Training Manual by Phyl G. Rubinstein, MSW in the Appendix to this chapter. The facilitator may want to vary the language and some of the roles to make it appropriate to the culture of the group. The objective of the activity is to show the stresses around a woman in an abusive relationship. Each role is given a script in numbered order and the players say their parts, following the numerical order.

Time : 10 minutes

Ensure that there is debriefing

Activity 4.4 – Read the poem or ask a participant to read the poem – I Got Flowers Today (Handout 4.4)

Handout 3.1

Reasons for entrapment of women in abusive relationships

- They may feel that they can help their partner.
- They may have low self-esteem.
- They may expect their partner to change.
- They may feel ashamed and/or worry about the shame and dishonour that telling someone may bring upon their family.
- They may fear that they will be blamed for the violence.
- They may feel that if they try to tell someone, that person will not want to listen.
- They may be minimizing the severity and frequency of the violence and its impact on their physical and mental health as a coping strategy.
- They may be focusing solely on surviving from day to day.
- They may be afraid because of threats made by the man about the consequence of telling anyone.
- They may simply accept the violence as a right of discipline or authority over them.
- They may realistically be concerned about the few options open to them if they do tell someone.
- They may fear for their own and their children's safety.
- They may feel an economic necessity; the cost of housing and child care is prohibitive.
- They may feel pressure from their extended family, friends and support systems; they may not know what help is available.
- They may love their partner and not want to do anything which might hurt him (e.g. having him arrested).
- They may believe that it is their responsibility to make the relationship work and blame themselves when it doesn't.
- They may believe that the children need both parents.
- They may be acting according to their religious/cultural beliefs.
- They may face legal roadblocks.
- They may fear losing custody of the children.
- They may have nowhere else to go.

H 3.2 Why battered women don't leave home

This is a verbatim copy of a letter from a battered woman on the subject of why battered wives don't leave home.

"Dear Editor,

Your Review article "When Battered Wives Kill", in suggesting stereotypes of which juries could be disabused, perpetuates another stereotype, that battered women stay with abusive men for such vague reasons as low self esteem. Hogwash!

You stay because:

1. Anywhere you can go, he can go. When he finds you, his rage will make former abuse seem mild;
2. He has told you that if you try to leave, he will find your child at school and take it out on her, or on your pet, or on your parents;
3. Your friends have become alienated, and you have nowhere to go. If you do know people who may accept you, you inflict him on them, and few people are altruistic enough to put up with that. I learned this the hard way when a policeman told me that my violent husband was my problem and I had no right to inflict him on the police;
4. He lies convincingly. So you run away and the police bring you home after he has "explained" to them that you are insane and must be returned to his custody;
5. Professionals find it hard to believe that a quiet, amiable and educated man would do such things, especially since he never does it with witnesses around;
6. Your religious adviser tells you to forgive and turn the other cheek – that love conquers all;
7. You finally get him to go with you for counselling and the counsellor tells that you that you both must trust and communicate. Over the frantic, surreptitious protests, what you told the counsellor in confidence is repeated to your husband, who reacts with quiet, intelligent concern. The satisfied counsellor then tells him you had assumed he would react with anger and violence. The counsellor sends you on your way with and as soon as your husband gets you alone he beats the living day lights out of you;
8. You got into the fix because you never expected a quiet, amiable man to be abusive. The first times he did it his tears afterwards made you sorrier for him than for yourself. Somehow it seemed to be your fault, because you didn't love or trust or support him enough;
9. Later, when the counsellor agrees it was your fault, all you know is you've tried everything and

I was lucky. There are years and hundreds of miles between me and my ex-husband now, but I still remember with special bitterness the psychiatrist, doctors, and policemen who told me that I must enjoy such treatment, or I would never put up with it."

Source CAFRA Manual

Handout 3.3 “Why Don’t You Just Leave?” - a role play
- **Phyl G. Rubinstein, MSW**

Directions: The enclosed script can be used with sixteen people. Handout roles (not the entire script) and labels to players and ask them to form a circle with two women in the centre. Ask each person to read their line number and script in order. It is important to read the line numbers in order to keep the continuity of the skit. Be sure to process peoples reactions to the skit before pursuing any educational goals.

Why don’t you just leave? 16 Person Skit

If you have less than 16 participants, trainers have a number of options: they can take out certain roles, ask participants to take more than one role, and/or take up a role themselves)

1.Batterer 1	I love you.
2.Woman	I love you.
3.Clergy	‘Til death do you part.
4.Batterer 2	You’re mine, you belong to me.
5.Mother	I told you he was no good.
6.Batterer 2	You’re stupid.
7.Woman	I’m sorry.
8.Batterer 2	I promise it will never happen again.
9.Father	If I find out he laid a hand on you I’ll kill him.
10. Friend	He’s so nice.
11.Sister	You can stay for a few days. I just don’t have the room for you beyond that.
12. Benefits Agency Worker	I must have the fathers name to collect Child Support or you can’t get Income Support
13. Batterer 1	I’m sorry.
14.Landlord	If I get any more complaints from the neighbours I’m. throwing you out
15. Employer	If you miss any more work I’ll have to let you go.
16. Policeman	It’s his house too. He can stay if he wants to.
17. Batterer 1	You’re ugly.
18. Clergy	You should be a good wife and obey you’re husband.
19. Woman	I’ll try to do better next time.
20. Batterer 2	If you leave you will never see the kids again.
21. Friend	What did you do to make him so mad?
22. Therapist	What did you do before he hit you?
23. Mother	You made your bed now lie in it.
24. Daughter	If you won’t leave, I’m running away.
25. Friend	I’m sorry I don’t have room for you to stay.
26. Therapist	This is really a marital issue. I really need to see you both together
27. Benefits Agency Worker	You’re working?! You must report all income. I’m not sure you’ll be eligible.
28. Son	You stupid bitch.
29. Employer	If he shows up here making a scene again, I’ll have. to let you go
30. Batterer 1	No one else will ever want you.

31. Clergy	He's a pillar of the community – a volunteer with our	community centre.
32. Father	I'm sorry baby, I just don't have any extra money to	give you right now.
33. Friend	Why don't you leave him.	
34. Son	I hate this shelter.	
35. Landlord	You owe me two months rent..	
36. Refugee Worker	I'm sorry – no male children over 13 years old are allowed stay in the shelter. You will have to find him some other place or not stay here at all.	
37. Mother	There are some things a wife needs to put up with. I stood by your father.	
38. Batterer 1	If you leave I'm going to kill my-self.	
39. Therapist	What are you getting from this relationship.	
40. Woman	If only I hadn't.....	
41. Employer	Tell him to stop calling here.	
42. Policeman	You can leave if you want to.	
43. Sister	I let you stay last time and you only went back to	him.
44. Woman	Where can I go?	
45. Batterer 1	If you leave I will kill you.	
46. Refugee worker	I'm sorry, we're full.	
47. Woman	He'll find me wherever I go.	
48. Clergy	Divorce is against our beliefs.	
49. Employer	You're fired!	
50. Daughter	Mum, I miss my friends.	
51. Son	I miss my dad. I want to go home.	
52. Daughter	I want to go home.	
53. Batterer 2	I'm going to kill you.	
54. Policeman	If I get called out here one more time I'm arresting	you both.
55. Woman	He's going to kill me.	
56. Batterer 1	Why did you make me do it?	
57. Batterer 2	I loved you.	
58. All (except inner three people)	Why don't you just leave?!	

Handout 3.4 Poem

I Got Flowers Today... By Paulette Kelly

I got flowers today.
It wasn't my birthday or any other special day.
We had our first argument last night,
And he said a lot of cruel things that really hurt
me.
I know he is sorry and didn't mean the things
he said.
Because he sent me flowers today.

I got flowers today.
It wasn't our anniversary or any other special day.
Last night, he threw me into a wall and started to choke me.
It seemed like a nightmare.
I couldn't believe it was real.
I woke up this morning sore and bruised all over.
I know he must be sorry.
Because he sent me flowers today.

I got flowers today,
And it wasn't Mother's Day or any other special day.
Last night, he beat me up again.
And it was much worse than all the other times.
If I leave him, what will I do?
How will I take care of my kids?
What about money?
I'm afraid of him and scared to leave.
But I know he must be sorry.
Because he sent me flowers today.

I got flowers today.
Today was a very special day.
It was the day of my funeral.
Last night, he finally killed me.
He beat me to death.
If only I had gathered enough courage
and strength to leave him,
I would not have gotten flowers...today.

Chapter 4 Effects of Domestic Violence on Children

General Aim

To give participants information about the effects of domestic violence on children in Guyana

Specific Objectives By the end of this session, participants should be able to

1. Discuss the effects of domestic violence on children
2. Relate effects of domestic violence on the children who witness the violence
3. Discuss the effects on the adult survivors

4.1 What children see

Briefing Notes

Children, regardless of whether they have experienced abuse directly, are affected by violence in the home. Children who witness abuse display the same emotional responses as children who have been physically and emotionally abused themselves. *It is important that parents are informed of these effects since many women who are abused feel trapped because of the need to care for the children and many abusive men believe that once their violence is not targeted at the children, the children would not be affected.*

Activity 4.1: Do three flip charts with headings -Young Children, Older Children, Adult survivors. Split the participants into three groups and ask them to walk around to write down the effects of domestic violence on children.

Time: 15 minutes

Briefing Notes continued

Children living in violent homes may have witnessed verbal threats of injury, objects thrown, floggings, threats with weapons, sexual torture, suicide attempts and murder. Children are not only witnesses to the violence but may also be assaulted during violent incidents.

"At times the pain in my children's eyes haunts me. We don't often talk about those years but there are occasions when we do, because we have to, he has caused so much damage to the children. I feel as if, especially the eldest child, they were robbed of their childhood. Through his violence they lost the ability to trust and love him and that flowed on. He had no excuse, not even the excuse of being drunk."

(Voices of Survivors, cited in Easta, P. 1996).

Many parents minimize or deny the presence of children while the fathers/men assault the mothers. However, interviews with children with abusive males around them reveal that they have seen and heard, and can describe detailed accounts of violent behaviours that their mother or father never realised that they had witnessed. (Jaffe, Wolfe & Wilson - Children of Battered Women, 1990)

Abusive behaviour is learned behaviour. At an early age, children raised in an abusive environment may develop patterns in their conduct that mimic the types of behavioural characteristics of batterers and victims. The lessons they learn from experiencing or observing abuse accompany them into adulthood. As adults, females often develop male distrust, negative attitudes towards marriage, and/or accept violence or other forms of abuse as natural. Some males (though many will have intervened on at least one occasion to stop the abuse) identify increasingly with the batterer and adopt many of the same

beliefs about women, sex roles and the use of control tactics.

Children of domestic violence stand a greater chance for experiencing neglect. Depression, fear, frustration, helplessness and anger may serve as obstacles for some battered women who are trying to foster nurturing relationships with their children. After having had their foundation destroyed by domestic abuse, children from abusive households find it difficult to develop trust, self-confidence, or positive self-images. They often become ambivalent and desensitised to abuse. Many times the children's initial sympathy for the victim eventually wanes out of disrespect. This occurs especially when defensive measures taken by the victim are not apparent to the children. Children from domestic violent households are at a greater risk of becoming the next generation of abusers.

(Adapted from Children of Domestic Violence by the Metropolitan King County Council by Centre for Domestic Violence Prevention, San Diego.)

Handouts

H 4.1 Effects of Domestic Violence on Children in UK

H 4.2 Domestic violence and children in UK

4.2 Behaviours of Children who witness domestic violence

Effects of domestic violence on children from CAFRA Manual

The effects of domestic violence on children are wide and varied. A child might:

- be/appear fearful - might be expressed with regards to new situations, or in response to sudden noises and movements;
- have a low self esteem;
- express anger - 'spilling out' in general or directed towards particular people or objects/possessions;
- experience helplessness and guilt;
- show stress;
- be/appear insecure - might be expressed through phobias and anxieties;
- be secretive;
- express/indicate shame;
- be depressed - to the extent of being suicidal;
- indicate a lack of positive identity and self image;
- bully peers;
- regress to inappropriate age behaviours such as wetting the bed;
- not succeed at school - inability to concentrate or absorb information, unable to focus, sudden decline in performance, sudden periods of not doing homework and looking tired etc.

(Source: Trelfa J., *The Common Thread* Trelfa J., *National Child Protection Guidelines and in the CAFRA Manual*)

Handout H4. 3 Ways in which children are drawn into domestic violence

Handout H4. 4. Effects of Domestic violence on children

The way that domestic violence affects children differs according to:

intensity and frequency of abuse

their age

their gender

their own coping mechanisms
their role within the family
the availability of/ their relationship with the non-abusing partner
other role models/support available e.g. from relatives, friends
(taken from the CAFRA Manual and adapted slightly)

Since all children react to their environment in different ways, not all children of domestic violence will become batterers or tolerate abuse.

4.3 Effects on Adult Survivors

Some children as they grow into adults and become aware of the effects of the domestic violence in their childhood will recover. However, some adult survivors might experience the following :-

- Higher stress levels;
- Higher levels of anxiety, depression and psychiatric illness;
- Five times more likely to commit suicide;
- Frequently present to medical caregivers with somatic complaints such as headaches;
- Experience twice as many miscarriages;
- Have reduced coping and problem-solving skills;
- DV survivors are more likely to:
 - be socially isolated;
 - use alcohol and drugs; and
 - abuse dependent children.

(Taken from *Beyond These Walls*, 1988)

Many adult children have overcome the pain of the childhood - especially after the abuser has become old. Some adults have used their spirituality to help them to heal from the trauma of a childhood.

H 4.1 Effects of domestic violence on children

The first national survey in the UK with women who have experienced domestic violence asked them what they saw as the effects on their children. Their responses revealed that:

More than four fifths said that they thought there had been long lasting effects on their children;

Almost all the mothers said that their children had seen them crying and upset after the violent incident;

A quarter said their violent partner had also physically assaulted the children; and several said the children had been sexually assaulted;

1:10 mothers had been sexually abused in front of the children;

A third said they believed that their children were violent or aggressive; and a third that their children were hard to control;

Almost a third thought their children lacked self-esteem in the long term and a quarter that the children had problems around trusting peoples and forming relationships.

(Sourced from CAFRA Manual)

H4.2 Domestic violence and children (in the UK)

Remembering that 1:4 women will experience domestic violence and abuse at some point in their lives, consider the implications of the following research findings in the UK, and their effects on children:

When the couple have a family, in 90% of incidents the children are in the same or next room;

In 68% of incidents of violence against the mother a child sees it happening and this increases to 80% when verbal abuse and intimidation is included;

1:3 children will try to intervene to protect their mother;

Men will also 'use' the children to manipulate the situation further;

A significant link has been identified between domestic violence and direct abuse of children, by the same perpetrator.

(Source: numerous, and reproduced in Trelfa, J., *The Common Thread and in the CAFRA Manual*)

H4.3 Ways children are drawn into domestic violence

Age: womb - 1 year

Being harmed by it (in and out of womb)
Miscarriage
Premature birth
Being ripped out of mother's arms by the abuser
Being hit whilst in mother's arms
Feeling mother's fear and distress
Being unable to feed
Being woken up
Hearing it (in and out of womb)
Seeing it
Having toys broken

Age: 2 - 4 years

Trying to prevent, distract or stop it
Hitting or becoming angry with one parent
Being emotionally/physically/sexually abused directly
Being emotionally/physically/sexually abused indirectly e.g. hearing your name being mentioned threateningly by the perpetrator to the mother; being left in a cot for long periods of time during periods of abuse , no-one coming to its cries; seeing your mother raped by the abuser.
Hearing it
Seeing it

Age 5 -12 years

Trying to prevent, distract or stop it in more overt and covert ways
Picking one parent to defend - and/or being asked to support one parent against the other
Physically intervening
Calling the police/telling a teacher/talking with peers
Being involved in the abuse of the mother
Hearing it
Seeing it

Age: adolescent years

Hearing it
Seeing it
Killing or trying to kill the perpetrator
Trying to intervene in one way or another
Abusing the mother
Becoming physically or sexually abused by the perpetrator
Leaving home

Adapted from: Making an Impact, 1999 and in the CAFRA Manual

H 4.4 Effects on Children

0-5 Years

Physical complaints

Sleep disturbances

Bed wetting

Excessive separation anxiety

Clingy and anxious

Failure to thrive

6- 12 Years

Behave in ways to reduce tension

Attempt to control parental violence

Fear being abandoned

Fear being killed or fear themselves killing

Fear their own anger and other's anger

Eating disturbances

Insecure and distrustful of their environment

Girls	Boys
Somatic complaints	Acting out
Withdrawn and passive	Tantrums
Approval seeking	Fights
Mother's little helper	Low frustration
Low frustration or infinite patience	Bully

13+

Alcohol and drug abuse	Suicidal thoughts and actions
Running away	Homicidal thoughts and actions
Early pregnancy and marriage	Criminal activities

(Taken from Jaffe, P. et al, 1990)

Chapter 5 - Helping a woman who is a survivor of domestic violence

General Aim : To make participants aware of the effects of domestic violence on the women who is being abused so that appropriate helping mechanisms could be used.

Specific Objectives At the end of this session participants would

- Understand helping strategies and the role of the helper
- Review skills to use when listening
- Learn the effects of abuse on women
- Know some of the signs of abuse
- Understand the needs of a woman who survives abuse
- Learn some appropriate questions to reach out

5.1 Helping Strategies

Briefing Notes

There are different ways of helping a person in crisis.

- The helper could counsel the person - which means that the helper listens to the person and discusses options for the person to choose
- The helper could advise the person on what to do - advice is what you would do if you were in someone's situation. It is not always appropriate to advise
- The helper could give direct help :- information, money, or even go with the person to seek help
- The helper could change the circumstances in which the problem occurs - be an advocate, ensure police responses are appropriate, ensure access to the law is provided

In trying to help a woman who is a survivor of domestic violence, it is important to build a constructive relationship.

Activity 5.1 : - Brainstorm with participants the characteristics of a constructive helping relationship.

As a follow up highlight the following points.

Time: 15 minutes

(From the Counselling Manual)

The success of a helping relationship between two people requires mutual respect and the building of trust. It requires the helper to ensure that he/she plays a facilitating role during interaction with the person who is requesting help. It can be achieved if the following conditions are put in place.

The helper should: -

1. View the person as an equal

Consider that you could be in the person's position. Avoid assuming a position of superiority. Making the woman feel inferior would make her less likely to reveal and discuss personal difficulties.

2. The environment

Establish a non-threatening, comfortable atmosphere where the person with the problem feels safe to communicate his/her concerns fully. Provide as much privacy as possible.

3. Initial contact

'Sell' yourself as a knowledgeable, understanding and caring person who is willing to help and wants

the opportunity to do so. Avoid appearing arrogant or nonchalant.

4. Be calm Be non-judgemental or moralistic (noting any value conflicts). Avoid expressing shock or laughter when the person tells her story. An emotional outburst, even if subtle, will be distracting.
5. Use shared vocabulary. Use words that both of you can understand. Avoid using big words
6. Listen actively. Encourage the person to talk about the situation. Be alert to the person's wishes; for example, some people may just want someone to listen to them rather than leave the abusive relationship.

Handout 5.1 Listening Skills and Listener:

Activity 5.2 - Do a small role-play which makes fun of the bad things which could happen in a helping relationship. The idea is to highlight the inappropriate helping behaviours.

Time: 10 minutes, 5 minutes for feedback.

Briefing Notes: Situations which should be avoided

- If your close friends and relatives tell you their problems, be wary of trying to get into arguments, and breaking down yourself.
- Do not encourage over dependency. Encourage the people to seek the solutions to their own problems
- Do not give advice. Let the person who is telling you their story is the one to determine what she needs or wishes to do. Assist by offering options, for example, and by encouraging them to speak.
- If you feel uncomfortable, let the person know that you cannot deal with the situation. Find someone who would listen to the person who has the problem.

Handout 5.2: Hints for helpers

5.2. Effects of abuse on the women being abused

Briefing notes

The effects of abuse on the woman being abused vary with the intensity of the abuse and with the coping strategies used by the woman to survive. The abuse results in severe trauma and fear. Some of the effects are

- Stress disorders which result from trying to anticipate the feelings of the abuser, and trying to cope
- Emotional problems as a result of constantly not having emotional needs met
- Change in physical appearance as a reaction to fear, or as a result of injuries and or low spirits
- Mental illness as a result of depression or as a means to cope
- Physical illness as a result of the violence or as a result of stress
- Many women who are abused sometimes abuse their children
- Withdrawal from friends, from society, due to shame and as a means to protect herself
- Irritability
- Sexual dysfunction or losing interest in sex, after the abuser sexually violates her
- Abortion after thinking that it is better to abort a child, rather than have the child in a relationship
- Miscarriage as a result of violence or stress, or stress affecting the health of the unborn child
- Infidelity (outside relationships) as a means of coping
- Devious behaviours so as to protect herself or her children, or to appease the abuser
- Seeking to become independent - some women will seek to find means to become independent, waiting until they are assured of financial security before making a final move
- Desertion - leaving the home and the children
- Suicide when the situation seems overwhelming.

Activity 5.3: Brainstorm other effects with participants. Discuss how these effects harm the well being of the woman, her family and community.

Time: 20 minutes

5.3 Reaching Out

5.3.1 Recognising the Signs of Abuse

The effects of abuse result in some physical and behavioural signs. Any person who would like to reach out to a woman who is being abused after recognising the signs must respect the individual.

Activity 5.4 Give out Handout 5.3 Signs of Abuse and discuss the contents with participants.

Time: 15 minutes

5.3.2. Needs of the woman who is being abused

Briefing Notes

The woman who is being abused has her own needs which would be specific to her situation. The most common needs which have been identified are: -

- to have the violence stopped
- to be listened to, and where there are reasonable grounds, charges to be laid by the police
- To obtain safety, security and shelter. Rural women and women with disabilities may have special transportation and other needs
- to receive emotional support
- to be provided with referrals to appropriate agencies, even if charges are not laid
- to obtain legal information
- where possible, to have assistance in meeting the needs of children

Suggestions on how to meet the needs of a woman who is being abused (adapted from CIDA Police Manual)

1. Ask in a way which helps her think about what her needs are

Handout 5.4: Opening Questions when domestic violence is suspected.

2. Address the needs of the children as well. The children will have needs for physical safety as well as emotional security. Give referrals to child protection agencies
3. Accept what the woman is telling you. Do not make value judgements
4. Ask how she has handled the problem before - what worked, what didn't.
5. Find out what she wants to happen now?
6. What is her most important need 'the bottom line' Regardless of where the individual lives, the most important consideration is to ensure that the individual is safe and is not vulnerable to further victimization. Removing the suspected abuser from the environment is of abuse is preferable to moving the woman.
7. If she feels that it is her fault, tell her that it is not.
8. What does she want to happen now?
9. What is she willing to do to meeting her needs? What will she need help with? If she is going to the police, encourage her to remember the name of the officer to whom she is making the report. Go with her if necessary.
- 10.. If there is a sexual or physical assault, a police officer should accompany the woman to the hospital to get a medical report. All documents should be photocopied if possible.

Activity 5.5: - Divide participants into groups of two and give case studies. Do the fishbowl. Ask each pair to demonstrate the helping relationship and ask the other participants to comment.

Time: 5 minutes for each pair, 4 minutes for feedback

Briefing Notes In Summary

- Listen to the survivor;
- Be non-judgmental;
- Believe the disclosure;
- Be aware of your own feelings and remain calm - an emotional response can silence the person disclosing;
- Communicate to the survivor that s/he is not responsible for the violence;
- Communicate to the survivor that her/his survival means that they did the right thing;
- Explore and dispel myths;
- Facilitate the survivor taking control of her/his life back into their own hands;
- Provide accurate information;
- Ensure that s/he has the opportunity to make decisions about events which affect her life e.g. whether to report the crime, tell family and friends;
- Accept differences of opinion while remaining supportive; and
- Provide appropriate referrals.

H 5.1: Listening

Reflective Listening

A listener is one who

- Wants to hear what the other person has to say
- Wants to be helpful
- Genuinely accepts the others feelings
- Trusts the other's capacity to handle his or her feelings and find solutions
- Realises that feelings pass and are not permanent
- Sees the other person as a separate person

Reflective or Active listening

Is an action done purposely

Is not a passive activity

Involves skills we often use but may not be aware of

Creates outcomes some people may not be aware of

Includes learning and recognising when to use appropriate skills

Means summoning the courage to use reflective listening skills in situations where we might normally react without thinking

Is intended to convey and build trust

Demonstrates a willingness to become involved with the speaker and to understand his/her thoughts and feelings

Means to offer a response that validates the other

Provides the opportunity to clarify thoughts or feelings if necessary

Give the speaker your undivided attention

- Let the speaker set the pace
- Let the speaker solve the problem – the best solutions come from within
- Your role is to help the person get more self understanding
- Listen to what the person is saying and how it is being said
- Watch for both verbal and nonverbal cues to the person's feelings – use your ears, eyes and your heart
- Be aware of the content as well as the feelings
- Reply as an interested follower using words to describe content and feelings
- Respond to what you hear, add nothing more
- Be honest – let the person know if you lose them or don't understand
- Keep your focus on listening

(Handouts from the Ministry of Social Services, Government of British Columbia

And from Society of Special Needs Adoptive Parents Resource Parent Manual (no date))

H5.2: Hints for Helpers

- Are you alone? Can anyone overhear you? How confidential is the meeting?
 - Know what your limits and responsibilities are
 - Seek help and support when you don't know something or are confused.
 - Explore your own beliefs and attitudes about men, women and relationships - be aware when your own experiences or perceptions are affecting you.
 - Assume you are not the most important thing in this person's life - no matter what you, feel, or say, or do, ultimately she will decide what she wants to do.
 - Do not expect anything in return for your helping. The person does not owe you anything - not even thanks necessarily.
 - Do not set out to prove something about yourself or your ideas. Ultimately, it is her ideas that carry the most weight.
 - Believe and trust the woman's ability to ultimately find out what is 'right' for herself.
- You are not responsible for making the woman happy, or taking away her pain. You can only help in the way she wants you to. You may have to witness great pain and suffering, and not be able to do anything. Be willing to hear the worst, no matter how disturbing and awful it is. Some women have lived in situations and feel their secrets are too horrible to be told or that they won't be believed.
- Believe her experience. In a way it is not the most crucial thing if how she saw situation is how someone else might see it. The fact is this is how it was for her, and if nothing else, her partner behaves abusively towards her by hearing that and not changing his behaviour no matter how differently he sees it.
 - No matter whether the woman feels she is 'the worst woman in the world' nothing justifies abuse and violence. You may need to make this clear again and again and not venture into any other territory until she has really understood this - which may mean you do not move from this during your time with her.
 - Don't get caught into spending much time in understanding her partner's behaviour. It is likely that she spends a significant proportion of her waking hours doing this already as well as with trying to adapt what she does and says accordingly. Keep the focus on her needs.
 - Emphasise what she does do to cope, resist and survive. Ask her what she has done in the past to identify options and solutions for her now.
 - When working towards change, whatever that change is, concentrate on achievable goals including only offering what you know is within your remit.
 - Do not make promises or guarantees or offer something when you know this is something you cannot give.
 - If you can't help, then validate her needs - i.e. it is not that her needs aren't important, just that you cannot offer the service she needs.
 - Support the woman in finding the most appropriate help for her needs, i.e. do not simply turn her away. She may need help from more than one source at one time and you may best assist by co-ordinating this or acting as an advocate - but always check this out with the woman first.
 - Your 'instant solutions' may make you feel good about yourself but will confirm the woman's feelings of being powerless and lacking in self worth.
 - Resist the temptation to stereotype. Each woman and each woman's story is unique.
 - Keep confidentiality very much in your mind. Remember if you gossip about the woman to someone else, it could get back to her partner and put her in great risk.
 - Be real, be genuine, be yourself.

Sources: Scottish Women's Aid - "Women Talking to Women": Bass, E., & Davis, L., - "Courage to Heal"; Trelfa J., Woman to Woman
Extracted from the handout in the CAFRA Manual

H 5.3: Recognising signs of domestic violence

Physical

- Unexplained marks, bruises, burns; inappropriate clothes for time of year/weather (e.g. sunglasses, high necked jumpers, scarves etc) multiple injuries in various stages of healing; constant visits to Doctor with various injuries or symptoms and vague explanations
- Injuries to various parts of the body inconsistent with explanations given
- Injuries to breast, chest and abdomen or back of head - women are 13 times more likely to be injured in these places
- Injuries to face or neck
- Evidence of gynaecological problems or sexual abuse
- Frequent use of pain medications
- Premature removal of stitches following surgery or delivery of a baby

Emotional

- Panic attacks, anxiety, depression
- Alcohol or drug abuse
- Post traumatic stress disorder
- Frequent use of minor tranquillizers
- Suicide attempts or feelings

Behavioural

- Frightened, evasive, ashamed, embarrassed
- Partner accompanies woman, insists on staying close and answers questions for her
- Woman reluctant to speak or disagree
- Woman keeps asking for your feelings and thoughts, not initiating any of her own
- Denial or minimisation of situation by partner or woman

Source: Plymouth Community Services NHS Trust;

Conway, H.L., Domestic Violence - Picking Up The Pieces

H 5.4: Opening questions when domestic violence is suspected

Opening questions Is everything alright at home? How are you feeling? Are you getting the support you need at home?

Follow-up questions

- 1) I noticed bruises/cuts/scratches/burns. How did they happen?
- 2) We all have arguments and rows at home from time to time. Tell me about when you or your partner disagree or row.
- 3) Do you ever feel frightened of your partner?
- 4) Do you ever feel afraid in your own home?
- 5) Does your partner ever shout at you, call you names, push you around, threaten you, tell you when and where you can go out?
- 6) Have you been in a relationship where you have been hit and punched (or any of the above). Is that happening now?
- 7) Many women talk about the fact that it is not so much the physical stuff that bothers them, but the mental cruelty. Is that your experience?
- 8) How are your children? How do they deal with what is going on? Has your partner ever threatened them or any other members of your family?
- 9) We all get jealous from time to time. Tell me about when your partner gets jealous.
- 10) You mentioned your partner uses drugs/alcohol. Tell me how he is when he's been drinking or taking drugs.
- 11) Your partner seems very concerned and anxious. That can mean he is feeling guilty or is worried about what you might say or do. Can you tell me anything about it.

Source: Plymouth Community Services NHS Trust; Conway, H.L., Domestic Violence - Picking Up The Pieces and extracted from the CAFRA manual

Chapter 6 Social and Cultural Interventions

General Aim: To give participants information and ideas about some of the social and cultural changes which could influence the society which perpetuates domestic violence.

Specific Objectives : are listed in each section where necessary.

6.1 A right to a life free from violence

Briefing Notes

The Universal Declaration of Human Rights is a list of the rights to which every human being – man, woman and child is entitled. Many people believe that these rights are due to them, but do not realise that they too have to ensure that they do not abuse the rights of other people – in the country, in the community and in the home.

The Convention on the Elimination of Discrimination Against Women to which Guyana is signatory also addresses the issues of violence against women. There is a follow up Declaration on Elimination of all forms of violence against women.

These declarations, signed by Governments around the world, are an acknowledgement by Governments and countries that violence against women, especially domestic violence, is not to be sanctioned or excused and that steps will be taken to deal with the violence.

Many men have viewed women's rights and feminism with suspicion, thinking it meant that women asserting their rights meant that men had to lose theirs. However, the declarations on women's rights just reinforce the principle, that women are entitled to the same rights as men. These rights include the right to a life free from violence.

Activity 6.1: Brainstorm with participants what they perceive their rights are. Discuss how they enjoy those rights and what are the mechanisms available to ensure that those rights exist.

Time : 30 minutes

Handouts

H6.1 Extracts from the Universal Declaration on Human Rights

H6.2 Relevant articles from the Convention on the Elimination of Discrimination Against Women

H6.3 The Declaration on the Elimination of Violence against Women

6.2 LEGAL ASPECTS OF DOMESTIC VIOLENCE (extracted from the Counsellors Training Manual)

General Aim

To familiarize participants with the Domestic Violence Act (DVA)

Specific Objectives

At the end of the session on the domestic violence act, participants should be able to:

- Use the DVA as a reference document.
- Assist clients in making applications under the DVA.
- Explain problems associated with the implementation of the DVA and the progress made towards

more effective implementation.

Briefing Notes

Before the Domestic Violence Act existed, domestic violence cases could be brought before the court under the common assault provisions of the criminal law and/or in a civil law action for trespass to the person. This would require the police to initiate action on the matter. Neither way was easy due to the reluctance of the police to bring criminal charges and of the judges to grant injunctions. There were also enforcement and cost problems.

The Domestic Violence Bill was drafted by the Women's Rights Campaign in 1993 and presented to government. The Act was passed by Parliament in 1995. The CARICOM model legislation and Acts from Barbados, Belize, Jamaica, Trinidad and Tobago and the United Kingdom served as resources. A public awareness campaign was implemented by the Caribbean Association for Feminist Research and Action (CAFRA) and other NGOs which advocated enactment.

The DVA defines domestic violence and related concepts, outlines procedures for making an application to a magistrate, states the relief that can be granted, details enforcement of orders and outlines the roles of the police, the Director of Social Services and the Women's Affairs Bureau. Since the DVA has been enacted and used, areas in which it can be improved have been identified. There are plans to amend the DVA.

The DVA provides a civil remedy. This means that a victim, whether a woman, a man or a child, may file his/her own action or have such action filed by a lawyer. Under the criminal law, each assault would be treated separately. However, the DVA recognizes repeated incidents of violence. While assault cases may take upwards of two months to be heard, DVA cases are often heard within one week of applying to the court. Making an application under the DVA does not mean that the police cannot bring assault charges or vice versa.

Implementation of the DVA has been affected by lack of awareness of its existence and understanding of its provisions, getting and completing forms, the limited knowledge and attitudes of court staff and magistrates, the response of the police and the absence of a Director of Social Services. Help & Shelter and other organizations have been working to overcome some of the hurdles. Some strategies used or proposed to remedy the situation are the provision of public education, making forms more readily available, advocacy, and training for magistrates, police and other focus groups.

Handouts

H6.4 – Summary of the DVA (This could be supplemented by the DV Handbook as well as sample application forms and orders)

Activity 6.2 Explain what the DVA covers, who can make an application, how this may be done, the relief that can be granted, the roles of the police, the Director of Social Services and the Women's Affairs Bureau, going to court and getting an order enforced. Discuss positive steps taken to date.

Time: 45 minutes . A legal resource might help with this.

6.3 SERVICE PROVISION - THE POLICE & THE COURT (extracted from Counselling Manual)

General Aim To make participants more equipped to support victims of violence in dealing with the police and going to court

Specific

Objectives At the end of the session, participants should have a better understanding of:

1. Police procedures in relation to investigations and the taking of reports in cases of domestic violence.
2. The operationalization of the court system - location, personnel, function, collecting office.
3. The role of the volunteer in the courtroom.

Briefing Notes

Police Procedure

Police procedure refers to the way in which the police conduct the proceedings leading to legal action. A report of violence must be made to the police as soon as possible. If the victim is not in a position to report the matter, someone else may do so on his/her behalf, either by going to or calling the police station.

Statement

Statement refers to recounting of the facts of what exactly took place between the abuser and the abused. Any witness should also give a statement. In some instances, assistance will need to be given to the police and/or the victim to record the statement.

Medical Attention

Medical attention refers to a medical examination done by an approved medical practitioner. The abused should be accompanied by the police to the medical practitioner who should examine the abused, complete and sign a medical form provided by the police. This should be collected within 48 hours of the examination. This report will be needed for evidence if the matter goes to court.

Investigations

At the end of the preliminary investigations, charges could be made against the suspect by the police. If charges are made, the police should notify the abused of the date the case will be heard in court.

Appearing in Court

The abused will be required to give evidence from the witness box after taking an oath to tell the truth. The prosecutor will ask him/her questions. The magistrate may also ask questions. Next, the defence lawyer will cross-examine the abused who may be re-examined by the prosecutor. After all evidence is taken from the prosecution and defence witnesses, the magistrate will make a decision.

Activity 6.3 Ask participants to work in small groups to prepare and present role plays on:

- a court scene;
- the police taking a report

Discuss role plays, highlighting appropriate actions and alternative responses.

Time: 30 minutes

1. Myths

(Extracts from the CIDA Police Manual, and other sources.

General Aim : To give participants some information to challenge some of the prevailing beliefs that perpetuate domestic violence.

Activity 6.4

The facilitator could make up the statements on flip chart paper, and ask small groups to discuss each statement (myth).

Time: 5 minutes per statement

1. Only a small percentage of women are subjected to Domestic Violence

FACT

Because of the private nature of domestic violence and the shame and embarrassment that inhibits many victims from talking about the issue, it is impossible to tell exactly how many women are subjected to violence. Research findings (Danns/Shiv Persaud) indicate that as many as two out of three women have been abused by their male partners. A survey in Georgetown indicated that 1 in 3 women surveyed admitted to physical violence (Red Thread, 1999)

2. Domestic violence only happens within poor or working class families or in some social groups

FACT

DV occurs across all socio-economic groups. This myth developed because people on low incomes are more likely to come to the attention of official agencies. Those families with access to more resources are sometimes better able to hide the violence. This happens across all backgrounds, races, types of employment, ages, religions.

3. The offender is not a loving partner or a decent man.

FACT

Researchers have become aware of a cycle of violence in abusive relationships (Walker 1979). During the “buy back” and “honeymoon phases” of this cycle the offender can be a loving and attentive partner. Many violent men are described by their partner as Jekyll and Hyde characters capable of being charming and caring but also capable of violence and abuse. Some men are law abiding citizens in the public eye, and are not necessarily violent towards other people. Sometimes outsiders will find it difficult to believe since the abuser is a quiet and loving man.

4. Violent men cannot control their violence.

FACT

Violent men often believe that this is true. It is the belief in this myth which enables offenders to continue to avoid taking responsibility for their behaviour. The large majority of offenders who beat their partners control their violence with others, such as friends or work colleagues, where there is no perceived right to dominate and control. Offenders are also able to control the way in which they abuse, including limiting physical assault to certain, often hidden, parts of the body and by limiting the amount of damage inflicted. Violence is also frequently pre-meditated although it may seem to the survivor to happen out of the blue.

5. Violent men are mentally ill or have psychopathic personalities.

FACT

Clinical studies of men who abuse their partners do not support this view. The vast majority of violent men are not suffering mental illness and could not be described as psychopaths. Most offenders present as ordinary respectable men who are very much in control. They are represented in all occupations and social classes and the violence usually manifests itself only within their relationships with their female partner and children.

6. Women enjoy being abused

FACT

This myth developed from the observation that many women remain in violent relationships despite constant abuse. There are many reasons why abused women stay with their violent partners. Many women are too afraid to leave violent relationships. Research confirms that leaving a relationship is a dangerous time for a woman and that from half, to five out of seven, of the women killed by their spouse were separated or were in the process of separating at the time of their death (Easteal 1993, Keys Young 1993, Wallace 1986)

7. A woman could always leave if she really wanted to.

FACT

There are many things which trap a woman in an abusive relationship. (Refer to Entrapment)

8. Men get abused as often as women

FACT

Women suffer terrible violence, often living in fear of their partners. Few men are afraid of their female partners – they may be irritated or frustrated by communication difficulties. Men could use their physical strength to stop attacks and draw on resources to walk out. Some women have resorted to violence in self defence. All legislation and services, except for the shelters, are available for men as well as women.

9. Some women deserve to be abused. They provoke the abuse.

FACT

There are no excuses for Domestic violence. Violence is rarely the culmination of a mutual argument and women often have no warning of an attack. Many women who are abused try to do everything to avoid violent episodes. In abusive relationships it is often perceived that the man has the right to dominate and control his partner. Survivors of domestic violence are at risk of abuse from the offender regardless of their actions. Many women seek to placate, accommodate and please their partners. In doing so, women often drastically modify their lives in desperate efforts to avoid being beaten. Unfortunately, this does not work since male abusers use any incident, internal or external as an excuse for violence and they avoid responsibility

10. Survivors of Domestic violence exaggerate the abuse.

FACT

Survivors rarely describe themselves as victims of FDV, and tend to underestimate rather than to exaggerate violence, even when violent episodes escalate in intensity and frequency.

11. If he don't beat me, he don't love me..

In our culture, violence has been accepted as part of normal loving relationships, and some people regard jealousy as an expression of love, and the violence as a way of being jealous. The women who might say this, do so because they might want to minimize the effects of violence in their lives or joke about it or accept it as normal. Many women and men believe that being masculine means being aggressive. So controlling women through violence is perceived as masculine.

Domestic violence is about a power imbalance. Hitting another person is a crime.

12 Religion says that women have to put up with violence.

FACT

Many people use religious scriptures to justify all kinds of behaviours and attitudes. Religion was used to justify slavery, apartheid and the oppression of women. Fortunately, many people continue to

examine scripture and the context of scripture to remove oppression of different social groups.

Christianity

In Christianity, the main part of the Holy Bible which deals with relationship between man and woman is Ephesians 5. An important verse to consider, in addition to the verses on submission to God, and woman to husband, is Ephesians 5:28 – “So ought men to love their wives as their own bodies. He that loveth his wife loveth himself” – this is in the context of the joining into one Eph 5.33... Let every one of you in particular so love his wife even as himself, and the wife see that she reverence her husband..

Hinduism

In Hinduism, there is great reverence for the creative force which is deified as feminine (Shakti). In the Hindu theology, the divine force has been manifested in male and female forms, and women are as manifestation of the female deities – Durga, Laxmi, Saraswati

In the Vedas – wives are referred to as ‘aadhargini’ “equal half” with the emphasis on equality. In the Ramayana, Sita is upheld as faithful wife, enduring all Lord Rama’s pain and trials. In the end of the Ramayana, after the final test, Mother Sita also asks her Mother to take her back when the supporters of Lord Rama continue to question her fidelity.

The Bhagvad Gita is about fighting against injustice – and some women have noted that the ‘fighter’ does not have gender and they read the Gita to understand that no woman must put up with Injustice, especially since Arjun fought his relatives on matters of principle.

Islam

In Islam, there are clear rules for the rights of women in divorce, inheritance of property, etc. Some quotations from the Holy Quran (from <http://www.submission.org>)

[3:195]"Their Lord responded to them: "I never fail to reward any worker among you for any work you do, be you MALE OR FEMALE, YOU ARE EQUAL TO ONE ANOTHER....."

[2:229] Divorce may be retracted twice. The divorced woman shall be allowed to live in the same home amicably, or leave it amicably. It is not lawful for the husband to take back anything he had given her. However, the couple may fear that they may transgress GOD's law. If there is fear that they may transgress GOD's law, they commit no error if the wife willingly gives back whatever she chooses. These are GOD's laws; do not transgress them. Those who transgress GOD's laws are the unjust.

[4:34] The men are made responsible for the women, and GOD has endowed them with certain qualities, and made them the bread earners. The righteous women will cheerfully accept this arrangement, since it is GOD's commandment, and honor their husbands during their absence. If you experience rebellion from the women, you shall first talk to them, then (you may use negative incentives like) deserting them in bed, then you may (as a last alternative) beat them. If they obey you, you are not permitted to transgress against them. GOD is Most High, Supreme.

This last verse has been discussed, that beating is a last resort and that there are clear guidelines for what are rebellious acts. An interpretation of beating with violence is forthcoming.

We also learn that one of the traits of the righteous is that they suppress anger.

[3:134] "...They are suppressors of anger, and pardoners of the people. GOD loves the charitable."

Facilitators Tip: Encourage further discussion on these beliefs. In the group, there may be survivors who have used their faith as a source of strength to survive and have examples of how they challenged those myths.

Briefing Notes:

Domestic violence continues because of the perceived rights of men to own, abuse the women they are supposed to love. Part of eradicating domestic violence is to dispel these myths at all levels, and to ensure that systems which are put in place are used and implemented for the benefit of the women who are being abused. The individual is the bedrock of the family which is the unit of the community, any harm to any individual affects all of us in the end.

[illegible]

Preamble

- 1) In recognition of the inherent dignity and equal rights of all, the foundation of justice and peace in the world;
- 2) In reaction to the disregard and contempt for human rights and barbaric acts committed during the Second World War the desire to create a world in which everyone has freedom of speech and belief, can live free from fear and want became prominent;
- 3) To protect through law so people are not to take recourse as a result of experiencing tyranny and oppression into their own hands;
- 4) To promote the development of friendly relations between nations - ;
- 5) To affirm faith in fundamental human rights, the dignity and worth of people and the equal rights of men and women and to promote social progress and better standards of life;
- 6) To have a common understanding of these rights and freedoms and that they are of great importance;
- 7) This pledge is made and is to be a common standard for everyone, and to that end each individual should keep the Declaration in mind, teach and educate to promote respect for it, and secure universal and effective recognition.

Article 1: All people are born free and equal in terms of dignity and rights, and are born with reason and conscience so should act towards each other in a spirit of unity. **Article 2:** Everyone is entitled to these rights and freedoms regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status; and regardless of the political, jurisdictional or international status of the country or territory to which a person belongs. **Article 3:** Everyone has the right to life, liberty and security. **Article 4:** No-one can be held in slavery or servitude. **Article 5:** No-one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment. **Article 6 & 7:** Everyone has equal right to protection from the law. **Article 9:** No-one should be subjected to arbitrary arrest, detention or exile. **Article 16:** All of full age have the right to marry, enter into that marriage with free and full consent, and have a family and everyone is entitled to equal rights in the marriage and at it's breakdown. **Article 17:** Everyone has the right to own property alone and with others and no-one can be arbitrarily deprived of that property. **Article 18 & 19:** Everyone has the right to freedom of thought, conscience and religion, and freedom of opinion and expression - including freedom to change opinion, belief and religion alone or in a community. **Article 23:** Everyone has the right to work, to free choice of employment and good work conditions; to equal pay for equal work; and for payment that ensures dignity of life. **Article 24:** Everyone has the right to rest and leisure as well as limitations of working hours and holidays with pay. **Article 25:** Everyone has the right to a standard of living that ensured good health and well-being. **Article 26:** Everyone has the right to education. **Article 27:** Everyone has the right to freely participate in the cultural life of the community.

Source CAFRA Training Manual

H6. 2 Convention on the elimination of all forms of discrimination against women

[illegible]

Article 16

State Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

- The same right to enter into marriage;
- The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
- The same rights and responsibilities during marriage and at its dissolution;
- The same rights and responsibilities as parent, irrespective of their material status, in matters relating to their children; in all cases the interest of the children shall be paramount;
- The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;
- The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;
- The same personal rights as husband and wife, including the right to choose a family name, a professional and an occupation;
- The same rights for both spouses in respect of then ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration;

The betrothal and the marriage of a child shall have no legal effect and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

[illegible]

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

The right to equality.

The right to liberty and security of person.

The right to equal protection from the law.

The right to be free from all forms of discrimination.

The right to be highest standard attainable of physical and mental health.

The right to just and favourable conditions of work.

The right not to be subjected top torture or other cruel, inhuman or degrading treatment or punishment.

6.10

H6.4 Summary of the Domestic Violence Act – Guyana Domestic Violence Act 1996

The Domestic Violence Act of Guyana was passed in December, 1996 in order to give legal protection to persons who have suffered abuse or are at risk of suffering domestic abuse. The explanation given here was originally presented in the leaflet *"The Domestic Violence Act : How can it help you or a friend"* published by the UNDP, Guyana. c 1997

Who gets protection under the Act?

Any person who is suffering domestic abuse is automatically eligible to be protected by the Act. Any abused person, adult or child can get protection from:

- A spouse, fiancé(e) or reputed spouse, or partner with whom they live
- Anyone who lives in the household today or has lived in the past, but not tenants or employees unless there were sexual relations with them
- A relative
- Any person with whom the victim has had a sexual relationship

1. What is abuse?

The words that are used to describe abuse are ill treatment, violation, molestation, seduction and betrayal. It need not be only physical violence.

Abuse can also be "Psychological Abuse" This means any activity which persistently humiliates the victim, dishonours her or him, or lowers their self esteem like :

- Not allowing them to handle their own things or property
- Blackmailing
- Watching over them in a way which is threatening
- Not allowing the victim to eat or sleep well
- Manipulating the children
- Causing the victim emotional agony

In order to qualify for protection under the Domestic Violence Act, the person has to have suffered abuse or harassment.

What is harassment?

Harassment is when someone threatens or intimidates another person by:

- Verbal abuse - "cussing up", screaming, humiliating
- Threatening with physical harm or violence
- Breaking things or damaging things which are important to the victim
- Making the victim scared or afraid of physical or psychological harm
- Threatening the victim
- Hiding things belonging to the victim
- Watching over the house, work place, school or anywhere the victim goes for daily business
- Making unwelcome advances
- Using abusive language

About the Orders

What is a Protection Order?

A protection order is a document which the Court issues which prevents the abuser from harming the victim. It is meant to restrain the abuser. If the abuser harms the victim in spite of the order, the abuser can be arrested without a warrant. The Protection Order is meant to guarantee the victim's safety, well being and health.

How can a Protection order do that? What does it really do?

The Protection order prevents the abuser from entering the home or workplace of the victim, or from going anywhere the victim goes like friends and relatives houses.

It prevents the abuser from going into certain localities.

It restrains the abuser from harming or harassing the victim or the children

It can make the abuser provide the victim with money for the upkeep of the victim or the children

It prevents the abuser from moving the victim's property

It can also make the abuser go into a counseling program

Who can file for a Protection Order?

The victim can do it. The court has forms that have to be used to fill up the form. The staff at the court could also assist with filling up the form.

A qualified social worker or a police officer can also file the application on behalf of the victim.

If the victim is a child under 16 or is mentally disabled, the parents or guardian, or the person with whom the victim lives, or a qualified social worker or a police officer will have to file the application.

What is an Occupation Order?

When the court makes a Protection Order, it can also make an Occupation Order. This order entitles the victim to continue to live in the her or his home, even if the home belongs to the abuser. This means that the abuser cannot throw the victim out, but the abuser will have no legal right to occupy the house while the order is in force! However, this does not mean that the ownership of the house is transferred to the victim. It means that the victim can live in the house even though it belongs to the abuser.

What is a Tenancy Order?

If the victim and abuser are tenants of the house they live in, the court gives the victim the right to be the only tenant. The abuser will have no legal right to live in the house.

How long are the orders valid? What can the abuser do legally?

The orders are valid for a specific period. The abuser can make an application for the discharge of the order as soon as it is passed. This will call for another hearing and the victim, or person filing the application for the order on behalf of the victim, can argue that the orders must continue. The courts will consider first the danger to the victim, and to any children of the victim.

How soon are the orders passed?

If the victim is in immediate danger and the situation is like an emergency, the order can be passed as soon as the application is filed. Otherwise, a hearing will be fixed within seven days after the application is filed. All of the persons have to be present at the hearing. The magistrate will have to make sure that the case is genuine. The magistrate has to be convinced that such an order is needed for the safety, well being and health of the victim or of the children involved. The magistrate also has to be convinced that the victim needs a place to live before granting an Occupation or Tenancy Order..

The Act says that all hearings will be held without an audience. The newspapers and media cannot report on these cases unless the magistrate allows them to do so. The persons affected by the application can request reporters or other people to leave the court room during the hearing.

The Role of the Police.

Under the Domestic Violence Act, the police officers have a crucial role to play in ensuring the safety of victims or any other persons in danger.

They can file an application in the court on behalf of the victim.

They can arrest an abuser without a warrant if he violates the court orders

They have a duty to assist the victim by ensuring that the victim is taken to hospital and gets medical attention if they are injured as a result of domestic violence.

The police has to ensure that any person who is afraid of domestic violence and feels unsafe is moved to a safe place.

Chapter 7 Understanding Healthy Relationships

General Aim: - To make participants aware of the dynamics of a healthy relationships. This session is particularly geared towards young people who are now beginning to form intimate relationships.

Specific Objectives :- By the end of this session, participants should be able to :-

1. Understand boundaries in relationships
2. review their own relationships
3. discuss the signs of healthy relationships and unhealthy relationships

7.1 Boundaries in Relationships

Briefing Notes:

Most human beings have a need to belong and to feel loved and wanted. However, due to different things in our lives, we could go into relationships for the wrong reason, and end up exposing ourselves to more hurt and confusion.

Before loving anyone, it is important to love one self, and to feel comfortable with your goals, your life and your self. A good test is to ensure that healthy boundaries are established which would ensure nurturing relationships. There are several signs of unhealthy boundaries. Taking account of these is a good way to establish what the relationship is doing to support your life.

Signs of Unhealthy Boundaries

- when a person is inclined to move between trusting no one to trusting anyone, and telling all to anyone
- Talking at intimate level on first meeting
- falling in love with a new acquaintance
- falling in love with anyone who reaches out
- being overwhelmed by a person - thinking about them all the time at the expense of other activities
- acting on first sexual impulse
- being sexual for the partner and not for self
- going against personal values or rights to please others
- not noticing when someone else displays inappropriate boundaries
- accepting food, gifts, touch, sex that you do not want
- touching a person without asking
- taking as much as you can get for the sake of getting
- giving as much as you can give for the sake of giving
- allowing someone to take as much as they can from you
- letting others direct your life
- letting others describe your reality
- letting others define you
- believing others can anticipate your needs and feeling angry when they do not
- expecting others to fill your needs automatically
- falling apart so someone will take care of you - and resorting to self blame and self hatred so as to get attention
- sexual and physical abuse
- abuse of food, drugs , alcohol

Signs of healthy boundaries.

- Appropriate trust
- revealing a little of yourself at a time, then checking to see how the other person responds to your sharing
- moving step by step into intimacy
- putting a new acquaintanceship on hold until you check for compatibility
- deciding whether a potential relationship will be good for you
- staying focused on your own growth and recovery
- weighing the consequence before acting on sexual impulse
- being sexual when you want to be sexual - concentrating largely on your own pleasure rather than monitoring reactions of your partner
- maintaining personal values despite what others want
- noticing when someone else displays inappropriate boundaries
- saying no to food, gifts, touch, sex you don't want
- asking a person before touching them
- respect for others - not taking advantage of someone's generosity
- self-respect - not giving too much in hope that someone will like you
- not allowing someone to take advantage of your generosity
- trusting your own decisions
- defining your truth as you see it
- knowing who you are and what you want
- recognising that friends and partners are not mind readers
- clearly communicating your wants and needs (and recognising that you may be turned down, but you can ask)
- becoming your own loving parent
- talking to yourself with gentleness, humour, love and respect instead of self hatred.

7.2What is a Good Relationship?

Briefing Notes

- A good relationship is one where intimacy develops slowly from a friendship to a commitment. You participate with a person who is capable of a fulfilling intimate relationship. He/she does not have deep emotional scars from his/her childhood or a previous relationship. He/she is capable of trusting and being trusted.
- A good relationship is one which is based on commitment. You feel secure about the future of the relationship. There is no confusion or fear of abandonment. You do not have to cling to this person in your life for fear that he/she will want to pull away. You feel relaxed and are not anxious about losing the relationship.
- A good relationship is one where two people do not need each other. They are already individually strong -- the relationship enhances their lives. There is constant sharing of pleasurable activities. You are not constantly disappointed or irritated by your partner's destructive habits -- alcoholism, affairs, drug abuse or physical violence.
- A good relationship is a partnership that is based on friendship and respect. Your partner is your good friend, who encourages you to do become your best. No one acts superior to the other. No one has to beg or plead. Parenting philosophies about discipline are collaborative and negotiated with the other.

- A good relationship is one where there is a true intimacy of revealing and sharing yourself with your partner as he/she reveals and shares himself/herself also. There is trust and concern about each other's welfare and happiness. You can talk openly about your needs. You are listened to.
- A good relationship is one where two individuals can resolve conflict in a peaceful and calm manner. Feelings can be openly expressed. Conflicts are resolved by coming to a compatible agreement. There is no right or wrong person if the agreed decision does not work out satisfactorily
- A good relationship is one where both individuals see themselves as partners. There is good communication; there are feelings of closeness and joy. Both persons believe that they can gain far more by remembering to keep agreements. There is no need to dominate and compete with each other.
- A good relationship is one where two people maintain an enthusiasm about the other's hobbies, work and friends. You can focus on your daily lives and the needs of your children.
- A good relationship is one where each partner has a circle of friends and interest outside the relationship. You are not isolated.

(By Nancy Kilgore, volcano Press, 1992 and from the Centre for Domestic violence Prevention, San Mateo , California.)

Activity 7.1 15 minutes

Handout ' Comparing Healthy and Unhealthy Relationships' Share the handout and discuss the differences.

Briefing Notes continued :- Discuss the following characteristics of healthy and unhealthy relationships

A Healthy Relationship :-

- Takes time to develop
- Each can live independently but would prefer living with their partner
- Does not need sex to keep relationship
- Won't control their partner's life
- Relationship based primarily on friendship
- Willing to give up short-term pleasures for long-term gains
- Has several close and healthy relationships
- At peace with self and the world
- Has sense of peace & stability
- Allows for independence and individuality
- Freely asks for what is needed
- Can live with flaws
- Personal sense of self-worth
- Comfortable with commitment
- Is able to let go when relationship is not good or healthy
- Generous in giving with freedom and a desire to share
- Home background usually felt loved, supported and nurtured
- Felt safe and protected as a child
- Usually able to control emotions
- In control of own life and circumstances
- Does not blame others to avoid responsibility
- As a child was usually free of shame-based motivation
- Tends to look at all relationships realistically, without idealising or castigating
- Is comfortable with aloneness

UNHEALTHY REALTIONSHPIS

- Happens fast – sometimes instantly
- Can't live without the other
- Feeling connected means strong sex issues. Desperate need, or avoidance of, sex
- Tends to control or be controlled
- Relationship based primarily on need
- Is not willing to give up short-term pleasures for long-term gains
- Usually isolated from other healthy relationships, creating need for one special relationship
- Not at peace with self and the world, carrying unresolved hurts
- Overall sense of being “driven”
- Does not allow for individuality etc & threatened by partner's personal growth
- Requires the other person to "know" what is needed. Plays "games" to get needs met.
- Cannot tolerate flaws & demands love
- Looks to others for affirmation
- Fearful of commitment
- Has a fear of letting go of the relationship
- Only gives in order to get something
- As a child did not feel loved, supported and accepted
- Unsafe & not protected as a child
- Frequent loss of emotional control
- Sees others or external circumstance as being in control
- Often uses blame to avoid responsibility
- Frequently feeling shame as shame was used during childhood to control or motivate
- Tends to idealise people, putting some on pedestals & making others villains
- Uncomfortable when alone

The lists above were adapted from a book called “The Complete Divorce Recovery Handbook” published by Zondervan. Adapted from Anglicare Counselling <http://www.theacc.org.au>

Handout : Comparing Healthy and Unhealthy Relationships

(Adapted from <http://www.wmich.edu/greatexpectations/relationships.htm>)

This chart may be helpful to you in identifying to what extent your relationship with another is healthy or unhealthy. It may also assist in making plans to change unhealthy aspects of your relationship into healthy ones.

Healthy Relationships	Unhealthy Relationships
A healthy, mature relationship is based on equality, mutual respect, and individual freedom. These characteristics create an atmosphere of caring, safety, and affirmation of personal worth, necessary for deepening our capacity to give and receive love.	An abusive relationship is based on power and control stemming from fear and insecurity. Freedom and equality are not allowed. The tactics and behaviors used by the abuser generate fear, shame, isolation, intimidation, anxiety and depression. Physical abuse and violence are never isolated behaviors. They are connected to a system of behaviors involving intentional acts used to gain control and power over another person.
Support Listening non-judgmentally Providing affirmation and understanding Valuing each other's feelings and opinions Supporting each other's goal	Emotional Abuse •Putting down values and accomplishments you are proud of •Not respecting your needs and desires •Being charming in public but switching to emotional, verbal or physical abuse when you are alone •Calling you names Playing mind games in an attempt to confuse
Trust - Respecting each other's right to enjoy personal friends and activities outside the relationship - Doing nothing that would harm the other person	Isolation Trying to control what you do, whom you see and talk to, what you read, where you go
Emotional Honesty Feeling freedom and responsibility to give feedback to the other person Expressing feelings in a nonjudgmental, non-blaming way Asking for change in harmful attitudes and behaviors	Use of Emotions Using jealousy, depression, insecurity, anger, passion, frustration, stress to justify abusive behaviors such as "I just want you all to myself" or "Help me, I'm hurting" or "I just lost control."
Physical Safety Respecting each other's physical space Expressing yourself without emotional, verbal or physical abuse	Physical Abuse Pulling hair, slapping, pushing, hitting, choking, grabbing Restraining you Standing over you Using weapons
Affirming Relationships -Honoring each other's right to privacy -Developing the capacity to be open and honest in your communication	Minimization, Denial & Blame Making light of emotional/verbal abuse such as "I was just kidding" or "At least I didn't hit you." Shifting responsibility for abusive behavior to you such as "you're too sensitive"
Non-Threatening Behavior	Threats & Intimidation

Healthy Relationships	Unhealthy Relationships
• Talking and acting in a way that allows both partners to feel safe and comfortable expressing themselves • Being sensitive to each other's needs and choices	Making threats to hurt you, leave you, commit suicide, tell your friends you are crazy Causing fear with looks and actions Destroying your property and warning "you may be next."
Sexual Expression • Freedom to discuss personal concerns, fears, and feelings • Freedom to set personal limits and boundaries • Freedom to say "no" at any time • No pressure to engage in sexual activities that are not mutually desired • Sharing responsibility for protecting each other from unwanted pregnancy and sexually transmitted infections	Sexual Abuse • Teasing you about/degrading your body parts • Manipulating you to engage in sexual activity when you don't want to • Making you "feel dirty"
Acceptance of Responsibility • Accepting responsibility for personal behaviors and attitudes • Acknowledging past use of violence • Apologizing for mistakes and changing harmful behaviors	Use of Others Using others to relay messages rather than communicating directly and honestly with you Abusing or threatening to abuse pets
Economic Justice Supporting each other's decisions about work, school and money Sharing responsibility for mutual expenses Using money in a way that offers opportunities for both partners	Economic Abuse ☐ Paying for something and holding it against you ☐ Using money as a bargaining tool
Shared Partnership ☐ Mutually agreeing on a fair distribution of shared responsibilities ☐ Making decisions together ☐ Being flexible in your roles ☐ Talking out concerns in ways that produce win-win outcomes	1. Male Privilege Treating you like a servant Going out with his own friends, but not wanting you to go out with yours Defining inflexible roles in the relationship No flexibility regarding opinions - he is "always right."

Chapter 8 Learning about abusers and their abusive behaviour

General Aim : To give participants an understanding of abusers and the assumptions for their behaviour.

Specific Objectives :

By the end of this session, participants should be able to

1. discuss the profile of the male abuser
2. examine the underlying gender myths which encourage some men to be violent to women
3. review some of the other factors which influence the behaviour of the abuser
4. discuss ways of intervening with abusers

8.1 Profile of the male abuser

What kind of man would abuse the woman he loves? Many researchers have tried to solve this puzzle by studying the personality of the abuser. It is thought that if we can understand who the abuser is -- what makes him different from other men -- then we will be able to more readily identify him, offer appropriate treatment and subsequently prevent or reduce domestic violence. In many ways, abusive men are indistinguishable from other men.

Handout : H8.1 Profile of Male Abusers extracted from the Police Training Manual

8.2 Reasons for the abuse

Briefing Notes : extracted and adapted from the CAFRA manual

There are some common perceived rights which cause some men to explain their violence. These are some of the beliefs which have to be challenged when dealing with men who are violent.

PERCEIVED RIGHT TO PRIVILEGE AND GRATIFICATION AND TO DOMESTIC, SEXUAL AND EMOTIONAL SERVICES

Rewards expected for bearing the assumed responsibilities of protection, provision and the maintenance of 'order'. If they are the provider and the protector then the woman must look after the house, provide sex and look after him, without any regard for her own needs.

PERCEIVED RIGHT TO 'RESPECT', DEFERENCE, DOMINATION AND AUTHORITY WITHIN THE FAMILY.

Assumed licence and duty to control. This right is often expressed as 'man' is head of the home, or he is wearing the pants.

PERCEIVED RIGHT TO CHASTISE FOR 'WRONG-DOING'

Assumed responsibility for the status, attitude, appearance and behaviour of family members which then reflect on his reputation. This is expressed in the view that 'man' must discipline his 'woman' and or that women deserve a beating when they disrespect or bring disrespect to the man by challenging him.

STRONG IMPERATIVE OF SELF-CONTROL (i.e. always feeling that they have no problems and that they are always in control!) and **FEAR OF VULNERABILITY** (real or perceived threat to self-esteem or self-image, loss of face, failure, insecurity, exposure of dependency powerlessness, embarrassment etc).

POSSESSIVENESS ('she belongs to me'), **JEALOUSY** and **FEAR OF SEPARATION** (I can't live without her, if she leaves me I will kill myself or my life would be nothing)

The Bio-psycho- Social model (adapted from AHIMSA, and the CAFRA manual)

There are several factors in addition to those above which will cause a man to be violent. In order for him to change his behaviour, he has to recognise what are the factors and to deal with them. Many abusive men deny that they are abusive.

Handout H 8.2: ' Bio-psycho-social model' of male violence

The factors are grouped in different categories, and the diagram shows the relationship between the different categories. The *society/culture* provide the permission for the man to be violent if he wants to be. Many of the men who are abusive may have come from *families* where the father figure was abusive to the mother or to them. Some men may deny that violence ever existed. However, their *innate self* has been moulded and there may be some serious problems - leading to dysfunctions in the *psycho-social self*. A *situation* will arise in which he responds with violence, because he can react to the *victim* . Some men may be *disinhibited* by drugs or alcohol, which leads to the *abusive* acts. Depending on the *consequences*, the behaviour will continue.

Intervening with an abuser.

Any intervention to deal with a case of domestic violence must ensure that the woman and children are safe and are never at risk.

1. Domestic violence is a crime and must be treated as such. Any physical violence can lead to charges and police intervention. However, there are some non-physical aspects of abuse which are difficult to prove in law, even though the Domestic Violence Act of Guyana recognises these behaviours as possible grounds for applying for a Protection Order.
2. The abusive men can change their behaviour, if they want to do so. They should want to do because they are aware of the destructive effect on their family. However, this change must not be to blackmail the woman into staying in the relationship.
3. Some men will change their behaviour if they realise that their community does not sanction it. All abusive behaviour must be condemned and never excused. Some abusive men will attempt to find excuses, even blaming the woman, and any helper must be wary of colluding with the abuser.
4. Some men will change their behaviour if they realise the effects on the children - especially if they do not beat or abuse their children.
5. If counselling is available, the abusive man must be encouraged to seek help to change his behaviour or to face the consequences of the law.

Activity 8.1 Case Study analysis (Handout 8.3) **Time** : 30 minutes.

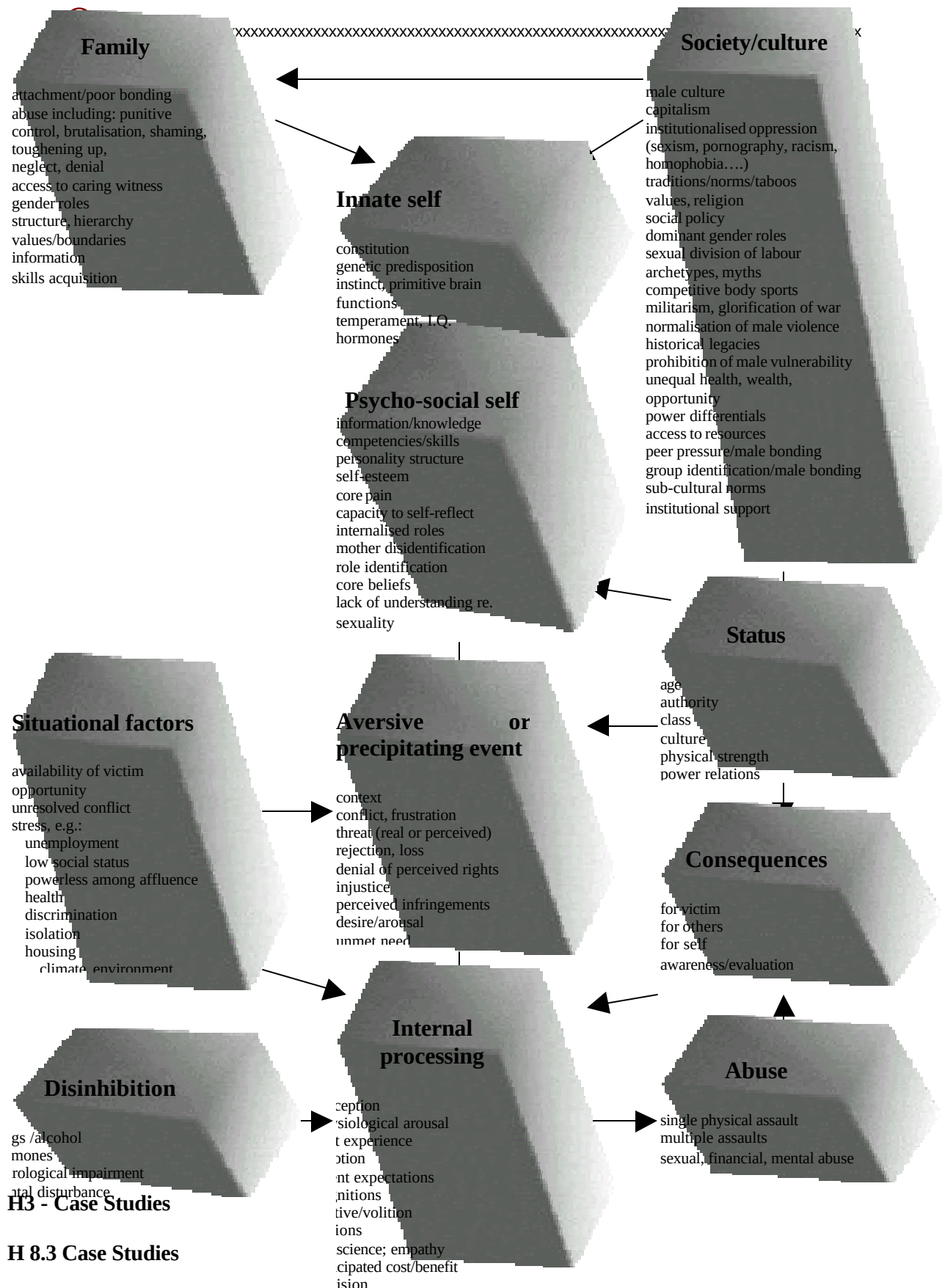
It will take a long time for an abuser to unlearn his behaviour. However, it must be stated that the safety of the woman and the children is the most important issue when intervening in a case of domestic violence.

H8.1 Profile and Characteristics of the Male Abuser

In combination, the features below may emerge as a profile:

1. Found in all socio-economic, racial, cultural, educational, age and religious groups. Men with disabilities are capable of abusing their partners.
2. Believes strongly in traditional sex role stereotypes that are sanctioned by society and give men power and privilege in their public and private lives. This includes not talking about feelings, making women and children do what he wants, making her responsible for his happiness and concentrating on solving problems rather than on expressing feelings and negotiating needs. He believes it is his right to control his partner and keep her in line.
3. Feels that she must satisfy his sexual needs and that he has a right to use sexual force against her.
4. Controls by violence or threats of violence.
5. Becomes very angry about trivial things, e.g., his partner is late or wears clothing he does not like. He may fly into a rage without provocation.
6. Displays sudden personality changes. The man who terrorizes and beats his partner and children may be a pleasant neighbour, caring relative or co-operative co-worker. He has learned where he can vent his frustrations and violence with very little penalty in his own home. The contradiction between his private and public selves works to control his victim who realizes only too well that should she complain, no one would believe that such a charming man could be violent. Many perpetrators continually remind their victims that they will not be believed for this reason.
7. Denies responsibility for his violence and blames his partner for the problems in their relationship.
8. Uses verbal abuse to reduce his partner's self-esteem and confidence, often trying to persuade her that
9. Tries to isolate his partner from friends, family and other supports.
10. Has very low self-esteem and feels dependent on his partner. He may be afraid of losing her.
11. Feels very jealous of other men and may not want his partner to talk to men, even if they are known to him. He may be convinced that she is cheating despite a lack of evidence.
12. Feels sorry after an attack, but gradually forgets promises to change.
13. In many cases was a victim of abuse as a child and/or witnessed abuse of his mother as a child. It is estimated that over 80% of men who experienced violence as a child hit their partners; 75% of men who witnessed violence as children hit their partners.

2.H8.2 A bio-psycho-social model: why men are violent



Case 1 Mr Man

It is Friday afternoon, and Mr Man has just been paid. His wife is at home waiting for him to bring home some money so that she could go to the market. Mr Man is at the rum shop with his friends. His wife comes to the front of the rum shop and tries to signal him. His friends tell him his wife is outside, he ignores her. His wife starts to shout for the money since it is getting late and the market will finish - Mr Man comes outside on the road and tells her to shut up and cuffs her on the face. She falls.

Questions :

4. What are some of the factors which you think are behind Mr Man's behaviour?
5. What would you do or say to Mr Man if you were there and witnessed the behaviour?

Case 2 Mr Luvaman

Mr Luvaman is married to his girlfriend from school. He has a good job, and has told her she should stay home and not work since he could provide everything. He does not give her money saying that he will buy everything for the house and for her - he likes buying her underwear and clothes because he likes the way she dresses. He surprises her often with gifts and sometimes trips. Sometimes, he gets jealous when he calls home to talk to his wife and the phone is engaged. One night, at an Old Year's Dance, a man comes up to his wife and asks her to dance. Mr Luvaman tells her to go and then when she comes back, Mr Luvaman says that she is dancing too close to the man, his wife says that she is fed up with his jealousy and control, he slaps her.

Questions :

- What are some of the factors which you think are behind Mr Luvaman's behaviour?
- What would you do or say to Mr Luvaman if you were there and witnessed the behaviour?

Case 3 Mr Wranganstrang

Mr Wranganstrang lives with a woman who has two children from a previous marriage and two children with him. He constantly tells his partner that her two children from the previous marriage are no good and sometimes hits and abuses them. Sometimes when she tries to defend the children, he beats her. After the beatings, he is sorry and buys jewelry and flowers to make up. He sometimes goes to seek counselling after the beatings but does not stay in the programme. He claims that he is stressed out and that the older children are foolish, whilst his children are good. He comes to talk after beating her while she is pregnant.

Questions :

1. What are some of the factors which you think are behind Mr Wranganstrang's behaviour?
2. What would you do or say to Mr Wranganstrang if you were there and witnessed the behaviour?

Chapter 9 Facilitating a Public Education activity

General Aim : To give participants some suggestions for guidelines and tips for doing public education.

Specific Objectives - By the end of this session, participants should be able to:

- 1.Prepare for an awareness session
- 2.Assess their own skills as a facilitator and work on improvement
- 3.Use the techniques to facilitate awareness about domestic violence

9.1 Preparing for a session on domestic violence

Briefing notes

(Extracted from Andaiye's notes on Public Education, May 1998 and adapted)

The most effective public education is participatory – it does not assume that you know it all or have all the right views, but enters into an interaction between you and the participants (or audience, but audience assumes people who only listen). Even if the audience is not in front of you (e.g TV , radio, writing an article in the newspaper) or if you have been invited to give a formal talk, try to think of yourself as engaged in an exchange, an interaction.

What do you want to tell your audience?

We know we have to educate the public about violence – but we need to be specific. What violence do we want to educate about? Against whom? By whom? And what about the violence do we want to say? It is important to have clearly the shape of what you want to see before clearly communicating.

Who is the audience?

Think about your audience. It will usually be mixed in some way. If you go to a school to speak, you have students of different races and religions, probably both boys and girls, perhaps of different ages. Age, social background/class, gender, race and religion, sexual orientation, disability – and related to all these, culture and values – can be critical in shaping people's views and feelings and how they see each other. Depending on the issue(s) you are dealing with, some factors (e.g race, gender) may be more important than others.

You cannot communicate effectively except to real people who come to the encounter with you with their own histories. Never relate to your audience as a kind of faceless blob.

- a) So who is your audience? Be precise
- b) What do you know or think about the views and/or feelings of the audience?
- c) What do you know about the information the audience already has about who you are and what you are going to talk to them about?
- d) Think about who you are, and how the audience will see you.
- e) Think about your own biases and stereotypes, and theirs.

Activity 9.1 A facilitator has been invited to discuss the issue of male violence against women with a group of 25 men aged 30 to 60. Ask participants how they will answer (b) above, and what they would think of the implications for how they approach the discussion.

Time: 15 minutes

Briefing notes continued

(extracted from the Domestic violence Training package)

When training or presenting in the area of domestic violence, you need to be aware and feel competent in working with the emotional impact that the training or the presentation may evoke in participants. For instance:

- (a) Women might experience a heightened fear of violence and increased vulnerability;
- (b) Participants may feel uncomfortable, angry or disbelieving;
- (c) Participants affected by violence in the past may start to remember the abuse;
- (d) Participants living in a violent relationship may feel distressed by the training; and
- (e) Participants might choose to disclose their experience of domestic violence within the group.

It is important that in your introduction you reinforce that DV affects many people and may have touched the lives of people within the group, therefore, to be sensitive and respectful throughout all discussions.

The *Domestic Violence Training Package* recommends that successful sessions rely on:

1. recognising and utilising the expertise within the group;
2. high levels of interaction amongst participants;
3. mutual respect between participants and the facilitator; and
4. identifying the relevance of the material to the learners professional and/or personal life

9.2 Understanding Facilitation

Some of the public education sessions require facilitation of participants discussing ideas rather than a public speaker.

Handout H9.1 'Understanding Facilitation'

Activity 9.2

Let participants look at the handout and discuss how a facilitator might demonstrate the characteristics listed, or conversely, show the inappropriate behaviour as a kind of joke.

Other techniques and ideas

Setting up the room or the area

The facilitator should ensure that participants are comfortable. If possible, have an idea of the layout of the room before the session, so that activities could be planned accordingly. It is useful to put up relevant posters or materials on the wall so that persons whose attention might wander would be able to stay focussed on the topic under discussion.

If the session is starting late, write up some questions for the early arrivals to discuss between themselves. Questions could be:- 'What is domestic violence? How many people do you know in abusive situations?', etc

Grounding

At the start of a session, it is good to have participants settled or grounded. There are different ideas depending on the size of the group and if the only topic which is being discussed is domestic violence.

- Silent prayers, in which each person individually says silent prayers or persons join hands in a circle to do a quiet meditation. In some large groups, getting people to join hands focusses everybody's attention on the discussion.
- Religious groups may wish to have prayers and other notices, announcements.

Ice Breakers

There may be a need for introductions or ice breakers, if the size of the group allows.

One way to introduce the topic is by doing a monologue skit, or, if there are more people, to do a small play as a 'surprise' introduction. The skit should be around the topic.

- Ask each participant to introduce themselves and say one thing which they think the others do not know about them.
- Ask participants to go into pairs, and they introduce each other to the larger group.
- Ask each participant to introduce themselves, and put an adjective behind their name which starts with the letter of their name
- If time permits and the group is large, there are several mobile exercises.
- Bingo
- Do sheets with different tasks to find people with special characteristics: -
- Someone who was born the same month as you, or who likes the colour red, who has children whose names begin with some letter in the alphabet, who likes to use the Internet, etc. The task has to be completed in a specific time, and participants have to go around to complete the list 'Bingo'
- For a group of strangers - write down the names on name tags, mix them up and ask people to find the person whose name is on the tag. Ask them to introduce that person to the group
- Divide the group in two. Arrange one in an outward facing circle, and then the other in an inward facing circle. Clap hands or so for the circles to move, and then when they stop, persons talk to people who they are facing. Do it about two or three times, then let the people introduce the person they spoke to last.
- Do a rhythm to announce the names in a short way. This is good if the names have been forgotten.

Expectations, Hopes and Fears

It is important for participants to list their expectations or hopes and fears for the session as a means of gauging what the objectives should be. The facilitator could then be creative to ensure that most of the expectations are met. Ways to do this are to:-

- Ask each person to write on a flip chart paper if there is any available
- Elicit from the introductions what are the expectations, hopes and fears of the participants

Participation Contract

It is good to allow participants to make up a contract for how they will interact during the session - sometimes the facilitator might suggest a few

- confidentiality - any disclosure must be treated with confidence
- respect for different views and opinion
- one person speaks at a time, with some signal for who could speak next
- time limits for contributions , etc

Energisers

It is important that participants are not bored and every effort must be made by a facilitator to stay in touch with participants' energy. A facilitator may encourage participants to take time out as they please.

- A quick one - ask a teacher or someone in the group to lead the participants in a simple hands up, down , in, out , sideways, breathing in , out
- Islands - put some flip chart on the floor as islands - and tell people to 'swim' around the islands as they move around Shout 'Shark' and the people will jump on the islands. Remove a paper in each call

- and show how people will hold on to each other when time needs.
- As the wind blows - remove one chair from the group, and put the person in the centre. The person who is in centre says 'As the wind blows, all persons with (some characteristic) move. When the people move, the person in the middle tries to get a seat, and the person left 'out' has to do the next call.
- 'Follow the leader, follow the leader' - people form a circle, move around behind a leader who leads in some exercises.
- In some groups - some songs like *Hokey Pokey* , *Clear the way let the bamboo pass*, *If you happy and you know it, clap your hand*, etc are good for energisers.

Evaluation of session

There are different ways to obtain evaluation of the session:-

- Ask each participant to say what they liked, what they did not like, what they learnt
- Participants could write an evaluation response if they want to write. Questions are :-
 - 1.What did you learn?
 - 2.What did you like about the session?
 - 3.What didn't you like about the session?
 - 4.What did you think about the delivery of the facilitator(s)?
 - 5.What do you think of the materials and the handouts?
 - 6.What other comments?

Feedback is important so that facilitators and public educators on domestic violence could learn to measure the effectiveness of the public education techniques.

H 9.2 consists of a reporting pro-forma which could be used to document the kinds of sessions and outcomes as part of the documentation of the public education programme.

H9.1 Understanding Facilitation.

Facilitating is :-

- making things easy and smooth
- giving guidance to participants throughout the learning process
- encouraging participants to share ideas and experiences with each other
- providing or creating an environment where participants can learn quickly
- helping the group stay in focus on the subject being discussed
- helping each other give and receive feedback about the training activities and management
- assisting in solving problems or conflict situations
- summarizing ideas or reports at the end of the session or the day
- sharing new ideas or other information related to the subject being learned
- assisting the group in arriving at decisions that are needed to be made
- sustaining the interest or motivation of the group in the learning activities
- maintaining group order and good feelings within the group
- initiating, or posing ideas/questions that stimulate the participants to talk and discuss among themselves
- clarifying unclear messages or questions
- providing direction to the discussions and learning activities
- monitoring time and process
- responding to needs expressed by or observed among the participants

Qualities of a good facilitator

A good facilitator is one who

- trusts other people and their abilities
- respects other people's ideas and experiences
- is willing to listen and has good listening skills
- has confidence in herself/himself and is humble
- is interested in people and their development , friendly and sensitive to their needs and feelings
- flexible and dynamic
- is open to feedback and willing to adjust or change accordingly
- is aware of themselves, their strengths and weaknesses, and willing to learn more
- is alive, active and has a good sense of humour
- gets things done
- is organised, mentally and physically and has a sense of order and system
- believes in participatory processes and understands the principles of community development
- works well with a team or group
- is creative and has skill in drawing or handwriting
- speaks clearly and uses simple words an short sentences.

H 9.2 Documentation Pro-forma

Name of Facilitator and date of presentation _____

Organisation/Group requesting presentation _____

Place/Location _____

Number present _____ No of male _____ No of female _____

Age range _____

Any other information about group _____

Topic(s) presented and techniques which worked

Type of learning/media used _____

Facilitators' evaluation :

- a) Aim was achieved _____
- b) Content was presented _____
- c) Content was understood _____
- d) Facilitators' method was accepted _____
- e) Instructional media were accepted _____
- f) Venue was accepted _____
- g) All age groups Participated _____
- h) Other comments /observations/learning points: _____

Facilitators' learning points :

Chapter 10 Suggested outlines for different sessions

The public education team from Help & Shelter have had the opportunity to participate in different kinds of workshop settings and public education sessions. These sessions were of various lengths of times and had various formats and were presented to different groups.

Audience Participation

At all times, the most successful sessions were those which involved the audience and gave rise to some discussion. When possible, especially for longer sessions, the facilitator/speaker/educator should ensure that the audience is able to ask questions, discuss and make comments.

The sessions in which Help & Shelter participants have worked in extend from 7 minute church sermons to 3 day workshops. The topics which were highlighted and discussed are shown here.

8.Three day Workshop - Each day - four to five hours of work

<i>Day One</i>	<i>Day Two</i>	<i>Day Three</i>
Registration/Grounding Introduction of Facilitators Introduction of Participants -through an icebreaker Contract • Expectations 1. Understanding Self 2. Definition and nature of abuse 3. Understanding entrapment Feedback on days activities Closure	Registration/Grounding Check in (brief) Thoughts on Day One's learnings Effects of DV on children Interventions - Individual Helping strategies Feedback on day's activities Closure	- Grounding - Check in - Re-educating abusers - Interventions - social and cultural - Understanding Healthy relationships - Evaluation - Closure

Interactive Sessions for one to two hours

- Opening and Grounding
- Definition of domestic violence and nature of abuse
- Understanding Entrapment
- Effects of Domestic violence on children
- Social and cultural interventions / Understanding Healthy Relationships

Short sessions for less than one hour

The facilitator/speaker may wish to choose one topic and deal with it in detail. It may be difficult to be

interactive in sessions which are less than one hour.

One technique which could be used is a silent questionnaire in which participants are asked to answer for themselves a series of questions - e.g. the value statements which perpetuate gender based violence.

Making Speeches

There are some times when it is not convenient to interact with the audience. These sessions should not last for more than fifteen minutes. The facilitator may wish to use techniques like a monologue or skit to open the session and break the ice.

Users of this manual are free to adapt the content to prepare presentations and to use every opportunity to advocate against domestic violence through public education.